



## RESEARCH ARTICLE

### JOB SATISFACTION AND PERFORMANCE OF JUNIOR HIGH SCHOOL TEACHERS

**Richard M. Oco, Edmar P. Jaudian and Claude Elvin G. Janubas**

Mathematics Junior High School Teachers - Department of Education.

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#### Abstract

This study aimed to investigate and explore the impact of job satisfaction on the performance of Math junior teachers. To facilitate such concern, a survey questionnaire was used to determine the level of job satisfaction with indicators covering compensation and benefits, leadership of administrators, social relationship, and work environment. Data mining on teachers' IPCRF rating were also collected that served as the basis for performance. Unstructured Interviews to the respondents were done by the researcher to validate the gathered data. Frequency, Percentage, Mean, T-test were the statistical tools used in this research. The results showed that teachers' overall job satisfaction level for compensation and benefits and social relationships were at a strongly satisfied level while leadership of administrators and work environment were at a satisfied level. In terms of level performance, 70% of the teachers were at outstanding level and 25% were at very satisfactory level. All job satisfaction demographics namely: compensation and benefits, leadership of administrators, social relationship and work environment showed significant difference towards teachers' performance. Thus, a satisfied teacher can also become a productive and performing teacher.

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#### Introduction:-

Job Satisfaction is the amount of pleasure or contentment associated with a job. Workers will have high job satisfaction when they have positive attitudes towards the job such as the work itself, recognition, and opportunity for advancement (Dubrin as cited by Tatar, 2020). It also refers to the set of favorable or unfavorable feelings with which employees view their work. Further, it is where an individual is evaluated from his point of view, on feelings and emotions about his job and work experience (Cotiangco, 2018). With its simplest definition, job satisfaction is the designation of how happy a worker is with his job.

Important theoretical contributions to our understanding of job satisfaction are the theories of Herzberg, Maslow, and Taylor. According to Herzberg, individuals are not content with the satisfaction of lower order needs at work but look for the gratification of higher-level psychological needs such as achievement, recognition, responsibility, advancement, and the nature of the work itself. Herzberg concluded that job characteristics related to what an individual does gratify one's needs on achievement, competency, status, personal worth, and self-realization, thus making him happy and satisfied (Surbhi, 2020)

**Corresponding Author:- Richard M. Oco**

Address:- Mathematics Junior High School Teachers - Department of Education.

On the other hand, Maslow's theory on the hierarchy of needs which is often portrayed in the shape of a pyramid includes Biological and Physiological needs, Safety needs, Belongingness and Love needs, Esteem needs, and Self-Actualization needs. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire higher-level needs (Hopper, 2020).

Taylor developed the theory of "scientific management". Scientific Management is a philosophy that deals with the relationship between people and work. The basis for this relationship was finding the "one best way" for doing a job and finding the proper person for each job. The goal was maximum output with minimum effort through the elimination of waste and inefficiency. Taylor believed that if both labor and management embrace this philosophy, they would become teammates rather than adversaries, disregarding their traditional relationship and shaping in greater profits than before (Turan, 2015).

Several concepts and definitions about job satisfaction have also come out. For instance, a positive and healthy school culture translates into increased teacher job satisfaction and productivity. An individual joins an organization with physical and psychological expectations; that when realized would increase his efficiency and performance (Toropova, 2020). However, when these expectations do not meet with work conditions, job satisfaction does not occur, and as a result; the worker loses performance and efficiency and might even sabotage the job or quit it.

Teachers' job satisfaction was defined as the fit between the abilities and skills of an individual, teaching demands, and requirements, including the holistic morale and positive effects. He also stressed that teaching is a career that mentors pursue by which better performance can be attained if the feeling of fulfillment is acquired. Fulfillment as an aspect of performance is anchored on a combination of needs, values, and talents. Satisfaction in one's career is the result of the attainment of values compared to one's needs. It is an attitude about a job or career. Among teachers, this fulfillment is important because it affects the behavior of teachers toward the school administration and organization (Saracanlao, 2015).

McCornick as cited by Del Valle (2016) quoted that the work satisfaction of teachers was influenced by workloads and conditions of employment, relationships with students, as well as administration and senior staff. Teachers' responsibilities include filling the roles that were taken care of at home and elsewhere in the community beforehand (De Bruyne as cited by Calibara, 2016). Previous research into the job satisfaction of teachers suggests that the greatest fulfillment comes from helping children achieve and overcome their problems, and also from the personal growth that the profession may afford. The major sources of dissatisfaction are usually school leadership, pupil behavior, and infrastructure.

A key to job satisfaction for educators comes from both intrinsic and extrinsic sources (LaMattina as cited by Magomnay, 2016). It mentioned that interacting with students, learning new material, and learning new teaching methods are the intrinsic sources while recognition, support from other teachers, and evaluation by administration are the extrinsic sources.

This study is anchored on the premise that job satisfaction leads to satisfactory teaching performance. As a public secondary school teacher, the researcher chose this study because he believed that continuous commitment to the teaching profession begets contentment.

Performance is considered as one variable. To evaluate the efficiency and effectiveness of teachers, performance ratings are taken. Performance rating is done by the teacher himself and to be checked and corrected by immediate supervisors like school principals, master teachers, or program heads to verify the validity of the teachers' given data.

Compensation and Benefits deals on the employee's amount of money they receive from their work like salary and other benefits. Sick leaves, promotions, bonuses, and cash gifts are referred to as other benefits. Although salary is considered an extrinsic reward, employees are much more concerned with the concept of fairness and equality towards giving and providing compensation and benefits to every employee.

A low salary cannot bring job satisfaction. Salary must be consistent with the present socio-economic condition. It means one must cope with the cost of living with one's salary. The teachers' range of salary must have the capability to meet up one's basic needs in life because if it doesn't, they must look for other sources. They set an example that

when their salary fails to afford their family expenditures, they go on looking for another source of income that somehow prevents them from giving their best efforts in teaching. Sometimes the teachers get more money from other teaching engagements than their salary from the school. As a result, their sincerity decreases from their job (teaching in school) and become irresponsible to their main job. Thus, a salary plays a vital role to create job satisfaction.

The leadership of Administrators is considered a variable that will affect the teachers' job satisfaction level in this study. The leadership of administrators deals with the administrator's way of supervising his/her subordinates. A good administrator promotes a good relationship with the persons working with him. Teachers' awareness over their supervisor/administrators' positive doing on duties and responsibilities inspires the subordinates to do it to their work as well. While an administrator who's deficient and an advocate on promoting chaos, confusions, and factions towards his subordinates' losses the teachers' satisfaction.

Social Relationship covers family support to the teachers, teacher-student relationship, the interpersonal relationship among the colleagues, headteacher–assistant teachers' relationship, and teachers' - guardian relationship attitudes of the school managing committee as well as the local elites. If such a relationship is good, people can be satisfied with the job; hence antagonistic relations may bring job dissatisfaction. Thus, the environment plays a vital role in the context of job satisfaction.

Cotiangco (2018) quoted that social support may take the form of emotional support (expressing concern, indicating trust, boosting esteem, listening), appraisal support (providing feedback affirmation), or information support (giving advice, making suggestions, providing direction). People who can serve as sources of social support at work include supervisors, co-workers, subordinates, customers, or other non-organizational members with whom an employee might have contact. For many employees, the opportunity for social interaction with friendly co-workers and supervisors adds greatly to the dimension of job satisfaction.

Work Environment refers to the infrastructure of the school building, classrooms, furniture, and other interior, teachers' rooms, toilets; especially, the playground of the students, computer facilities, and location of the schools. In a workplace, adequate facilities and other things that will aid to the ease of one's work are very important. The work environment helps the employee feel comfortable with his/her work and inspires him to do his job effectively and efficiently (Cotiangco, 2018).

### **Related Literature**

Job satisfaction is defined by Spector as cited by Cotiangco (2018) as "the extent to which people like (satisfied) or dislike (dissatisfied) their jobs". This facet includes co-workers, pay, job conditions, supervision, nature of the work and benefits, relationship to co-workers and feeling towards administrator's kind of management, nature of one's job and benefits.

The study of Nigama (2018) revealed that to maintain high teacher job satisfaction all aspects of work must be maintained at a good level and that the needs of teachers must be addressed accordingly. This was further confirmed by Tein (2018) who revealed the same results and findings.

Job satisfaction is linked to job performance. Teachers with low levels of satisfaction and morale can cause decreased productivity (Toropova, 2020). Moreover, workload and even relationships with one another can affect a teacher's satisfaction. This was also observed in the study of Nor (2020) who stated that low satisfaction could lead to low performance and outputs of teachers.

Furthermore, Maeda (2018) and Werang (2017) revealed that job satisfaction is related to teacher performance and commitment. However, Romo (2018) revealed that job satisfaction has no significant impact on job performance.

Tasnim (2016) pointed out that all teachers perceived that a good salary brings job satisfaction. Salary must be consistent with the present socio-economic condition. It means one must cope with society with one's salary. At least the living cost will be covered by that salary. A range of salary must have capability to meet one's basic needs in life. When one's salary cannot meet that, they must look for another source. They set an example that when their salary fails to afford their family expenditures, they must look for private teaching and do not put full effort into teaching in class.

Sometimes the teachers get more money from private teaching than their salary from the school. As a result, their sincerity decreases from their own job (teaching in school) and they also become irresponsible to their main job. Thus, a salary plays a vital role to create job satisfaction. Herzberg as quoted by Tasnim (2016) identified the factor cluster that motivates the employees. Salary is in the hygiene cluster which causes dissatisfaction. Low salary is dissatisfactory, and satisfaction is found in higher salary. From the frustration of very poor salary workers explain job satisfaction as getting a good salary.

Howes as cited by Romeo (2018) stated that money is the major extrinsic reward. Employees want to work in a system that is promoting just and fair. Promotions and pay system policies meet the desired requirements of an employee. If the policies are perceived as just and fair, there is likely to be greater job satisfaction. Bozkurt quoted by Cotiangco (2018) found out that educators reach the highest job satisfaction level by their job's content and the lowest job satisfaction level by their salaries. Bona (2020) further revealed that compensation and benefits are of great impact towards teachers' satisfaction and performance.

Leadership as defined by Ruyler and cited by Soberman (2016) is a manner and approach of providing direction, implementing plans, and motivating people. It can contribute to supporting the social and interpersonal relationships of workers. When supervisors tend to give task specific input, clarify roles, goals and expectations, workers can know exactly what is expected. Added too, are considerate behavior, the acknowledgment, and the reward of excellent performance by leaders. All of these can be associated with job satisfaction.

The study on the relationship of job satisfaction with substitutes of leadership, leadership behavior and work motivation show that 125 adult Americans between ages 20 and 46 years revealed that task substitutes, organizational substitutes, considerate leadership behavior, initiating structure and work motivation were significant and together accounted for fifty four percent of the total variance of job satisfaction. Leadership style affects levels of job satisfaction more than any other variable (Debruyne as cited by Del Valle, 2016). This was further confirmed by the study of Virgana (2021) stating that leadership can influence the satisfaction of workers like the teachers. Therefore, leadership must be consistent and functional.

According to Ivancevich as quoted by Cotiangco (2018) social support may take the form of emotional support (expressing concern, indicating trust, boosting esteem, listening), appraisal support (providing feedback affirmation), or information support (giving advice, making suggestions, providing direction). People who can serve as sources of social support at work include supervisors, co – workers, subordinates, and customers or other non - organizational members with whom an employee might have contact. For many employees, the opportunity for social interaction with friendly co – workers and supervisors adds greatly to the dimension of job satisfaction.

According to Howes as cited by Magomnay (2016), the importance of the working environment affects the safety, health, and wellness of employees. Physical comfort, location, heating, and noise are all important contributors to job satisfaction. Tasnim (2016) concluded that more female teachers are dissatisfied with their job if the physical environment is not favorable. Furthermore, the study Virgana (2021) revealed a significant difference in perceived work environment based on age, gender, and occupation type.

Meanwhile, the studies of Usop (2013) who revealed that teachers that were satisfied with what they were doing at work has always obtained high performance level of rating as well as that of Sah (2021) who stressed that teachers with high job satisfaction and self-efficacy performs better at work and in performing their duties and responsibilities.

Job satisfaction differs from gender perspective. There is a clear distinction between the nature of male and female defining job satisfaction. The factors affecting the female job satisfaction are the working environment, interpersonal relation, and supervision of the boss (by the head teacher). For men, salary and security of the job is most important. Men were more concerned with extrinsic rewards (most notably pay) women focusing more on intrinsic rewards, the satisfaction of teaching children.

Many female teachers come into this profession willingly. But men often saw teaching as an alternative rather than as the focus of their career aspiration. Job satisfaction differs a lot from gender perspective because of social culture. In masculine culture, women are modest in nature and teach younger children. They are playing the role of 'substitute mothers' in school as a teacher. On the other hand, in masculine countries male are assertive in nature

and prefer challenging jobs. They are a dominating symbol in management which affects female job satisfaction. (Tasnim, 2016)

The Philippines continues to bridge the gap in gender inequality. Ranking 9th in the world in providing equal opportunities for women, the World Economic Forum gender gap index showed that Filipino women have achieved equality in educational attainment, healthy life expectancy and improved opportunities for skilled women professionals.

The research of Antonio (2015) on views of achievement motivation in the Philippine context, found out that teamwork and having the leeway of individual workers in asserting their own authority makes them responsible and successful at work. Furthermore, the study of Smet (2022) revealed professional development can add satisfaction and confidence with fellow workers.

The study of Magomnay (2018) found out that there is no relation between job performance and leadership behavior. However, the findings Abellanos (2019) stated that there is a high relation between task performance and work environment. Moreover, Troeger (2021) stressed that social relationships and work environment are great contributors to job satisfaction.

It has generally been assumed that a person who is satisfied with his job will perform better. Cotiangco (2018) however quoted that a person will experience satisfaction if his job allows accomplishing a goal. Moreover, Antonio's research (2015) stated that achievement motivation allows an individual to fulfill his job goals that eventually leads to work performance and satisfaction. Howes as cited by Romeo (2018) on the other hand pointed out that performance is perceived to obtain extrinsic reward. This was further solidified by the findings of Ozcan (2021) stating the extrinsic rewards are key contributors to teacher's job satisfaction.

### Methodology:-

The researchers utilized the descriptive method of research to the respondents. The data gathered were used to answer the research problems in this study. A personal unstructured interview was conducted by the researcher to confirm the data. The researchers conducted a pilot study of the Questionnaire wherein the data gathered were subjected to Cronbach's Alpha test to determine the reliability of the questionnaire. The result was an alpha of 0.982 which means that the survey questionnaire has consistency and is a reliable instrument.

In addition, three specialists composed of a guidance counselor, a master teacher and an experienced University Professor with high educational attainment and qualifications have evaluated and certified the said questionnaire's validity. The respondents of this study were the Math Junior High School Teachers.

Through a written request, the researchers asked permission from the school district supervisor and school principal in conducting the research study and in gathering the data. Upon getting and organizing the data the researchers then proceeded with the unstructured interview among the selected Math junior high school teachers for data confirmations and insights.

The participants of this study were asked to join voluntarily and that they were informed about the whole content of the research as well as the purpose and contents of the study. The researcher assured the participants that data gathered, and details taken from them were held with utmost confidentiality for privacy, safety, and ethics concerns.

After the conduct of the study for the whole second quarter of school year 2021-2022 from January 2022 to February 2022, the researcher then proceeded with the tabulation of responses on questionnaires for data gathering and analysis and conducting unstructured interviews for the insights and comments was also implemented.

#### A. Scale for the Level of Job Satisfaction

Interval	Weight	Description	Interpretation
4.20 – 5.00	5	Strongly Agree	Strongly Satisfied
3.40 – 4.19	4	Agree	Satisfied
2.60 – 3.39	3	Neither Agree/Disagree	Neither Satisfied/Dissatisfied
1.80 – 2.59	2	Disagree	Dissatisfied
1.00 – 1.79	1	Strongly Disagree	Strongly Dissatisfied

## B. Scale for Teacher's Performance

Interval	Interprétation
4.5000 – 5.000	Outstanding
3.5000 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 1.499	Unsatisfactory
1.000 – 1.499	Poor

**Results and Discussions:-**

Problem 1. What is the level of job satisfaction of Teacher-respondents in terms of Compensation, Leadership of Administrators, Social Relationship and Work Environment.

Table 1 of the shows the percentage distribution of the respondents on Compensation And Benefits. It yielded an overall mean of 4.21 with the corresponding interpretation of “strongly satisfied”. Six (6) out of 10 or 60% of the indicators were rated ‘strongly satisfied’ and the remaining 5 indicators were rated with “satisfied” only.

**Table 1:-** Responses on Compensation and Benefits.

Indicators	Mean	SD	Interprétation
1. Salary is competitive	4.44	0.70	Strongly Satisfied
2. I am honored serving as a teacher	4.68	0.52	Strongly Satisfied
3. Salary is enough	3.71	0.98	Satisfied
4. Salary is given on time.	4.32	0.79	Strongly Satisfied
5. Salary increase is based on position	4.39	0.75	Strongly Satisfied
6. Same benefits given	4.52	0.88	Strongly Satisfied
7. Fringe benefits is proportionate	4.12	0.79	Satisfied
8. Incentive is just	4.12	0.64	Satisfied
9. Enjoyed benefits like attendance policies, medical benefits etc.	3.63	0.89	Satisfied
10. Given the opportunity for professional trainings	4.19	0.77	Satisfied
Overall Mean	4.21	0.77	Strongly Satisfied

Getting the highest mean of 4.68 is indicator 2 “I am honored to serve as a teacher up to the present” which implies that teaching is a fulfilling profession. This supports Newstrom and Davies’ premise (Cited by Cotiangco, 2018) that employees tend to be satisfied with their job because they are happy doing things that make fuller use of their abilities. Indicator 6 “I am satisfied with the benefits (Bonuses/Clothing) given to me” closely follows with a mean of 4.52, reinforced the satisfaction level on compensation and benefits along with the number 5 indicator “my salary increase is based on the position that I have.” Holding meaningful job and performing it are important inputs to self-images that would make a worker happy.

Indicators 1 and 4 for “My salary is competitive with the other teachers” and “My salary is given to me on time” formed part of the strong categories with respect to Compensation and Benefits. Indicator 9: “I enjoy the benefits like: attendance, policies, medical benefits etc.”. Indicator 3: “My salary is just enough to support my needs”.

This aligned with the study of Tasnim (2016) who pointed out that all teachers perceived that a good salary brings job satisfaction. Salary must be consistent with the present socio-economic condition. It means one must cope with society with one's salary. At least the living cost will be covered by that salary. A range of salary must have capability to meet one's basic needs in life. When one's salary cannot meet that, they must look for another source. They set an example that when their salary fails to afford their family expenditures, they must look for private teaching and do not put full effort into teaching in class.

Furthermore, Howes as cited by Romeo (2018) stated that money is the major extrinsic reward. Employees want to work in a system that is promoting just and fair. Promotions and pay system policies meet the desired requirements of an employee. If the policies are perceived as just and fair, there is likely to be greater job satisfaction. Bozkurt quoted by Cotiangco (2018) found out that educators reach the highest job satisfaction level by their job's content and the lowest job satisfaction level by their salaries. Bona (2020) further revealed that compensation and benefits are of great impact towards teachers' satisfaction and performance.

Table 2 shows the percentage distribution of the respondents Level of Job Satisfaction on Leadership of Administrators. It yielded a mean of 4.08 with the corresponding interpretation of "satisfied". Two out of the ten indicators or 20% got the rating of "strongly satisfied" level while 80% of the indicators were in the rating of "satisfied" level.

**Table 2:- Responses on Leadership of Administrators.**

Indicators	Mean	SD	Interprétation
1. Supervisor inspires me in doing the task.	4.10	0.71	Satisfied
2. Supervisor informs teachers on salary and promotion.	4.30	0.87	Strongly Satisfied
3. Supervisor monitors and evaluates tasks for support.	4.14	0.81	Satisfied
4. Supervisor recognizes the work well done.	4.15	0.84	Satisfied
5. Supervisor radiates concern in clarifying goals	3.98	0.76	Satisfied
6. Supervisor recommends for promotion.	4.29	0.75	Strongly Satisfied
7. Supervisor shows evidence of trust and confidence.	4.15	0.77	Satisfied
8. Supervisor shows how to do what one fails to comprehend.	3.95	0.89	Satisfied
9. Supervisor comments but does not demand respect.	3.93	0.92	Satisfied
10. Supervisor models equal treatment to all teachers.	3.80	0.98	Satisfied
Overall Mean	4.08	0.83	Satisfied

Taking the highest mean of 4.29 is indicator 6 "The principal/immediate supervisor recommends for promotion" followed closely with indicator 2 "The principal/immediate supervisor informs the teachers about the document requirements for salary and rank promotion" with a mean score of 4.30. These two indicators are interpreted as "strong satisfaction level". It implies that teachers perceived a strong leadership of their administrators for their competency in communicating to them.

Newstrom and Davies as cited by Romeo (2018) stated that managers' communication competency produces a significant impact to employees' performance and satisfaction level. Indicator 10 "Supervisor models equal treatment to all teachers" was the least satisfied indicator with the mean of 3.80. The teacher-respondents claimed

that favoritism is visible in the workplace, and they felt that their supervisor does not show equal treatment in handling administrative concerns.

Moreover, the study on the relationship of job satisfaction with substitutes of leadership, leadership behavior and work motivation show that 125 adult Americans between ages 20 and 46 years revealed that task substitutes, organizational substitutes, considerate leadership behavior, initiating structure and work motivation were significant and together accounted for fifty four percent of the total variance of job satisfaction. Leadership style affects levels of job satisfaction more than any other variable (Debruyne as cited by Del Valle, 2016). This was further confirmed by the study of Virgana (2021) stating that leadership can influence the satisfaction of workers like the teachers. Therefore, leadership must be consistent and functional.

Table 3 shows the percentage distribution of respondents' level of Job Satisfaction on Social Relationship. It yielded a mean of 4.30 with the corresponding interpretation of "strongly satisfied". Getting the highest mean of 4.64 is indicator 8 "I can easily fit in with the people in my workplace" followed by indicator 1 "My co – teachers are warm, friendly and cooperative towards me" with a mean score of 4.57. This comprises the two indicators with "strong satisfaction level".

**Table 3:- Responses on Social Relationship.**

Indicators	Mean	SD	Interprétation
1. Co-teachers are warm, friendly, and cooperative	4.57	0.54	Strongly Satisfied
2. There is a sense of fun and family in the school.	4.44	0.57	Strongly Satisfied
3. Teamwork in resolving conflicts and issues in school.	4.17	0.65	Satisfied
4. Co-teachers trust each other in school.	3.98	0.74	Satisfied
5. Sense of camaraderie attracts reports to school daily and on time.	4.29	0.68	Strongly Satisfied
6. Co-teacher availability whenever support and assistance is needed.	4.34	0.66	Strongly Satisfied
7. Take time to be with co-teachers, friends, and family.	4.24	0.80	Strongly Satisfied
8. Easily fit with the people in the workplace.	4.64	0.55	Strongly Satisfied
9. Upset with some co-teachers who misbehave.	3.90	0.83	Satisfied
10. Consider the working environment of the school healthy.	4.38	0.52	Strongly Satisfied
Overall Mean	4.30	0.65	Strongly Satisfied

It implies that the teachers in the area have developed human relations. This information suggests that the teacher respondents' social relationship with each other is in a very good condition since 7 out of 10 indicators or 70% has the interpretation of "strongly satisfied" and with 3 or 30% for "satisfied" interpretations. It suggests the presence of positive human relation practices in the area.

The least satisfied indicators are number 4 and 9; "My co – teachers trust each other in school"; "I am upset with some of my co – teachers who misbehave like: always late, no lesson plan, and often absent" with a mean score of 3.90. Lamattina as cited by Magomnay (2018) stated that teachers with low levels of satisfaction and morale can cause decreased productivity. Newstrom and Davies as cited by Romeo (2018) stated that employees who have low satisfaction tend to be absent more often. Indicator 3 "I feel that we are a team in resolving conflicts and issues in school" is the second lowest rated indicator with the mean score of 4.17.



This implies that a sense of belongingness and recognition is being experienced by the teacher respondents. Though as to trust and confidence for each other, attention is necessary to improve their relationship towards each other. It affirmed the study of Ivancevich as quoted by Cotiangco (2018) that for many employees, the opportunity for social interaction with friendly co – workers and supervisors add greatly to the dimension of job satisfaction. Furthermore, Antonio (2016) stressed out that teamwork is very essential in making an employee responsible and successful at work.

Finally, according to Ivancevich as quoted by Cotiangco (2018) social support may take the form of emotional support (expressing concern, indicating trust, boosting esteem, listening), appraisal support (providing feedback affirmation), or information support (giving advice, making suggestions, providing direction). People who can serve as sources of social support at work include supervisors, co – workers, subordinates, and customers or other non - organizational members with whom an employee might have contact. For many employees, the opportunity for social interaction with friendly co – workers and supervisors adds greatly to the dimension of job satisfaction.

Table 4 in the succeeding page shows the percentage distribution of the respondents on Work Environment. It yielded a mean of 3.77 with the corresponding interpretation of “satisfied”. Five out of ten or 50% of the indicators are “strongly satisfied”. Two out of ten or 20% of the indicators got the descriptive interpretation of “satisfied” while three out of ten or 30% of the indicators belonged to “neither satisfied/dissatisfied”.

Getting the highest mean of 4.62 is indicator 1 “The school environment is generally clean” followed closely with indicator 6 “Morale and safety is not a problem in the school location” with the mean score of 4.60. The indicators are the two categories with “strongly satisfied” levels. It implies that teacher-respondents perceive strong satisfaction in their work environment in terms of cleanliness, safety and security. This result agrees with the findings of Howes as cited by Romeo (2018) stating that a safe work environment and location are all important contributors to job satisfaction. Safe and clean environments are working conditions influencing workers satisfied to do their job efficiently.

Indicators 4 and 5; “The school assignment is far from home which entails difficulty in reporting on time; hence late or absent” and “Long travel from home to school and vice – versa makes me physically fatigue; hence effective and efficient service is oftentimes compromised” with the mean scores of 3.15 and 3.22 respectively. This information suggests that location of school assignment thus bothers the teacher-respondents since it requires them to travel or leave their families at home for days due to work which often resulted in tiredness and stress.

According to Howes as cited by Magomnay (2016), the importance of the working environment affects the safety, health, and wellness of employees. Physical comfort, location, heating, and noise are all important contributors to job satisfaction. Tasnim (2016) concluded that more female teachers are dissatisfied with their job if the physical environment is not favorable. Furthermore, the study Virgana (2021) revealed a significant difference in perceived work environment based on age, gender, and occupation type.

**Table 4:-** Responses on Work Environment.

Indicators	Mean	SD	Interprétation
1. School environment is generally clean	4.62	0.69	Strongly Satisfied
2. Equipment inadequately maintained.	3.90	0.84	Satisfied
3. Existence of stressor.	3.93	0.77	Satisfied
4. School assignments are far from home.	3.15	0.58	Neither Satisfied/Dissatisfied
5. Long travel makes physically fatigue	3.22	0.57	Neither Satisfied/Dissatisfied
6. Morale and safety is not a problem	4.60	0.60	Strongly Satisfied

7. School conducive for the teaching-learning process.	4.54	0.68	Strongly Satisfied
8. Contented with the school facilities.	3.27	0.54	Neither Satisfied/Dissatisfied
9. Feel comfortable with my work schedule.	4.44	0.81	Strongly Satisfied
10. The overall housekeeping system is in order.	4.36	0.62	Strongly Satisfied
Overall Mean	4.00	0.67	Satisfied

**Table 5:-** Summary of Teacher - Respondents' Level of Job Satisfaction.

Category	Overall Mean	Description
1. Compensation and Benefits	4.21	Strongly Satisfied
2. Leadership of Administrators	4.08	Satisfied
3. Social Relationship	4.30	Strongly Satisfied
4. Work Environment	4.00	Satisfied

Table 5 shows the overall summary of teacher respondents' Level of Job Satisfaction. Two out of four categories: Compensation and Benefits and Social Relationship were rated by the respondents with "strongly satisfied" while the category of work environment and leadership of administrators is rated "satisfied".

This implies that room for improvement for leadership of administrators and work environment must be improved to have the same level of job satisfaction on compensation and benefits and social relationships. Holistic approach in all aspects is ideally suggested to ensure high satisfaction level among teachers.

The study of Nigama (2018) revealed that to maintain high teacher job satisfaction all aspects of work must be maintained at a good level and that the needs of teachers must be addressed accordingly. This was further confirmed by Tein (2018) who revealed the same results and findings.

**Problem 2.** What is the overall performance of teachers based on Individual Performance Commitment Review Form (IPCRF) Rating?

**Table 6:-** Overall Math Teachers' Performance.

Interval	Description	F	%
4.500 – 5.000	Outstanding	14	70%
3.500 – 4.499	Very Satisfactory	5	25%
2.500 – 3.499	Satisfactory	1	5%
1.500 – 2.499	Unsatisfactory	0	0%
1.000 – 1.499	Poor	20	100%

Table 6 shows the overall math teachers' performance. The data revealed that 14 out of 20 or 70% of the teachers' performance were at "outstanding level". It was followed by "very satisfactory" level with 5 out of 20 or 25% and lastly "satisfactory" level with 1 out of 20 or 5%. This data implies that the majority of the teachers achieved very

high performance or were performing better in their duties and responsibilities as teachers. This further implies that teachers with high job satisfaction are likely productive resulting in higher performance level as. Well.

This finding aligns with the studies of Usop (2013) who revealed that teachers that were satisfied with what they were doing at work has always obtained high performance level of rating as well as that of Sah (2021) who stressed that teachers with high job satisfaction and self-efficacy performs better at work and in performing their duties and responsibilities.

**Problem 3.** Is there a significant difference between teachers' job satisfaction towards performance?

**Table 9:-** Test Significance on Job Satisfaction and Performance.

Job Satisfaction Indicators	t-value	p-value	Décision
Compensation and Benefits	2.647	0.001	Significant
Leadership of Administrators	4.164	0.000	Significant
Social Relationship	2.411	0.001	Significant
Work Environment	2.862	0.000	Significant

Table 9 presents the test significance on teachers' job satisfaction and performance. The data revealed significant difference for compensation and benefits with t-value of 2.647, leadership of administrators with t-value of 4.164, social relationship with t-value of 2.411 and work environment with t-value of 2.862 all of which were higher than the critical t-value of 2.093 at 0.05 level of significance.

This data implies that job satisfaction is a big factor in the performance of the teachers. It further implies that the 4 aspects of job satisfaction in this study have a major impact on the teacher's achievement in terms of performance. Thus, high job satisfaction equates with high job performance. This reaffirms the study of Nigama (2018) revealed that to maintain high teacher job satisfaction all aspects of work must be maintained at a good level and that the needs of teachers must be addressed accordingly. This was further confirmed by Tein (2018) who revealed the same results and findings.

Thus, Job satisfaction is linked to job performance. Teachers with low levels of satisfaction and morale can cause decreased productivity (Toropova, 2020). Moreover, workload and even relationships with one another can affect a teacher's satisfaction. This was also observed in the study of Nor (2020) who stated that low satisfaction could lead to low performance and outputs of teachers. Finally, it aligned with the studies of Maeda (2018) and Werang (2017) revealed that job satisfaction is related to teacher performance and commitment.

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