



### RESEARCH ARTICLE

## THE INFLUENCE OF SCHOOL FACILITIES AND EFFECTIVENESS ON THE SATISFACTION OF TEACHERS IN PUBLIC SCHOOLS

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### Abstract

The study identified the influence of school facilities on school effectiveness and teachers' job satisfaction of public elementary schools in Davao City. The study used the quantitative approach to collect and analyze data. The study used Multiple Linear Regression to determine the variables in this study. This survey used a combination of researcher-made and adapted questionnaires to measure the influence of educational facilities on school effectiveness and teachers' job satisfaction. The researcher gathered data thru an online survey, with 208 respondents using a stratified sampling method. The statistician analyzed the data using mean, Pearson r, and regression. The study found that public school teachers in Davao City moderately agree that there is an adequate and functional provision of facilities in their schools. The level of school effectiveness was found out to be high. The level of job satisfaction was also high. The study revealed that school facilities do not influence teachers' job satisfaction but school effectiveness does. This implies that the evaluation of school facilities needs further investigation using a standard measurement value to reveal the actual status of school facilities without the partiality and inconsistency of teachers' individual perceptions. The correlation result of this study also implies that the relationship between school heads, teachers, students, and the entire school and the community play a significant role in teachers' job satisfaction.

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### Introduction:-

Job satisfaction impacts not only individual needs but also the entire organization. Satisfied employees perform better than those employees who are not contented (Inayat and Khan, 2021). When employees perform better, organizational outcomes will also be better. In the school, a dissatisfied teacher who will not serve better in delivering the lesson will probably produce students who cannot perform well and cannot achieve the desired learning outcomes.

Job is an essential aspect of people's lives. Their well-being, success and survival depend on their jobs. Maslow's hierarchy of needs which comprise of five levels of human needs depicted in a pyramid mentions safety needs in the second level (McLeod, 2023). Job security belongs to safety needs and job satisfaction or fulfillment is undoubtedly very indispensable topic that organizations need to focus on to help employees fulfill these physiological, lower survival-related needs of humans. Meeting these needs, it will be easier for individuals to meet the higher psychological needs. Teachers' job satisfaction is unquestionably crucial for achieving quality education. MBA

Skool Team (2021), states that a significant part of an institution is a worker's satisfaction since productivity relies on it. Teachers can do their best with the provision of suitable facilities, and equipment and when teaching is supported by a school system that is well-managed and a school that is effective. Determining the job satisfaction of teachers is crucial because it directly influences their performance. We can assert that unsatisfied worker may face challenges in providing quality service to clients, just as unsatisfied teachers may encounter difficulties in delivering quality lessons to their students. Baluyos, E.L., Baluyos, G.R., Rivera, H.L. (2019) revealed in their study Teachers' Job Satisfaction and Work Performance that a high level of teachers' job satisfaction resulted in a very satisfactory work performance. Furthermore, the study revealed that the effectiveness of teachers' work decreases as their satisfaction with the monitoring and job security provided by school heads.

The work environment, which includes school facilities and school climate as part of school effectiveness in general, affects teachers' performance (Rachman, 2021). Rachman (2021) found out that job satisfaction plays a significant role in helping employees achieve their performance goals and that job stress and the workplace environment can positively affect their performance. Conversely, job satisfaction and favorable working conditions can indirectly enhance performance. Both teachers and students are affected by this. Sabit (2019) conducted a study that revealed no evidence of the availability, adequacy, and usability of school facilities and that there was no significant difference between the school facilities and students' performance thus, contributing to the low achievements of students in competitions.

Furthermore, in his 2019 study, Jaminal found that the availability of school facilities had an impact on the motivation and satisfaction both students and teachers. Libraries, classrooms and playgrounds have been recognized as essential elements that have an impact on teaching and learning. A well-constructed facility not only ensures a safe working environment for both teachers and students but also encourages teachers to enhance their teaching effectiveness. Proper facilities give teachers and students a safe space to teach and one that is beneficial for their physical and emotional health. Facilities management is crucial because it ensures a safe and comfortable work environment for people. A good workplace makes people feel well, energized, productive, and enthusiastic about their work. It will make them want to come to work and perform well.

Most research focused on students. However, there has been limited research on assessing the state of school facilities and how they impact teachers' job satisfaction. Whether the effect of adequacy or inadequacy of school facilities and school effectiveness affects teachers' job satisfaction is still waiting to be clarified. It is not new knowledge to many that many talented teachers are already leaving their posts for a job position abroad. Many do not even match their skills, such as those working as domestic helpers. It is essential to address the issues affecting teachers' job satisfaction, if the government wants to keep these talented teachers, and if quality of education is to be pursued here in our country.

The study aims to identify the condition of the educational facilities and level of school effectiveness of Davao City's public elementary schools and its influence on the teachers' job satisfaction. Specifically, this study aims to answer the following questions: 1) What is the condition of school facilities in terms of Basic Classroom Facilities, Dedicated Specialty Areas, Sanitary Facilities, Playground Facilities, Administrative Facilities, Ancillary Services, and School Safety? 2) What is the level of school effectiveness among Davao City's public elementary schools in terms of Instructional Leadership, Clear & Focused Mission, Positive School Climate, High Expectations, Frequent monitoring of Student Progress, Time on Task, and Positive Home/School Relations? and 3) What is the level of teachers' job satisfaction among Davao City's public elementary central schools regarding Security, Work Environment, and Community Attachments/ Linkages? 4) What is the influence of school facilities and school effectiveness on the satisfaction of public elementary school teachers in Davao City?

This study aims to test the hypothesis that the condition of school facilities has an impact on teachers' job satisfaction. Furthermore, this study aims to investigate the relationship between school effectiveness and teachers' job satisfaction.

### **Literature Review:-**

This research relies on the Hierarchy Needs theory of Abraham Maslow, the Two-Factor theory of Frederick Herzberg, and the Theory of School Effectiveness by Rutter, et al.

This research anchored its theory on Abraham Maslow's Hierarchy of Needs. Maslow's hierarchy of needs is a psychological theory of motivation that presents five-tier model of human needs, often depicted as levels in a pyramid. The needs are physiological (food and clothing) at the bottom of the hierarchy, safety (job security), love and belonging needs (friendship), esteem, and self-actualization at the top (Maslow, A.H. 1943).

Frederick Herzberg's Two-Factor theory centers on the idea that job satisfaction is influenced by two factors: 'motivators' (satisfiers) and 'hygiene' (dissatisfiers). 'Motivators' encompasses aspects like achievement, recognition, the nature of the work, responsibility and advancement while 'hygiene' factors include company policies, supervision, salary, interpersonal relations and working conditions. The presence of 'motivators' creates satisfaction among employees, and the absence of 'hygiene' creates dissatisfaction. When hygiene issues are addressed, Herzberg said motivators will encourage job satisfaction and boost production. (Herzberg, 1968).

On the other hand, the Theory of School Effectiveness by Rutter and colleagues in England in the 1970s proposed that school effectiveness occurs when there is a) efficiency in leadership, b) high expectations by listeners, c) a school environment favorable to learning, concentrating on basic skills, and looking up with students on a regular basis (Edmonds, 1979; Scheerens, 2016 as cited in Zamir, N. A., 2020.)

Figure 1 presents the relationship of the variables in this study. It shows that the condition of educational facilities and school effectiveness influence teachers' job satisfaction.

The first independent variable is school facilities with seven indicators: Basic Classroom Facilities composed of items such as seats, tables, chalkboards, etc.; Dedicated Specialty Areas, which includes laboratories, learning/subject rooms, and library; Sanitary Facilities, which refers to toilet, handwashing, drinking and water system facilities; Playground Facilities which tackles playground area, its facilities and athletic equipment; Administrative Facilities includes the areas such as Principal's office, Teachers Room, Conference Room; Ancillary Services are areas such as School Clinic, Guidance and Counselling, School Canteen; and School Safety refers to things related to Disaster Risk Reduction Management. The accessibility of educational resources affected both students' and teachers' motivation and sense of fulfillment (Jaminal, 2019).

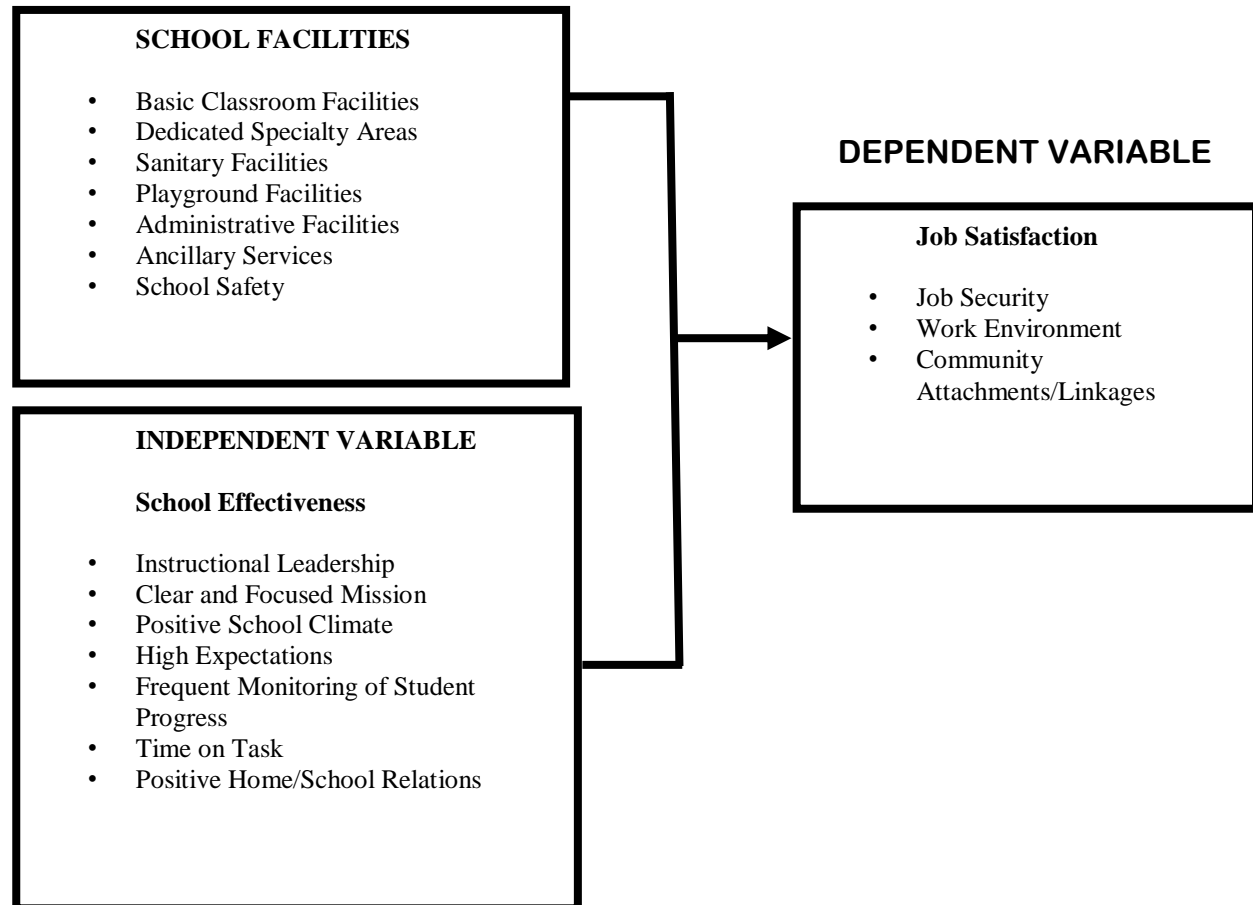
We need to improve school infrastructure and pursue new policies. A decent learning environment is, after all, a wise investment. Better student learning results, increased future worker productivity, and more endogenous economic growth potential would all arise from it. (Navarro, A. 2022).

The second independent variable is school effectiveness. Mondal, A. (2020) noted that the term has been widely used since the 1960s and was commonly associated with the school's efforts to make adjustments aimed at improving students' accomplishment levels. There are seven variables under school effectiveness: Instructional Leadership, a school leadership style in which a principal collaborates with teachers to give support and advice in the development of best teaching practices; Clear and Focused Mission refers to the school's purposes and goals; Positive School Climate, the sentiments and attitudes that a school's atmosphere elicits; High Expectations refers to any endeavor to hold all pupils in a class, school, or education system to the same high educational standards; Frequent Monitoring of Student Progress refers to the regular assessment of the progress of the students; Time on Task, is the amount of time kids spend on school-related work; and Positive home/school relations refers to the active participation of parents in school activities.

The literature on effective schools has demonstrated that factors related to the school context affect students' academic and social outcomes (Ramberg, Almquist, Modin et al., 2019). In their study, they found that students who perceived higher levels of teacher were associated with all three characteristics of school effectiveness (school leadership, teacher cooperation and consensus, and school ethos).

The dependent variable in this study is teachers' job satisfaction with three indicators: Job Security, which refers to pay, benefits, rewards, recognition, promotion, and reclassification; Work Environment, which refers to policies, organizational structure, physical facilities, environment, and their emotional aspects.; and Community Attachments/Linkages – refers to respondents' feeling towards their community relationship and attachments. In their study, Baluyos, E.L., Baluyos, G.R., and Rivera, H.L. (2019) found that high levels of teachers' job contentment linked to delighted work performance.

Some unsatisfied teachers quit their jobs and move somewhere else. Teachers from the Philippines are migrating steadily to the US, while those who stay confront various difficulties (Fabella et al., 2022). Fabella et al. conducted an investigation to determine if there is a difference in the levels of job satisfaction between Filipino teachers based in the US and those based in the Philippines. The findings showed that Filipino teachers based in the US had greater levels of job satisfaction in the domain of satisfaction with coworkers. However, the Filipino instructors stationed in the Philippines reported greater levels of job satisfaction of student behavior management and parental participation. T-test results, however, show that these variations were not statistically significant.



**Figure 1:-** Conceptual Framework.

The result of this study will be beneficial for the entire education field since the focus is teachers' job satisfaction as the core of an effective school. It will help highlight the influence of school facilities and school effectiveness on the teachers' job satisfaction level. Furthermore, this study will assist each respondent in reflecting on and reevaluating their levels of job satisfaction as they complete each item in the questionnaire. This study will reveal the status of the schools' facilities; thus, schools can also use the school facility questionnaire to identify what facilities and equipment are lacking and insufficient. The Philippine government, through the Department of Education, can use the result of this study as a ground for conducting broader and more comprehensive research to prove the findings of this study to be accurate and use it as a basis for creating appropriate policies that will give every school in our country the best and necessary educational facilities deemed very important in building the satisfaction of teachers, thus affecting the teachers' performance in the delivery of sound quality education.

### **Materials and Method:-**

The following paragraphs explain the process of conducting this research.

### Research Participants

Participants of this study are public elementary schoolteachers in Davao City, including the schools in Davao Central District, Matina District, Maa District, Sta. Ana District and a few far-flung schools. The schools include both central and non-central schools.

There are 295 public elementary schools in Davao City and of the 208 teacher respondents, 76.9% were from non-central schools and 23.1% were from central schools. Lakens (2019) mentioned that the researcher's decision regarding the sample size is primarily influenced by the availability of resources. According to Nguyen et al., (2019) with stratified random sampling, the population is divided into smaller groups called "strata" for selection. A per-stratum sample is chosen using uniform random sampling from each stratum. The "stratified random sample" is created by combining all per-stratum models.

The study included male and female teaching personnel from public elementary schools who had at least three years of service and were willing to participate. The study excluded newly appointed teachers and those with less than three years of service. We also did not include non-teaching staff and individuals who were not part of the study. Teachers who were in the process of transferring schools, as well as those who were unable or unwilling to fully participate in the study to withdraw at any time.

### Materials and Instruments:-

The instrument used in this study was a modified questionnaire compiled from various studies on school facilities, school effectiveness and job satisfaction. The first part was a researcher-designed survey with seven sections aimed at identifying the condition of school facilities. The second part was the School Effectiveness Questionnaire: Teacher/Staff Version from Orange County Schools, also with seven sections. The third was the Job Satisfaction Questionnaire adopted from the Minnesota Satisfaction Questionnaire with three sections.

The responses for the first and second parts could be 5 – Strongly Agree (SA) if the respondent believes the statement is always true; 4 - Agree (A), if the respondent thinks the statement is often true; 3 - Moderately Agree (MA) if the respondent thinks that the statement is sometimes true; 2 - Disagree (DA), if the respondent thinks the statement is seldom true; and 1 – Strongly Disagree (SD) if the respondent thinks that the statement is rarely true. The responses for the third part could be 5 - if the respondent feels very satisfied (VS), 4 - if the respondent feels satisfied (S), 3 - if the respondent feels undecided whether they are satisfied or not satisfied (N), 2 - if the respondent feels not satisfied and (NS), and 1 - if the respondent feels not very satisfied (NVS).

Before the proper gathering of data, the modified questionnaire was submitted to expert validators for perusal and got a generally excellent approval rating with some comments for improvements and modification on some items. The reliability score by Cronbach alpha for all variables was excellent with a rating of 0.976 for school facilities, 0.973 for school effectiveness and 0.978 for teachers' job satisfaction.

### Research Design and Procedure

This study was characterized as quantitative research using a descriptive-correlational approach. A descriptive study aims to give a glimpse of the existing situation. In the correlational approach, the researcher examines the relationship between variables without controlling or manipulating any of them.

The researcher modified the questionnaires into a single-file questionnaire and had the adviser review it. It was validated by the panel members and revised to make it more appropriate for the study setting. The researcher sent a letter requesting permission to conduct the study to the principals/district supervisors within Davao City. It took approximately two months, from November to January, to gather the required number of respondents. The researcher's former co-teachers assisted in collecting the data, and the link to the online questionnaire was publicly posted on social media. After collecting the data, tabulation was done through Google tabulation forms and Microsoft Excel and was forwarded to the statistician for analysis.

The statistical tool used to assess correlations and relationships among and between variables, as well as to test whether the null hypotheses are accepted or rejected, was Multiple Linear Regression. The link between two or more independent variables and one dependent variable is estimated using multiple linear regression. (Bevans, 2020).

In every research project, it is crucial to protect human subjects by putting the proper ethical standards into practice. With regard to the data collection in this research, anonymity, confidentiality, and data protection were ensured. Questionnaires did not include full names or specific school assignments. Privacy was managed carefully during data collection and analysis. Before conducting the study, the researcher obtained full consent from the participants thru the appropriate channels. The consent form provided sufficient information about the research, its objectives, and the procedures involved. Participants were also informed about the online gathering of data thru google forms. Study respondents are teachers in the area or focus of research.

Moreover, participants could choose to decline participation in this study of their own free will at any time during the study. Additionally, false or misleading information was avoided.

Furthermore, the researcher declared possible conflicts of interest. In this study, the researcher ensured that the participants did not face any harm or risks. The participants could benefit from this study thru discovering their job satisfaction level. Lastly, the researcher ensured to conduct this study with all honesty and transparency to give no way to deceit, plagiarism, fabrication, and falsification of data and related documents. The researcher consistently consulted the adviser and panels and throughout the study's completion, strictly adhering to UMPS Research Diagram and related guidelines. We used Grammarly to check the accuracy of the sentences in this study. This research adhered to research ethics and received the UMERC Certification number of UMERC - 2022-333.

## Results and Discussion:-

### Status of School Facilities

Presented in Table 1 are the mean and standard deviation of the perceived status of school facilities among public elementary schools in Davao City. It shows that Davao City public school teachers moderately agree that there is an adequate and functional provision for school facilities in their schools, as seen in the overall result ( $=3.24$ ,  $(SD=.670)$ ). Among the six indicators, school safety has the highest rating ( $=3.83$ ,  $SD=.829$ ), while playground facilities ( $=2.42$ ,  $SD=.954$ ) have the lowest. This finding indicates that while most public elementary schools prioritize safety measures, they may lack sufficient playground facilities.

**Table 1:-Perceived State of School Facilities.**

Indicators	Mean	SD	Descriptive Level
basic facilities	3.52	.764	high
specialty areas facilities	2.62	.800	moderate
sanitary facilities	3.61	.892	high
playground facilities	2.42	.954	low
administrative facilities	3.36	.881	moderate
ancillary facilities	3.33	.913	moderate
school safety	3.83	.829	high
<b>Overall</b>	<b>3.24</b>	<b>.670</b>	<b>moderate</b>

Further, this finding also highlights that basic and sanitary facilities obtained high mean scores of 3.52 ( $SD=.764$ ) and 3.61 ( $SD=.892$ ), respectively. The result also shows that specialty areas, administrative facilities, and ancillary facilities got a moderate rating: 2.62 ( $SD=.800$ ), 3.36 ( $SD=.881$ ), and 3.33 ( $SD=.913$ ).

Basing on this result, one can say that public elementary schools in Davao City have highly adequate and functional basic classroom facilities, and sanitary facilities. In contrast, specialty areas, administrative facilities and ancillary facilities are moderately satisfactory as perceived by the teachers.

In contrast to Sabit's 2019 study, the Special Program in the Arts at Gingoog Comprehensive National High School showed a lack of evident availability, adequacy and usability of school facilities. On the flip side, Davao City, being a large city, likely benefits from greater financial support from stakeholders to ensure adequate school facilities.

### Level of School Effectiveness

**Table 2:-Level of School Effectiveness.**

Indicators	Mean	SD	Descriptive Level
instructional leadership	4.11	.785	high
a clear and focused mission	4.07	.791	high

positive school climate	4.08	.740	high
high expectations	4.00	.761	high
frequent monitoring of student progress	4.23	.707	very high
time on task	4.15	.741	high
positive home/school relations	4.10	.769	high
<b>Overall</b>	<b>4.10</b>	<b>.508</b>	<b>high</b>

Table 2 above presents the level of school effectiveness among public elementary schools in Davao City as perceived by the teachers. Six indicators obtained high mean, instructional leadership (=4.11, SD=.785), clear and focused mission (=4.07, SD=.791), positive school climate (=4.08, SD=.740), high expectations (=4.00, SD=.761), time on task (=4.15, SD=.741), and positive home/school relations (=4.10, SD=.769), while frequent monitoring on student progress obtained a very high mean of 4.23 (SD=.707) and topped as the highest rated indicator of school effectiveness. On the other hand, the lowest rated indicator is high expectations (=4.00, SD=.761).

The results suggests that Davao City public school teachers strongly agree that their schools' level of effectiveness is high as seen in the overall mean score (=4.10, SD=.508).

All the indicators under school effectiveness are covered with the Theory of School Effectiveness by Rutter and colleagues which proposed that school effectiveness occurs when there is a) leadership efficiency, b) high expectations by listeners, c) school environment conducive to learning, focusing on basic skills, and looking up with students regularly. Effective schools according to Rutter and colleagues are schools with leadership that provide "strategic vision" and develop school "ethos." (Chenoweth, K. 2018).

### Level of Job Satisfaction

Table 3 below shows job satisfaction among teachers in Davao City public elementary schools. Overall mean of teachers' job satisfaction is 3.92 (SD=.657), described as high. Of the three variables, community attachments/linkages obtained the highest mean of 4.01 (SD=.670), while security obtained the lowest mean score of 3.96 (SD=.750).

**Table 3:-Level of Job Satisfaction.**

Variable	Mean	SD	Descriptive Level
Security	3.79	.750	High
work environment	3.96	.723	High
Community attachments/linkages	4.01	.670	High
<b>Overall</b>	<b>3.92</b>	<b>.657</b>	<b>High</b>

This result suggests that the school and teachers' connection and involvement with the community influence teachers' job satisfaction. Furthermore, teachers manifest that they are satisfied with their work environment, as evidenced in the mean score of 3.96 (SD=.723).

Job satisfaction as related to the involvement with the community got the highest rating is practically evident with how the schools connect with the stakeholders in activities such as Brigada Eskwela and other school fund-raising activities. Parents and community actively participate in supporting these school activities and initiatives. This supports the study of Fabella et al. (2022), who found out that Filipino instructors stationed in the Philippines reported greater levels of job satisfaction in student behavior management and parental participation.

### Relationship between School Facilities and Job Satisfaction

Displayed in Table 4 is the correlation analysis between school facilities and job satisfaction. It is very compelling that school facilities do not influence teachers' job satisfaction, as indicated by the overall  $r$  values of  $-0.55$ ,  $p > 0.05$ , which means the correlation is not statistically significant; thus, we fail to reject the null hypothesis.

In particular, pairwise correlation analysis shows that each of the indicators of school facilities signifies no correlation with job satisfaction, namely, basic facilities with an  $R$ -value of  $0.33$ ,  $p > 0.05$ ; specialty areas obtained an  $r = -.047$ ,  $p > 0.05$ ; sanitary facilities acquired an  $r$  value of  $-.084$ ,  $p > 0.05$ ; playground facilities got an  $r$  value of  $-.044$ ,  $p > 0.05$ ; administrative facilities with an  $r = -.066$ ,  $p > 0.05$ ; ancillary facilities obtained an  $r$  value of  $-.019$ ,  $p > 0.05$ ; school safety with an  $r = -.019$ ,  $p > 0.05$ .

**Table 4:-Correlation Analysis Between State of School Facilities and Job Satisfaction.**

State of School Facilities	Job Satisfaction			
	Security	work environment	job responsibilities	Overall
basic facilities	.050	.015	.034	.033
	.477 <sup>ns</sup>	.827 <sup>ns</sup>	.631 <sup>ns</sup>	.640 <sup>ns</sup>
specialty areas	-.048	-.061	-.034	-.047
	.502 <sup>ns</sup>	.385 <sup>ns</sup>	.630 <sup>ns</sup>	.510 <sup>ns</sup>
sanitary facilities	-.091	-.072	-.067	-.084
	.197 <sup>ns</sup>	.307 <sup>ns</sup>	.342 <sup>ns</sup>	.236 <sup>ns</sup>
playground facilities	-.060	-.037	-.028	-.044
	.400 <sup>ns</sup>	.597 <sup>ns</sup>	.687 <sup>ns</sup>	.536 <sup>ns</sup>
administrative facilities	-.051	-.065	-.072	-.066
	.468 <sup>ns</sup>	.359 <sup>ns</sup>	.304 <sup>ns</sup>	.352 <sup>ns</sup>
ancillary facilities	-.066	-.078	-.078	-.076
	.348 <sup>ns</sup>	.268 <sup>ns</sup>	.268 <sup>ns</sup>	.282 <sup>ns</sup>
school safety	.002	-.035	-.041	-.019
	.979 <sup>ns</sup>	.623 <sup>ns</sup>	.559 <sup>ns</sup>	.786 <sup>ns</sup>
Overall	-.048	-.059	-.054	-.055
	.498 <sup>ns</sup>	.402 <sup>ns</sup>	.441 <sup>ns</sup>	.436 <sup>ns</sup>

Furthermore, the same table shows that all indicators of job satisfaction do not correlate with all the indicators of school facilities with overall values as follows: security ( $r=-0.048$ ,  $p>0.05$ ); work environment ( $r=-0.059$ ,  $p>0.05$ ); job responsibilities ( $r=-0.054$ ,  $p>0.05$ ).

This result does not agree that the work environment affects the behavior of the employees, such as the study of Rachman (2021), which found that work stress and work environment positively impact the performance of employees and as well as affect the employees' job satisfaction.

Furthermore, the result implies how teachers in the Philippines do not rely on the availability and sufficiency of school facilities to be satisfied in their jobs. As a former teacher myself, I know public school teachers are very resourceful and can find ways to compensate for the insufficiency, even if it means utilizing their financial capabilities. Public school teachers and Filipinos, in general, display remarkable resilience and commend themselves even in the face of adversity.

#### **Relationship between School Effectiveness and Job Satisfaction**

On the contrary, based on Table 5, which shows the relationship between school effectiveness and job satisfaction, the overall result ( $r=0.559$ ,  $p<0.05$ ) indicates a significant relationship between the variables mentioned. Hence, the second null hypothesis stating school effectiveness does not influence teachers' job satisfaction is rejected. The relationship is moderately positive.

More specifically, pairwise correlation analysis denotes that four indicators of school effectiveness have a significant relationship with job satisfaction. To wit, high expectations obtained a value of  $r=.666$ ,  $p<0.05$ ; frequent monitoring of school progress has an  $r$ -value of  $.668$ ,  $p<0.05$ ; time on task got an  $r$ -value of  $.650$ ,  $p<0.05$ ; positive home/school relations acquired an  $r$ -value of  $.651$ ,  $p<0.05$ . Moreover, all indicators of job satisfaction have a significant relationship with school effectiveness with the values as follows: security ( $r=.483$ ,  $p<0.05$ ); work environment ( $r=.520$ ,  $p<0.05$ ); job responsibilities ( $r=.560$ ,  $p<0.05$ ).



**Table 5:-Correlation Analysis Between School Effectiveness and Job Satisfaction.**

School Effectiveness	Job Satisfaction			
	security	work environment	job responsibilities	Overall
instructional leadership	.049	-.050	-.063	-.025
	.491 <sup>ns</sup>	.482 <sup>ns</sup>	.371 <sup>ns</sup>	.725 <sup>ns</sup>
a clear and focused mission	.065	-.009	-.015	.011
	.361 <sup>ns</sup>	.898 <sup>ns</sup>	.829 <sup>ns</sup>	.880 <sup>ns</sup>
positive school climate	.064	-.009	-.015	.014
	.367 <sup>ns</sup>	.900 <sup>ns</sup>	.833 <sup>ns</sup>	.848 <sup>ns</sup>
high expectations	.514 <sup>**</sup>	.646 <sup>**</sup>	.682 <sup>**</sup>	.666 <sup>**</sup>
	.000	.000	.000	.000
frequent monitoring of student progress	.509 <sup>**</sup>	.641 <sup>**</sup>	.696 <sup>**</sup>	.668 <sup>**</sup>
	.000	.000	.000	.000
time on task	.483 <sup>**</sup>	.642 <sup>**</sup>	.674 <sup>**</sup>	.650 <sup>**</sup>
	.000	.000	.000	.000
positive home/school relations	.500 <sup>**</sup>	.609 <sup>**</sup>	.700 <sup>**</sup>	.651 <sup>**</sup>
	.000	.000	.000	.000
Overall	.468 <sup>**</sup>	.520 <sup>**</sup>	.560 <sup>**</sup>	.559 <sup>**</sup>
	.000	.000	.000	.000

The attitudes related to both knowledge and practices significantly influence perceived satisfaction, as noted by Montuori et al. (2020). That relates to why these school effectiveness indicators: high expectations, frequent monitoring of school progress, time on task, and positive home/school relations are found to have a significant relationship with job satisfaction and vice versa with job satisfaction indicators: work environment and job responsibilities have a significant relationship with school effectiveness. This implies that the relationship between teachers and students, teachers and school heads, school and community have an enormous contribution to the overall job satisfaction of teachers regardless of the status of the school infrastructure and facilities. Montuori et al (2020) stated that job satisfaction significantly affects social interactions, family ties, and perceived health status, which in turn affects job performance, absenteeism from work, and turnover. The significant relationship between job satisfaction and school effectiveness, as found in this study suggests that public school teachers' sense of job security and stability dramatically contributes to their job satisfaction. For a teacher to get a permanent position in the public school, is already a significant accomplishment and an assurance that they will have a job until retirement, regardless of whether the school they are assigned is fully equipped with the latest facilities. Relationship with the school heads, co-teachers, students, and the entire community matters more.

### **Regression Analysis of the Combined Influence of School Facilities and School Effectiveness on Teachers' Job Satisfaction**

Table 6 presents the results of the multiple linear regression analysis, revealing the indicators of school facilities and school effectiveness that are most likely to predict the overall job satisfaction of teachers in public elementary schools of Davao City. In model 1, the  $R^2$  value of 0.030 and adjusted  $R^2$  value of -.006 indicate that only 3% to 6% of the teachers' overall job satisfaction can be attributed to the status of school facilities. Furthermore, it suggests that 94% to 97% of the remaining difference can be related to other variables not included in this study. Moreover, the F- measure of the regression for Model 1 is 0.823,  $p > 0.05$ . The result is not significant, so we cannot reject the first null hypothesis that there is no influence.

Further down the table, Model 2 shows an  $R^2$  value of 0.526 and an adjusted  $R^2$  value of -.489, indicate that 48.9% to 52.6% of the teachers' overall job satisfaction can be attributed to the status of school facilities combined with school effectiveness. Model 1 and model 2  $R^2$  values showed an increase of .496, while adjusted  $R^2$  showed a

difference of .483. This resultsuggests that 48.3% to 49.6% of teachers` job satisfaction is related to school effectiveness, while the remaining difference is linked to other factors or variables not focused in this study. To add, the F- measure of the regression for Model 2is 14.423,  $p < 0.05$ . The result is significant,so we reject the second null hypothesis which suggests no influence.

This result signifies that teachers gain satisfaction when schools are manifesting effectiveness. It supports Rutter and colleagues' idea of school effectiveness, where school leaders and their leadership styles make the school climate and environment a place where students and teachers can manifest good behaviour within and outside the classroom. Effective schools, as suggested in this result, do not only benefit the students but also the teachers.

The result further implies that high expectations given to students will make them perform better and feel better with the outcomes of their performance. When teachers clearly communicateexpectations, students feel empowered and confident in their learning (Johnston et al., 2021). When students feel empowered, teachers feel empowered as well. It can be compared to a domino effect.

On the other hand, regularly monitoring school progress, including tracking students` progress, has a positive impact on students. (Vacarro & Sabella, 2018). The findings of their study demonstrate that the three monitoring activities successfully tracked students' development and had a good effect on their learning and development.

**Table 6:-Preliminary Regression Analysis to Test the Combined Influence of School Facilities Condition and School Effectiveness on Teachers` Job Satisfaction.**

	B	S.E.	$\beta$	t	Sig.
<b>Model 1</b>					
(Constant)	3.895	.262		14.854	.000
basic facilities	.167	.088	.193	1.889	.060 <sup>ns</sup>
specialty areas facilities	-.031	.105	-.038	-.294	.769 <sup>ns</sup>
sanitary facilities	-.117	.077	-.156	-1.511	.132 <sup>ns</sup>
playground facilities	-.001	.066	-.002	-.022	.982 <sup>ns</sup>
administrative facilities	-.025	.105	-.033	-.234	.815 <sup>ns</sup>
ancillary facilities	-.054	.093	-.075	-.579	.563 <sup>ns</sup>
school safety	.054	.086	.067	.619	.537 <sup>ns</sup>

F = 0.823  
 Sig. = 0.569<sup>ns</sup>  
 $R^2$  = 0.030  
 $\Delta R^2$  = -0.006

<b>Model 2</b>					
(Constant)	.967	.300		3.221	.002
basic facilities	.115	.065	.133	1.790	.075 <sup>ns</sup>
specialty areas facilities	-.063	.077	-.077	-.823	.412 <sup>ns</sup>
sanitary facilities	-.080	.056	-.107	-1.433	.153 <sup>ns</sup>
playground facilities	.014	.048	.021	.294	.769 <sup>ns</sup>
administrative facilities	-.005	.075	-.007	-.066	.947 <sup>ns</sup>
ancillary facilities	-.001	.068	-.002	-.019	.985 <sup>ns</sup>
school safety	.064	.068	.080	.939	.349 <sup>ns</sup>
instructional leadership	.024	.106	.029	.229	.819 <sup>ns</sup>
a clear and focused mission	.058	.127	.070	.456	.649 <sup>ns</sup>
positive school climate	-.084	.147	-.095	-.574	.566 <sup>ns</sup>
high expectations	.260	.096	.300	2.707	.007**
frequent monitoring of student progress	.221	.111	.238	1.998	.047*
time on task	-.020	.126	-.022	-.155	.877 <sup>ns</sup>
positive home/school relations	.211	.093	.245	2.275	.024*

F = 14.423  
 Sig. = 0.000  
 $R^2$  = 0.526  
 $\Delta R^2$  = 0.489

## Conclusion and Recommendation:-

In summary, this paper found out that teachers of public elementary schools in Davao City moderately agree that there is a relatively adequate and functional school facilities provided in their schools. It also revealed a high level of school effectiveness and a high level of teachers' job satisfaction. Multiple linear regression analysis revealed that school facilities did not have a significant impact on teachers' job satisfaction. On the other hand, the study revealed that school effectiveness indeed influences teachers' job satisfaction, and this connection is characterized as a moderately linear relationship.

The result did not fully agree with Frederick Herzberg's Two-Factor theory explaining how the presence of 'motivators' (such as achievement, recognition, the work itself, responsibility, and advancement) creates satisfaction. The absence of 'hygiene' (such as company policies, supervision, salary, interpersonal relations and working conditions) creates dissatisfaction among employees. The study suggests that the high level of job satisfaction of teachers in Davao City may not be primarily associated with the condition of school facilities. This could be attributed to the presence of numerous other variables influencing job satisfaction. It is worth considering how the entire public education system has become accustomed to having schools with poor to moderate facilities conditions, and yet teachers consistently exceed expectations in their performance despite these deficiencies. When things stay the same for a long time, in a mediocre, bad or worse condition, getting used to it is possible and the situation becoming the standard is inevitable. After enduring a prolonged period of inadequate and lacking facilities, their significance will no longer matter. It becomes the norm.

It is imperative to prioritize the installation and provision of updated school facilities within the Department of Education's top agenda. Many school facilities indicators received low or moderate ratings with none achieving a high rating. The playground facilities and dedicated specialty areas received the lowest ratings in this survey. Most public elementary schools have no playground facilities (slides, swings, seesaws, etc.) Dedicated specialty areas such as the science laboratory, computer room, home economics room, industrial arts room, agricultural arts room, music room, and libraries, all got low to moderate ratings. As highlighted by Andrews (2019), various studies and articles stress the vital role of playground facilities in children's psychomotor, emotional, social, and mental development. It does not only benefit the students but teachers as well. These areas are where we develop our students' cognitive abilities above all else. A recommendation is for the Department of Education to implement consistent standards for school facilities, with a special emphasis on dedicated specialty areas and playground facilities. An excellent model to emulate is found in Japanese schools, where standard facilities are provided to every school, regardless of size or location, be it near or far from the city. Japanese elementary schools, for example, regardless of the school population, are always and guaranteed to have complete and functional dedicated specialty areas such as a science laboratory, computer room, library, music room with piano and other musical instruments, a swimming pool, open field with a play area, a gymnasium complete of facilities, administrative areas such as the principal's room, teachers' room and printing and supply room. Ignoring school facilities will continue to jeopardize the quality of education. Future research may include the disparity of school facility provision between central and non-central schools and further investigation of the status of school facilities in other cities and divisions.

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