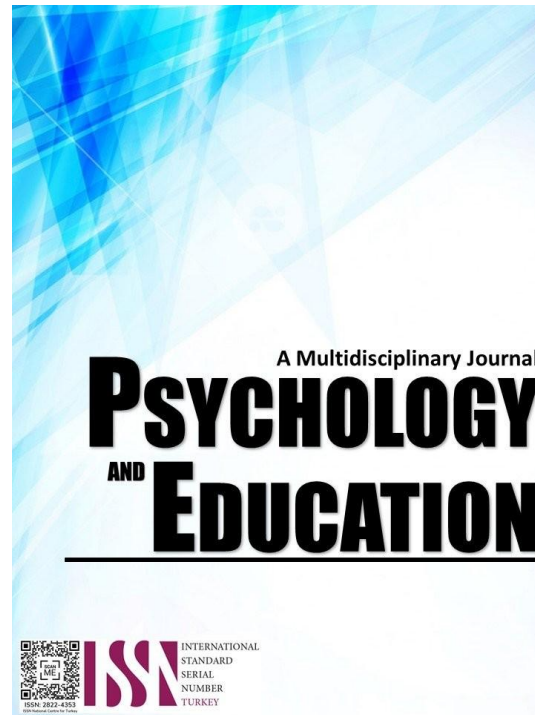


DEPARTMENTALIZED CLASSROOM MODELS: ITS RELATION TO TEACHERS' BEHAVIOR, JOB SATISFACTION AND TEACHING EFFECTIVENESS



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Departmentalized Classroom Models: Its Relation to Teachers' Behavior, Job Satisfaction and Teaching Effectiveness

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Abstract

This study investigated the extent of utilization of the departmentalized classroom model and its relationship to teachers' behavior, job satisfaction, and teaching effectiveness in public elementary and junior high schools across five districts in Bohol, Philippines during the academic year 2023-2024. The departmentalized classroom model has gained increasing attention as an alternative approach to traditional self-contained classrooms in elementary and junior high school settings. The study employed a descriptive-correlational research design using a modified survey questionnaire administered to school heads and teachers implementing self-contained and departmentalized classroom models. The findings revealed that the departmentalized classroom model was highly utilized by both school heads and teachers in the participating schools. Significant positive associations were found between the extent of utilization of the departmentalized model and teachers' behavior, job satisfaction, and teaching effectiveness. Age and teaching experience were significantly associated with the utilization of the departmentalized classroom model. Furthermore, significant positive correlations were observed between teaching effectiveness and both teachers' behavior and job satisfaction. This study concludes that the model's adoption is associated with teachers' age and experience. Teachers demonstrate strong relational expertise, subject matter mastery, and desirable personality traits, contributing to their overall effectiveness. Moreover, the study also reveals a high level of job satisfaction among teachers, particularly in terms of workload, school environment, co-teacher relationships, and administration support. The level of utilization of the departmentalized classroom model is highly influenced by teachers' behavior, job satisfaction, and teaching effectiveness. Thus, the departmentalized classroom ultimately benefiting student learning outcomes and the quality of education in the participating schools. It was recommended that there should be proposed enhance the effective implementation of the model, provide targeted support for teachers and school leaders, and create a positive school environment to ensure the successful adoption and sustainability of the departmentalized approach in the participating schools.

Keywords: *departmentalized classroom, teacher behavior, job satisfaction, teaching effectiveness, utilization*

Introduction

Classroom models influence how teachers deliver instruction and how students learn. Traditionally, many schools use the self-contained model, where one teacher handles all subjects for a single class. However, with increasing workloads and complex educational needs, this model presents several challenges. As a result, the departmentalized classroom model is gaining attention. In this setup, teachers specialize in specific subject areas, allowing them to focus more deeply on their expertise and potentially improve instructional quality and student performance (Wyss & Preston, 2022; Eichhorn & Lacson, 2019).

Several studies have discussed the benefits of departmentalization. Teachers who handle fewer subjects may develop stronger content knowledge and better teaching strategies (Chan & Jarman, 2004; Edutopia, 2015; Markworth et al., 2016; Strohl et al., 2017). McCary (2021) found that departmentalization helps reduce teachers' planning time and prepares students more effectively for higher grade levels. However, the model also has drawbacks. For instance, transitioning between classrooms can take up instructional time and reduce opportunities for cross-subject integration (Wyss & Preston, 2022). Moreover, Hill et al. (2005) emphasized that content expertise must be paired with the ability to teach effectively in order to make a real impact on student learning.

In addition to instructional practices, teacher job satisfaction plays a vital role in the success of education. Research shows that satisfied teachers are more motivated, committed, and effective in delivering instruction (Toropova, Myrberg, & Johansson, 2021). They also foster better relationships with students and contribute to a more positive learning environment (Skaalvik & Skaalvik, 2011; Collie, Shapka, & Perry, 2012). Kunter et al. (2013) pointed out that satisfied teachers are more likely to support student learning. Factors such as fair workload, administrative support, working conditions, and collaboration among colleagues all contribute to higher levels of job satisfaction (Bascia & Rottmann, 2011; Biswas, 2016; Ortan, Simut, & Simut, 2021; Fauth et al., 2019).

Furthermore, effective teaching also depends on a teacher's confidence, behavior, and classroom management. According to Bandura's Social Cognitive Theory (1997), teachers' beliefs in their ability to teach influence how they manage the classroom and engage learners. When teachers are stressed or unmotivated, students may also lose interest and perform poorly (Guo, Piasta, Justice, & Kaderavek, 2010). Maslow's Hierarchy of Needs (1954) also explains that teachers must feel secure, respected, and valued in order to work effectively (Rosnee et al., 2021). Equity Theory (Adams, 1963) supports the idea that fair treatment at work leads to better performance. Together, these theories show that teachers need support from the school environment to stay motivated and effective.

Despite these insights, there is limited research on how departmentalization is applied in actual school settings in the Philippines,

especially in rural areas. Most existing studies focus on urban or international contexts, leaving a gap in understanding how this model affects Filipino teachers in public schools. This study addresses that gap by exploring the experiences of teachers and school heads in selected districts. With the Department of Education implementing reforms through Republic Act 10533 and Republic Act 9155, there is an urgent need to assess whether classroom structures like departmentalization can improve teaching practices, support teacher well-being, and enhance student learning outcomes. The findings of this study can guide school leaders and policymakers in improving teacher deployment and instructional models.

Along this line, this study aims to determine the extent of utilization of the departmentalized classroom model in relation to teachers' behavior, job satisfaction, and teaching effectiveness in public elementary and junior high schools in the districts of Candijay, Alicia, Mabini, Anda, and Guindulman during the academic year 2023–2024. Specifically, it seeks to answer the following: What is the profile of the school heads and teachers in terms of age, sex, highest educational attainment, and teaching experience? How do respondents perceive the use of the departmentalized classroom model? What teacher behaviors are observed? What is the level of job satisfaction in terms of salary, workload, school environment, co-teachers, and administration? How do teachers perform in terms of personality, relational skills, and subject matter expertise? Lastly, are there significant relationships among the profile of respondents, departmentalization, teacher behavior, job satisfaction, and teaching effectiveness?

Methodology

Research Design

The study employed a descriptive-correlational research design with a modified survey questionnaire developed by the researcher. The researcher obtained responses from research participants about determining teachers' job satisfaction and teaching effectiveness utilizing departmentalized classroom models. A descriptive design allows for the selection of a representative sample of public elementary and junior high schools in CAMAG to ensure that the findings are generalizable to the greater population.

Respondents

The study was conducted in selected public central elementary and junior high schools located in the CAMAG districts—Candijay, Alicia, Mabini, Anda, and Guindulman—under the Bohol Division of the Department of Education. These five municipalities comprise Bohol's third sub-congressional district. The research sites included ten central schools, each headed by a school principal and implementing a departmentalized classroom model during the academic year 2023–2024.

Participants in the study included ten school principals and 151 teachers from these ten schools, with teachers selected through simple random sampling. The schools represented in the study were Cogtong National High School and Candijay Central Elementary School in Candijay; Alicia Technical-Vocational High School and Alicia Central Elementary School in Alicia; Tangkigan Integrated School and Mabini Central Elementary School in Mabini; Candabong National High School and Anda Central Elementary School in Anda; and Guinacot National High School and Guindulman Central Elementary School in Guindulman.

Teachers included in the study were those actively engaged in the implementation of departmentalized instruction within central elementary and junior high school levels in the selected districts. School heads were included if they directly supervised the said model during the specified school year. The inclusion criteria focused on participants from public central schools who had at least one year of experience in their respective roles and were directly involved in the departmentalized classroom setup.

The study excluded teachers and school heads from non-central or annex schools, those from private institutions, and newly hired teachers with less than one year of service. Schools that did not implement departmentalization were also excluded from the study.

Instrument

The instrument used in this research study comprises two modified questionnaires. The first questionnaire is a modified version adapted from April McCarry (2021) on Educators' Perceptions of the Departmentalization Model in the Elementary Classroom comprised of fifteen items, while the Minnesota Satisfaction Questionnaire (MSQ) adapted by Glorineil D. Romero, Ph.D., and Dr. Nimrod F. Bantigue in 2017, focusing on measuring job satisfaction among teachers in terms of job responsibilities and work environment. The second questionnaire is a modified version of the Teacher Effectiveness Scale in Higher Education (TESHE) developed by Glenn M. Calaguas in 2012, which assesses various dimensions of teaching effectiveness. These modified questionnaires were chosen for their relevance to the research objectives and the specific context of the study, ensuring the measurement of job satisfaction and teaching effectiveness among the targeted population of teachers.

Procedure

In order to conduct this study, the researcher must first follow the correct procedures to obtain the Dean of the College of Advanced Studies' approval as well as an official permit from the Schools Division Superintendent of the Department of Education in the province of Bohol, specifically the Public Schools District Supervisor of the CAMAG Districts and the School Head of each school.

The researcher has also requested permission from the teachers to conduct this study. After describing the study's goal to the research participants, the researcher next requested their approval by having them sign a consent form. The relevance of the study was thoroughly explained to the respondents before the questionnaires were individually presented to them. The respondents were also given assistance in filling out the surveys to help them understand any unclear terms or questions. The said respondents had plenty of time to respond to the inquiries.

After collecting the data, it was tabulated, compiled, and subjected to descriptive and inferential statistics for analysis and interpretation in accordance with the study's specific issues. Thus, contributing empirical data.

Data Analysis

The study utilized both descriptive and inferential statistics to analyze data. Descriptive statistics summarized the frequency and percentage of teachers using either the self-contained or departmentalized classroom model, as well as the mean and standard deviation of responses related to job satisfaction and teaching effectiveness across four dimensions: personality, relational expertise, subject matter expertise, and teaching-related behavior.

Data analysis was performed using JAMOV. Prior to conducting inferential tests, normality testing and tests of equality of variances were carried out to determine the suitability of parametric methods. Based on these results, independent samples t-tests and analysis of variance (ANOVA) were employed to examine significant differences in job satisfaction and teaching effectiveness between the two instructional models. These analyses allowed for rigorous comparison and interpretation of group differences.

Results and Discussion

This section presents the results and findings of the study. It sought to determine the extent of utilization of departmentalized classroom model in relation to teachers' behavior, job satisfaction, and teaching effectiveness in public elementary and junior high schools across the districts of Candijay, Alicia, Mabini, Anda, and Guindulman during the academic year 2023-2024.

Table 1. *Profile of School Heads*

<i>1.1 Age</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
40 years old and below	0	0	
41-45 years old	1	10	4
46-50 years old	4	40	1
51-55 years old	2	20	3
56 years old and above	3	30	2
Total	10	100%	
<i>1.2 Sex</i>			
Male	4	40	2
Female	6	60	1
Total	10	100%	
<i>1.3 Highest Educational Attainment</i>			
Bachelor's Degree	0	0	
Master's Units	0	0	
Master's Degree	6	60	1
Doctorate Units	0	0	
Doctorate Degree	4	40	2
Total	10	100%	
<i>1.4 Teaching Experience</i>			
11-15 years	1	10	5
16-20 years	2	20	3
21-25 years	2	20	3
26-30 years	2	20	3
31 years and above	3	30	1
Total	10	100%	

Table 1 presents the profile of the school heads in terms of age, sex, highest educational attainment, and teaching experience.

The age distribution of school heads reveals a predominance of experienced professionals. The majority of school heads (40%) fall within the age range of 46-50 years old, followed by a significant portion (30%) who are 56 years old and above. This suggests that most school heads are in their late 40s to early 50s, with many also nearing retirement age. The data highlights a trend of school heads being older and more experienced, likely having spent many years in the education sector before assuming leadership roles. Interestingly, the absence of school heads aged 40 years old and below indicates that younger professionals may need more time to reach these higher-level positions.

The composition of school heads shows a notable imbalance, with women occupying a larger share of leadership positions. The data reveals that 60% of school heads are female, while 40% are male. This higher representation of female school heads may reflect a

general trend in the education sector, where women often outnumber men, particularly in primary and secondary education.

School heads demonstrate a high level of educational attainment, with a significant majority (60%) holding a master's degree and a substantial portion (40%) possessing a Doctorate degree. This indicates that pursuing graduate-level education is common among school leaders, possibly due to job requirements or personal aspirations for professional growth. Notably, the absence of school heads with only a bachelor's degree or master's units suggests that completing a master's program is a minimum requirement for assuming a leadership role in these schools.

The teaching experience of school heads is characterized by a large proportion of individuals with extensive classroom experience. A significant percentage (30%) of school heads have 31 years or more of teaching experience, representing the largest group. This highlights the wealth of professional experience that many school heads bring to their roles. The data also shows a relatively even distribution of school heads across other experience ranges, with 20% each falling into the 16-20 years, 21-25 years, and 26-30 years categories. Interestingly, only 10% of school heads have 11-15 years of teaching experience, indicating that most school leaders have spent considerable time in the classroom before transitioning to administrative positions.

Table 2 presents the profile of the teachers in terms of age, sex, highest educational attainment, and teaching experience.

The age distribution of teachers in shows a relatively young workforce, with the majority (23.8%) falling within the 31-35 years old range. This is closely followed by 21.2% of teachers in the 26-30 years old bracket, suggesting a significant portion of the teaching staff is in their late 20s to early 30s. The data also reveals a notable presence of teachers in the 36-40 years old (14.6%) and 41-45 years old (13.2%) ranges, indicating a mix of both younger and more experienced educators. Interestingly, only 4.6% of teachers are in the 21-25 years old category, possibly due to the time required to complete educational qualifications and enter the profession.

Table 2. Profile of Teachers

<i>2.1 Age</i>	<i>Frequency</i>	<i>Percentage (%)</i>	<i>Rank</i>
21-25 years old	7	4.6	8
26-30 years old	32	21.2	2
31-35 years old	36	23.8	1
36-40 years old	22	14.6	3
41-45 years old	20	13.2	4
46-50 years old	17	11.3	5
51-55 years old	9	6.0	6
56 years old and above	8	5.3	7
Total	151	100%	
<i>2.2 Sex</i>			
Male	22	14.6	2
Female	129	85.4	1
Total	151	100%	
<i>2.3 Highest Educational Attainment</i>			
Bachelor's Degree	36	23.8	2
Master's Units	88	58.3	1
Master's Degree	16	10.6	3
Doctorate Units	11	7.3	4
Doctorate Degree	0	.0	
Total	151	100%	
<i>2.4 Teaching Experience</i>			
1-5 years	48	31.8	1
6-10 years	35	23.2	2
11-15 years	26	17.2	3
16-20 years	16	10.6	4
21-25 years	13	8.6	5
26-30 years	8	5.3	6
31-35 years	5	3.3	7
36 years and above	0	0	
Total	151	100%	

The composition of teachers reveals a striking disparity, with a vast majority (85.4%) being female. In contrast, only 14.6% of teachers are male, highlighting a significant underrepresentation of men in the teaching profession. This gender imbalance is consistent with global trends, where women often dominate the education sector, particularly in primary and secondary schools. The data raises questions about the factors contributing to this gender disparity and its potential impact on students' learning experiences and role modeling. Efforts to attract and retain more male teachers may be necessary to promote gender diversity and provide a more balanced educational environment.

The educational attainment of teachers shows a focus on continuous professional development. A majority of teachers (58.3%) have

earned Master's units, indicating a commitment to furthering their education beyond the bachelor's degree. However, only 10.6% of teachers have completed a Master's degree, suggesting that while many pursue graduate-level coursework, a smaller proportion successfully attain the full degree. Notably, 23.8% of teachers hold a Bachelor's degree as their highest qualification, which may be the minimum requirement for entry into the profession. A small percentage of teachers (7.3%) have earned Doctorate units, demonstrating an interest in advanced studies, although none have completed a Doctorate degree.

The teaching experience of educators is characterized by a relatively high proportion of novice teachers. The largest group (31.8%) has 1-5 years of teaching experience, indicating a significant influx of new entrants into the profession. This is followed by 23.2% of teachers with 6-10 years of experience, suggesting a considerable portion of the workforce is still in the early stages of their careers. The data also reveals a gradual decrease in the percentage of teachers as the years of experience increase, with 17.2% having 11-15 years, 10.6% having 16-20 years, and smaller proportions in the higher experience ranges. Notably, there are no teachers with 36 years or more of experience, possibly due to retirement or attrition.

Based on the data presented in Table 3, the average weighted mean for the overall utilization of the departmentalized classroom model is 3.39, which falls within the "Highly Utilized" (HU) descriptive value range. This indicates that the departmentalized classroom model is widely adopted and frequently used by both school heads and teachers. The high level of utilization suggests that the model is well-accepted and considered effective in the educational setting.

From the perspective of school heads, the extent of utilization of the departmentalized classroom model is also high, with an average weighted mean of 3.37, falling within the "Highly Utilized" (HU) descriptive value range. This implies that school heads recognize the value of the model and actively promote its implementation in their schools. They likely view the departmentalized approach as beneficial for student learning and teacher specialization.

Similarly, teachers report a high level of utilization of the departmentalized classroom model, with an average weighted mean of 3.41, also falling within the "Highly Utilized" (HU) descriptive value range. This suggests that teachers are actively engaged in implementing the model in their classrooms and find it effective for delivering instruction. The high utilization by teachers indicates their willingness to adapt to the departmentalized approach and their belief in its potential to enhance student learning outcomes.

Table 3. *Respondents' Perception on the Extent of Utilization of Departmentalized Classroom Model*

Table 3: Respondents' Perception on the Extent of Utilization of Departmentalized Classroom Model											
Indicators	School Heads			Teachers			Overall			Rank	
	WM	SD	DV	WM	SD	DV	WM	SD	DV		
On my present job, I...											
1. Am able to create more in-depth lessons when planning for fewer subjects	3.30	0.483	HU	3.53	0.551	HU	3.41	0.517	HU	7	
2. Am an expert in at least 1 subject area that I teach,	3.40	0.516	HU	3.48	0.652	HU	3.44	0.584	HU	4	
3. Experience transitions between classes result in missed instructional time,	3.30	0.675	HU	3.20	0.611	U	3.25	0.643	HU	15	
4. Observe students experience a smoother transition to middle school after participating in the departmentalization model in elementary school,	3.60	0.516	HU	3.27	0.621	HU	3.43	0.569	HU	5	
5. Have experienced increased opportunities for reflection on lessons when teaching within the departmentalization model.,	3.30	0.675	HU	3.30	0.681	HU	3.30	0.678	HU	12	
6. Am teaching in the self-contained model and the teachers teaching in the departmentalization model spend an equal amount of time planning weekly lessons	3.40	0.516	HU	3.37	0.607	HU	3.38	0.562	HU	9	
7. Have daily allotted subject time, in the departmentalization model, provides enough time to meet the needs of my students	3.60	0.516	HU	3.45	0.597	HU	3.52	0.557	HU	2	
8. Have daily allotted subject time, in the departmentalization model, provides enough time to complete the yearly curriculum	3.50	0.527	HU	3.46	0.630	HU	3.48	0.579	HU	3	
9. Have current professional development offerings that geared towards the content area I teach,	3.40	0.516	HU	3.44	0.561	HU	3.42	0.539	HU	6	
10. See students appear to enjoy switching teachers throughout the day.	3.20	0.632	U	3.42	0.647	HU	3.27	0.640	HU	13.5	
11. Notice student engagement is increased in the departmentalization model	3.20	0.632	U	3.34	0.664	HU	3.27	0.648	HU	13.5	
12. Have more time for planning and prepping in the departmentalization model	3.30	0.675	HU	3.42	0.636	HU	3.36	0.656	HU	10.5	

13. Am able to plan in depth lessons when planning for less subjects	3.30	0.675	HU	3.48	0.564	HU	3.39	0.620	HU	8
14. Have enough time with my students to build a positive teacher-student relationship,	3.50	0.527	HU	3.58	0.535	HU	3.54	0.531	HU	1
15. Believe that departmentalization model is developmentally appropriate for the age group I teach.	3.30	0.483	HU	3.42	0.626	HU	3.36	0.555	HU	10.5
Average Weighted Mean	3.37		Highly Utilized	3.41		Highly Utilized	3.39		Highly Utilized	

Legend: 3.25–4.00 – Highly Utilized (HU); 2.50–3.24 – Utilized (U); 1.75–2.49 – Less Utilized (LU); 1.00–1.74 – Not Utilized (NU).

Looking at the specific indicators, the highest-ranked item is "I have enough time with my students to build a positive teacher-student relationship" (overall WM=3.54, rank 1). This suggests that despite the departmentalized structure, teachers can still foster meaningful relationships with their students, which is crucial for creating a supportive learning environment. However, the indicator "I experience transitions between classes result in missed instructional time" (overall WM=3.25, rank 15) is ranked relatively low. This highlights a potential challenge in the implementation of the departmentalized model, where class transitions may lead to some loss of instructional time. Strategies to streamline transitions and minimize disruptions could be explored to optimize the use of class time.

Other highly ranked indicators include "I have daily allotted subject time, in the departmentalization model, provides enough time to meet the needs of my students" (overall WM=3.52, rank 2) and "I have daily allotted subject time, in the departmentalization model, provides enough time to complete the yearly curriculum" (overall WM=3.48, rank 3). These findings suggest that the departmentalized model allows for sufficient time allocation to address student needs and cover the required curriculum.

Overall, the data in Table 3 has the average weighted mean of 3.39 which indicates a high level of utilization and acceptance of the departmentalized classroom model among school heads and teachers. While there are strengths in building teacher-student relationships and providing adequate instructional time, there is room for improvement in managing class transitions to minimize lost instructional time.

The study of McCary (2021) gained access to educators' perceptions of the departmentalization model. The study was guided by four research questions aimed to gain teachers', administrators', and central office staffs' perceptions of the advantages and disadvantages of the departmentalization model. Results of the study indicate that educators are largely in favor of the departmentalization model and many agree on the advantages to the departmentalization model which include: teachers becoming content experts, teachers experiencing reduced planning time, as well as students being better prepared for middle school. Educators reported a few disadvantages to the departmentalization model, which included: instructional time being cut short due to transitions between classrooms as well as a decrease in cross-curricular planning. Results of this study suggest that there are many advantages to the departmentalization model and the use of the model in grades 4-6.

Based on the data presented in Table 4, the overall average weighted mean for teachers' behavior is 3.76, which falls within the "Very Good" (VG) descriptive value range. This indicates that teachers consistently demonstrate positive and desirable behaviors in their professional practice. The high rating suggests that teachers are effectively fulfilling their roles and responsibilities in the classroom and school environment.

From the perspective of school heads, teachers' behavior is rated as "Very Good" (VG) with an average weighted mean of 3.78. This suggests that school heads have a highly positive perception of their teachers' conduct and performance. They likely observe teachers exhibiting professionalism, dedication, and competence in their daily interactions with students and colleagues.

Table 4. Respondents' Perception on the Teachers' Behavior

Statement	School Heads			Teachers			Overall			Rank
	WM	SD	DV	WM	SD	DV	WM	SD	DV	
1. Recognizes student potential.	3.70	0.483	VG	3.77	0.419	VG	3.73	0.451	VG	15.5
2. Demonstrates passion for teaching.	3.90	0.316	VG	3.74	0.454	VG	3.82	0.385	VG	4.5
3. Complies with school policies.	3.90	0.316	VG	3.74	0.458	VG	3.82	0.387	VG	4.5
4. Adheres to professional conduct standards.	3.70	0.483	VG	3.78	0.415	VG	3.74	0.449	VG	13
5. Provides fair student assessments.	3.80	0.422	VG	3.78	0.415	VG	3.79	0.419	VG	6
6. Upholds teaching ethics.	3.80	0.422	VG	3.77	0.423	VG	3.78	0.423	VG	7
7. Commits to teaching.	3.80	0.422	VG	3.75	0.435	VG	3.77	0.429	VG	9.5
8. Inspires students positively.	3.90	0.316	VG	3.78	0.415	VG	3.84	0.366	VG	2

9. Gains student respect.	3.90	0.316	VG	3.77	0.423	VG	3.83	0.370	VG	3
10. Stimulates student enthusiasm.	3.80	0.422	VG	3.68	0.470	VG	3.74	0.446	VG	13
11. Integrates creativity into lessons.	3.80	0.422	VG	3.67	0.472	VG	3.73	0.447	VG	15.5
12. Communicates effectively.	3.70	0.483	VG	3.71	0.456	VG	3.70	0.470	VG	17.5
13. Aligns activities with learning objectives.	3.70	0.483	VG	3.69	0.479	VG	3.69	0.481	VG	19
14. Exhibits love for teaching.	3.70	0.483	VG	3.79	0.426	VG	3.74	0.455	VG	13
15. Delivers clear instructions.	3.80	0.422	VG	3.74	0.443	VG	3.77	0.433	VG	9.5
16. Fosters analytical thinking.	3.60	0.516	VG	3.62	0.486	VG	3.61	0.501	VG	20
17. Addresses student inquiries.	3.80	0.422	VG	3.99	3.308	VG	3.89	1.865	VG	1
18. Connects lessons to real-world applications.	3.80	0.422	VG	3.74	0.443	VG	3.77	0.433	VG	9.5
19. Makes learning engaging.	3.70	0.483	VG	3.70	0.462	VG	3.70	0.473	VG	17.5
20. Engages with students interactively.	3.80	0.422	VG	3.74	0.439	VG	3.77	0.431	VG	9.5
Average Weighted Mean	3.78	Very Good	3.75	Very Good	3.76	Very Good				

Legend: 3.25–4.00 – Very Good (VG); 2.50–3.24 – Good (G); 1.75–2.49 – Fair (F); 1.00–1.74 – Poor (P).

Teachers also rate their own behavior highly, with an average weighted mean of 3.75, falling within the "Very Good" (VG) descriptive value range. This self-assessment indicates that teachers perceive themselves as displaying positive and effective behaviors in their teaching practice. They likely feel confident in their abilities to manage classrooms, engage students, and maintain professional standards.

Looking at the specific indicators, the highest-ranked item is "Addresses student inquiries" (overall WM=3.89, rank 1). This suggests that teachers are highly responsive to students' questions and concerns, creating an interactive and supportive learning environment. Teachers' willingness to engage with students and provide clarification is a notable strength in their behavior. Other highly ranked indicators include "Inspires students positively" (overall WM=3.84, rank 2), "Gains student respect" (overall WM=3.83, rank 3), and "Demonstrates passion for teaching" (overall WM=3.82, rank 4.5). These findings highlight teachers' ability to motivate and inspire students, foster a respectful classroom atmosphere, and exhibit enthusiasm for their profession.

However, relatively lower-ranked indicators include "Communicates effectively" (overall WM=3.70, rank 17.5) and "Aligns activities with learning objectives" (overall WM=3.69, rank 19). While still falling within the "Very Good" (VG) range, these areas may benefit from further attention and improvement. Enhancing communication skills and ensuring a strong alignment between learning activities and objectives could further elevate teachers' overall behavior and effectiveness. It is worth noting that all the indicators in Table 4 have weighted means above 3.25, indicating that teachers consistently demonstrate positive behaviors across various aspects of their professional practice.

In general, Table 4 has the overall weighted mean of 3.76 which suggests that teachers exhibit very good behavior, as perceived by both school heads and teachers themselves. Teachers excel in addressing student inquiries, inspiring students, gaining respect, and demonstrating passion for teaching. While there is room for improvement in communication and aligning activities with objectives, the overall behavior of teachers is commendable and contributes to a positive learning environment.

Working conditions in schools are essential not only for teacher motivation, efficiency, and job satisfaction, but also for student learning opportunities (Bascia & Rottmann, 2011). According to one study, job satisfaction is critical to boosting teachers' effectiveness since it fosters confidence, loyalty, and motivation. This leads to improved performance and productivity at work, which leads to improved learning.

Based on the data presented in Table 5.1, the overall average weighted mean for teachers' job satisfaction in terms of salary is 3.15, which falls within the "Moderately Satisfied" (MS) descriptive value range. This indicates that teachers have a moderate level of satisfaction with their salaries.

From the perspective of school heads, teachers' job satisfaction in terms of salary is rated as "Very Satisfied" (VS) with an average weighted mean of 3.32. This suggests that school heads perceive teachers to be highly satisfied with their salaries. They may believe that the current salary structure is fair and adequate for the teachers' qualifications and responsibilities.

Table 5.1. *Level of Teachers' Job Satisfaction in terms of Salary*

Indicators	School Heads			Teachers			Overall			
	WM	SD	DV	WM	SD	DV	WM	SD	DV	Rank
1. My salary is fair compensation for my work and qualifications.	3.70	0.483	VS	3.10	0.710	MS	3.40	0.597	VS	1
2. I feel my salary allows me to have a comfortable standard of living.	3.30	0.675	VS	2.97	0.725	MS	3.14	0.700	MS	3
3. The salary structure and potential for raises are clear and transparent.	3.40	0.516	VS	3.07	0.670	MS	3.24	0.593	MS	2
4. I am satisfied with the benefits package (e.g., health insurance, retirement plans) offered.	2.90	0.738	MS	2.83	0.778	MS	2.87	0.758	MS	5
5. I feel financially secure in my teaching position.	3.30	0.675	VS	2.92	0.845	MS	3.11	0.760	MS	4
Average Weighted Mean	3.32	Very Satisfied		2.98	Moderately Satisfied		3.15	Moderately Satisfied		

Legend: 3.25–4.00 – Very Satisfied (VS); 2.50–3.24 – Moderately Satisfied (MS); 1.75–2.49 – Slightly Satisfied (SS); 1.00–1.74 – Not Satisfied (NS).

Teachers, on the other hand, rate their job satisfaction in terms of salary as "Moderately Satisfied" (MS) with an average weighted mean of 2.98. This self-assessment indicates that teachers themselves have a lower level of satisfaction with their salaries compared to the perception of school heads. Teachers may feel that their salaries do not fully reflect their efforts, qualifications, or the demands of their profession.

Looking at the specific indicators, the highest-ranked item is "My salary is fair compensation for my work and qualifications" (overall WM=3.40, rank 1). This suggests that teachers generally believe their salaries are somewhat commensurate with their job responsibilities and educational background. However, the moderate level of satisfaction indicates that there is still room for improvement in ensuring fair and competitive compensation.

Other indicators with relatively higher rankings include "The salary structure and potential for raises are clear and transparent" (overall WM=3.24, rank 2) and "I feel my salary allows me to have a comfortable standard of living" (overall WM=3.14, rank 3). These findings suggest that clarity in the salary structure and the ability to maintain a decent standard of living are important factors influencing teachers' job satisfaction in terms of salary.

However, the lowest-ranked indicator is "I am satisfied with the benefits package (e.g., health insurance, retirement plans) offered" (overall WM=2.87, rank 5). This indicates that teachers may have concerns or dissatisfaction with the non-salary benefits provided to them. Enhancing the benefits package could potentially improve overall job satisfaction. It is worth noting that while school heads rate teachers' salary satisfaction as "Very Satisfied," teachers themselves rate it as "Moderately Satisfied." This discrepancy highlights the importance of considering teachers' own perceptions and experiences when assessing job satisfaction.

Table 5.1 suggests that teachers have a moderate level of job satisfaction in terms of salary. While they believe their salaries are somewhat fair considering their qualifications and responsibilities, there is room for improvement in ensuring competitive compensation and enhancing the benefits package. School heads' perception of teachers' salary satisfaction is higher than teachers' self-assessment, indicating a need for closer alignment and understanding of teachers' perspectives.

Job satisfaction is the fulfillment or enjoyment a person develops from his job at his workplace. Moreover, in other words, job satisfaction is a positive feeling toward one's job. If a person has positive thinking about his job, he will be more satisfied with his work; if he has negative thinking, he will be dissatisfied with his job. Thus, in a positive mental condition, the person becomes more committed to his job and gives the best results and outcomes. Next, one of the indicators of high job satisfaction is the quality of the work.

Finally, job satisfaction cannot only influence work output but also affects work effort, the rate of the working circumstance, staff turnover and retention, compensation level, fairness in the promotion system within an institution, and many more. Also, job satisfaction is important in the teaching profession and for the teacher. If teachers are not satisfied with their profession, it is very difficult for them to perform their job honestly, devotedly, and competently. Moreover, the different attitude of teachers determines their job satisfaction. These attitudes are related to various elements, such as salary, service infrastructure, and other opportunities (Biswas, 2016).

Based on the data presented in Table 5.2, the level of teachers' job satisfaction in terms of workload is generally high, with both school heads and teachers rating it as "Very Satisfied" (VS). The overall average weighted mean of 3.43 falls within the "Very Satisfied" descriptive value range, indicating that teachers are content with their workload. This satisfaction is reflected across various indicators, such as having a manageable workload (overall WM=3.49, rank 2), a reasonable work-life balance (overall WM=3.50, rank 1), and balanced workload expectations among the teaching staff (overall WM=3.42, rank 3).

Table 5.2. Level of Teachers' Job Satisfaction in terms of Workload

Indicators	School Heads			Teachers			Overall			Rank
	WM	SD	DV	WM	SD	DV	WM	SD	DV	
1. My workload is manageable.	3.50	0.527	VS	3.47	0.621	VS	3.49	0.574	VS	2
2. I have sufficient time to complete all my teaching and administrative tasks effectively.	3.40	0.518	VS	3.31	0.655	VS	3.36	0.588	VS	5
3. The workload expectations are balanced across the teaching staff.	3.50	0.527	VS	3.34	0.874	VS	3.42	0.601	VS	3
4. I have adequate time for lesson planning and preparation.	3.50	0.527	VS	3.26	0.880	MS	3.38	0.804	VS	4
5. I feel I have a reasonable work-life balance.	3.70	0.483	VS	3.29	0.659	VS	3.50	0.571	VS	1
Average Weighted Mean	3.52		VS	3.34		VS	3.43		VS	

Legend: 3.25–4.00 – Very Satisfied (VS); 2.50–3.24 – Moderately Satisfied (MS); 1.75–2.49 – Slightly Satisfied (SS); 1.00–1.74 – Not Satisfied (NS).

However, it is worth noting that while still within the "Very Satisfied" range, the indicators related to having sufficient time for teaching and administrative tasks (overall WM=3.36, rank 5) and adequate time for lesson planning and preparation (overall WM=3.38, rank 4) have slightly lower weighted means compared to other indicators. This suggests that while teachers are generally satisfied with their workload, there may be some room for improvement in terms of allocating sufficient time for these essential tasks. Ensuring that teachers have ample time to fulfill their responsibilities effectively can further enhance their job satisfaction in terms of workload.

Maslow's theory has strongly influenced education and human development (Een, Uah, Rina & Mohd 2021). The requirements stated in this theory are very useful in determining teachers' job satisfaction, which is subjective. According to Aminah et al. (2021), teachers who receive fair treatment in terms of division of tasks and are rewarded for the commitment given can be successful people. While Ishak et al. (2021) stated that, based on this Maslow Theory, teachers could work contentedly after human values are taken into account as valued when successfully doing something, treated fairly in performing tasks, no additional burden and given space to determine an action to be taken. Therefore, the needs stated in this theory need to be given attention by school principals so that teachers can achieve job satisfaction.

The data in Table 5.3 reveals that teachers have a high level of job satisfaction in terms of the school environment.

Both school heads and teachers rate their satisfaction as "Very Satisfied" (VS), with an overall average weighted mean of 3.55. This indicates that the school environment is conducive to teaching and learning, with positive attributes such as a supportive atmosphere (overall WM=3.65, rank 1.5), clear vision for the future (overall WM=3.65, rank 1.5), and a sense of safety and respect (overall WM=3.63, rank 3). Teachers also express satisfaction with the physical facilities (overall WM=3.41, rank 5) and access to adequate technology and resources (overall WM=3.43, rank 4) to support their teaching

Table 5.3. Level of Teachers' Job Satisfaction in terms of School Environment

Indicators	School Heads			Teachers			Overall			Rank
	WM	SD	DV	WM	SD	DV	WM	SD	DV	
1. The school has a positive environment.	3.70	0.483	VS	3.60	0.519	VS	3.65	0.501	VS	1.5
2. The physical facilities (classrooms, resources) are in good condition and support my teaching.	3.50	0.527	VS	3.32	0.708	VS	3.41	0.617	VS	5
3. I feel safe and respected within the school environment.	3.70	0.483	VS	3.56	0.572	VS	3.63	0.625	VS	3
4. I have access to adequate technology and resources to support my teaching.	3.60	0.483	VS	3.45	0.735	VS	3.43	0.588	VS	4
5. The school has a clear and positive vision for the future.	3.70	0.483	VS	3.59	0.545	VS	3.65	0.514	VS	1.5
Average Weighted Mean	3.62		Very Satisfied	3.48		Very Satisfied	3.55		Very Satisfied	

Legend: 3.25–4.00 – Very Satisfied (VS); 2.50–3.24 – Moderately Satisfied (MS); 1.75–2.49 – Slightly Satisfied (SS); 1.00–1.74 – Not Satisfied (NS).

It is noteworthy that school heads consistently rate their satisfaction with the school environment slightly higher than teachers across all indicators. This suggests that while both groups are highly satisfied, school heads may have a more positive perception of the school environment compared to teachers. This difference in perception could be attributed to the different roles and experiences of school

heads and teachers within the school setting. Nevertheless, the overall high level of satisfaction from both groups indicates that the school environment is generally favorable and supportive of teaching and learning.

Further, the working conditions within schools, including student-teacher relationships, class size, and the socio-economic status of students, play a crucial role in teacher job satisfaction. Notably, a supportive school climate, perceived student discipline, and teacher cooperation have been identified as key factors influencing job satisfaction, indicating the need for a positive and collaborative school environment to enhance teacher well-being and effectiveness (Eichhorn & Lacson, 2019; Wyss & Preston, 2022).

Table 5.4. *Level of Teachers' Job Satisfaction in terms of Co-Teachers*

<i>Indicators</i>	<i>School Heads</i>			<i>Teachers</i>			<i>Overall</i>			
	<i>WM</i>	<i>SD</i>	<i>DV</i>	<i>WM</i>	<i>SD</i>	<i>DV</i>	<i>WM</i>	<i>SD</i>	<i>DV</i>	<i>Rank</i>
1. I have positive and collaborative relationships with my co-teachers.	3.60	0.516	VS	3.68	0.497	VS	3.64	0.507	VS	1
2. There is a sense of teamwork and support among the teaching staff.	3.60	0.516	VS	3.62	0.495	VS	3.61	0.502	VS	2
3. I feel comfortable asking colleagues for help and sharing ideas.	3.60	0.516	VS	3.63	0.561	VS	3.62	0.539	VS	3
4. I receive constructive feedback from my colleagues that helps me improve.	3.60	0.516	VS	3.58	0.561	VS	3.59	0.544	VS	5
5. I have opportunities to collaborate with co-teachers on lesson planning and projects.	3.50	0.527	VS	3.58	0.546	VS	3.54	0.537	VS	4
Average Weighted Mean	3.56	Very Satisfied		3.62	Very Satisfied		3.59	Very Satisfied		

Legend: 3.25–4.00 – Very Satisfied (VS); 2.50–3.24 – Moderately Satisfied (MS); 1.75–2.49 – Slightly Satisfied (SS); 1.00–1.74 – Not Satisfied (NS).

Table 5.4 shows that teachers have a high level of job satisfaction in terms of their relationships and interactions with co-teachers. Both school heads and teachers consistently rate their satisfaction as "Very Satisfied" (VS) across all indicators, resulting in an overall average weighted mean of 3.59. This suggests that teachers have positive and collaborative relationships with their colleagues (overall WM=3.64, rank 1), fostering a sense of teamwork and support (overall WM=3.63, rank 2). Teachers feel comfortable seeking help and sharing ideas with their co-teachers (overall WM=3.62, rank 3) and have opportunities for collaboration on lesson planning and projects (overall WM=3.54, rank 4).

Furthermore, teachers are satisfied with the constructive feedback they receive from their colleagues (overall WM=3.53, rank 5), indicating a supportive and growth-oriented professional environment. The high level of satisfaction in terms of co-teachers suggests that the teaching staff has a strong sense of community, collegiality, and mutual support. This positive dynamic among co-teachers can contribute to a more effective and enjoyable teaching experience, ultimately benefiting student learning outcomes.

Recent studies highlight the significant impact of teacher characteristics on job satisfaction. For instance, factors such as self-efficacy, relational aspects (colleague collaboration, student behavior, school management), and professional development exposure have been positively associated with job satisfaction (Ortan, Simut, & Simut, 2021; Toropova, Myrberg, & Johansson, 2020). Moreover, teachers' perceptions of their competence and teaching quality have been shown to mediate the relationship between their characteristics and student outcomes, emphasizing the importance of teacher self-confidence and enthusiasm in fostering an effective learning environment (Fauth et al., 2019).

Table 5.5 demonstrates that teachers have a high level of job satisfaction in terms of the school administration. Both school heads and teachers rate their satisfaction as "Very Satisfied" (VS) across all indicators, resulting in an overall average weighted mean of 3.66. This suggests that the school administration provides clear and effective leadership (overall WM=3.68, rank 1.5) and communicates effectively with teachers (overall WM=3.68, rank 1.5). Teachers feel supported by the administration in their professional development (overall WM=3.66, rank 3) and believe that their concerns are addressed in a timely and fair manner (overall WM=3.65, rank 4).

Table 5.5. *Level of Teachers' Job Satisfaction in terms of Administration*

<i>Indicators</i>	<i>School Heads</i>			<i>Teachers</i>			<i>Overall</i>			
	<i>WM</i>	<i>SD</i>	<i>DV</i>	<i>WM</i>	<i>SD</i>	<i>DV</i>	<i>WM</i>	<i>SD</i>	<i>DV</i>	<i>Rank</i>
1. The school administration provides clear and effective leadership.	3.70	0.483	VS	3.65	0.507	VS	3.68	0.495	VS	1.5
2. I feel supported by the	3.70	0.483	vs	3.62	0.552	vs	3.66	0.518	VS	3

administration in my professional development

3. The administration addresses the concerns of teachers in a timely and fair manner.	3.70	0.483	vs	3.60	0.530	vs	3.65	0.507	VS	4
4. I have a voice in decision-making processes that affect my work.	3.70	0.483	vs	3.52	0.576	vs	3.61	0.530	VS	5
5. The administration communicates effectively with teachers.	3.70	0.483	VS	3.65	0.519	VS	3.68	0.501	VS	1.5
Average Weighted Mean	3.70	Very Satisfied		3.61	Very Satisfied		3.66	Very Satisfied		

Legend: 3.25–4.00 – Very Satisfied (VS); 2.50–3.24 – Moderately Satisfied (MS); 1.75–2.49 – Slightly Satisfied (SS); 1.00–1.74 – Not Satisfied (NS).

Moreover, teachers are satisfied with their level of involvement in decision-making processes that affect their work (overall WM=3.61, rank 5). The high level of satisfaction in terms of administration indicates that school leaders are effectively managing their schools and fostering a positive working environment for teachers. The support, communication, and inclusivity provided by the administration contribute to teachers' overall job satisfaction and their ability to perform their duties effectively.

In the career aspect as a teacher, physiological needs involve the payment of salaries or wages, lounges, facilities and other working bases. Once the requirements of the physiological level are met, the safety level must be met. According to Zaid To Norazmi and Abdul Rasid (2020), the level of safety covers the right to a sense of security and well-being covering oneself, family, property and even the workplace. In the third stage, the need to be loved and accepted must be met after the security level is met. This stage requires the spiritual and social aspects to be perfectly fulfilled. Norazmi et al. (2020) emphasize that in school organizations, teachers need to be in a situation where they feel well received by fellow teachers or administrators.

Once the need to be accepted in the school community is met, the next stage is the level of self-esteem that must be met before achieving satisfaction in the job. Fauziyana and Rasid (2021) explain that at this stage, human beings need appreciation for their work and a sense of respect from those around them. Norazmi et al. (2019) argue that at this stage, teachers should be given a certain form of praise or appreciation to meet their needs. Zaid et al. (2020) argue that when all these stages are met, satisfaction in doing a job will be achievable. In support of this statement. Teacher job satisfaction will be achieved if teachers obtain all the stated requirements such as adequate salary, a sense of acceptance, being treated fairly by administrators in matters of division of labor and receiving proper rewards for the efforts made.

Table 6.1. *Teachers' Teaching Effectiveness in terms of Personality*

Indicators	School Heads			Teachers			Overall			
	WM	SD	DV	WM	SD	DV	WM	SD	DV	Rank
1. Manifests charisma	3.30	0.483	O	3.42	0.535	O	3.36	0.509	O	3.5
2. Exhibits grace under pressure	3.30	0.483	O	3.46	0.526	O	3.38	0.505	O	2
3. Manifests an outgoing personality.	3.30	0.483	O	3.42	0.534	O	3.36	0.509	O	3.5
4. Shows predictability of actions.	3.30	0.483	O	3.38	0.538	O	3.34	0.511	O	5
5. Spends time reflecting.	3.40	0.516	O	3.46	0.539	O	3.43	0.528	O	1
Average Weighted Mean	3.32	Outstanding		3.43	Outstanding		3.38	Outstanding		

Legend: 3.25–4.00 – Outstanding (O); 2.50–3.24 – Very Satisfactory (VS); 1.75–2.49 – Satisfactory (S); 1.00–1.74 – Fair (F)

Table 6.1 reveals that teachers demonstrate outstanding teaching effectiveness in terms of their personality. Both school heads and teachers rate the various personality indicators as "Outstanding" (O), with an overall average weighted mean of 3.38. Teachers are perceived to spend time reflecting (overall WM=3.43, rank 1), exhibiting grace under pressure (overall WM=3.38, rank 2), and manifesting an outgoing personality (overall WM=3.36, rank 3.5). They also show charisma (overall WM=3.36, rank 3.5) and predictability in their actions (overall WM=3.34, rank 5).

These personality traits contribute to creating a positive and engaging learning environment for students. The high ratings suggest that teachers possess the personal qualities and dispositions that enable them to be effective educators. Their ability to reflect, maintain composure, and interact positively with others enhances their teaching effectiveness and helps them build strong relationships with students and colleagues.

In the meantime, the degree to which a teacher enjoys their work has a number of crucial and far-reaching repercussions. To begin, it helps instructors feel happier, which makes them less likely to experience burnout and stress (Skaalvik & Skaalvik, 2011). This has a positive impact on student learning as well. In addition, there is evidence that pupils of teachers who are happy in their jobs feel happier

as well (Collie, Shapka, & Perry, 2012). Furthermore, satisfied teachers provide superior learning assistance and teaching effectiveness to their pupils (Kunter et al., 2013).

Table 6.2 demonstrates that teachers exhibit outstanding teaching effectiveness in terms of their relational expertise. Both school heads and teachers rate the various relational indicators as "Outstanding" (O), with an overall average weighted mean of 3.80. Teachers are perceived to respect others (overall WM=3.84, rank 1), accept others (overall WM=3.83, rank 2), and display a friendly attitude towards others (overall WM=3.82, rank 3). They also show concern for others (overall WM=3.81, rank 4.5), accept students (overall WM=3.81, rank 4.5), and display kindness (overall WM=3.77, rank 6).

These relational skills are crucial for creating a positive and inclusive classroom environment that fosters student learning and development. The high ratings suggest that teachers possess strong interpersonal skills and are able to build meaningful connections with their students and colleagues. Their ability to respect, accept, and show kindness to others contributes to a supportive and nurturing learning atmosphere, which is essential for effective teaching and student success.

Table 6.2. *Teachers' Teaching Effectiveness in terms of Relational Expertise*

Indicators	School Heads			Teachers			Overall			
	WM	SD	DV	WM	SD	DV	WM	SD	DV	Rank
1. Displays kindness for others.	3.8	0.422	O	3.73	0.446	O	3.77	0.434	O	6
2. Respects others.	3.9	0.316	O	3.77	0.423	O	3.84	0.37	O	1
3. Accepts others.	3.9	0.316	O	3.75	0.435	O	3.83	0.376	O	2
4. Thinks thoroughly before decisions are made	3.8	0.422	O	3.62	0.488	O	3.71	0.455	O	7
5. Shows concern for others.	3.9	0.316	O	3.71	0.456	O	3.81	0.386	O	4.5
6. Displays friendly attitude towards others.	3.9	0.316	O	3.74	0.439	O	3.82	0.378	O	3
7. Accepts students	3.9	0.316	O	3.72	0.453	O	3.81	0.385	O	4.5
Average Weighted Mean	3.87	Outstanding		3.72	Outstanding		3.8	Outstanding		

Legend: 3.25–4.00 – Outstanding (O); 2.50–3.24 – Very Satisfactory (VS); 1.75–2.49 – Satisfactory (S); 1.00–1.74 – Fair (F)

The concept of Person-organization fit has been defined as a form of congruence between the organization's values and the person's. When there is a perception of lack of fit, there is incongruence resulting in psychological, physiological, and behavioral consequences. Congruity between people's values and their environment promotes well-being regardless of the values people ascribe importance to. People are likely to experience a positive sense of well-being when they emphasize the same values that prevail in their environment and when they live in an environment that allows them to attain the goals to which their values are directed (Weisberg, Sexton, Mulhern, & Keeling, D., 2013).

Table 6.3. *Teachers' Teaching Effectiveness in terms of Subject Matter*

Indicators	School Heads			Teachers			Overall			
	WM	SD	DV	WM	SD	DV	WM	SD	DV	Rank
1. Always prepared when holding classes.	3.5	0.527	O	3.5	0.502	O	3.5	0.515	O	10
2. Shows mastery of lessons taught.	3.5	0.527	O	3.64	0.483	O	3.57	0.505	O	4
3. Knows a lot of information about lessons taught.	3.5	0.527	O	3.54	0.513	O	3.52	0.52	O	9
4. Manifests expertise in lessons taught.	3.5	0.527	O	3.58	0.496	O	3.54	0.512	O	7
5. Shares a lot of interesting ideas related to lessons taught.	3.5	0.527	O	3.56	0.524	O	3.53	0.526	O	8
6. Displays authority when teaching.	3.5	0.527	O	3.65	0.479	O	3.58	0.503	O	2.5
7. Knows how to answer questions raised about lessons taught	3.6	0.516	O	3.64	0.483	O	3.62	0.5	O	1
8. Shows thorough understanding of lessons taught.	3.5	0.527	O	3.66	0.475	O	3.58	0.501	O	2.5

9. Shares information that is only relevant to lessons taught.	3.5	0.527	O	3.6	0.492	O	3.55	0.51	O	5.5
10. Exhibits ability to teach a lot of academic subjects.	3.5	0.527	O	3.6	0.492	O	3.55	0.51	O	5.5
Average Weighted Mean	3.51	Outstanding		3.6	Outstanding		3.55	Outstanding		

Legend: 3.25–4.00 – Outstanding (O); 2.50–3.24 – Very Satisfactory (VS); 1.75–2.49 – Satisfactory (S); 1.00–1.74 – Fair (F)

Table 6.3 shows that teachers demonstrate outstanding teaching effectiveness in terms of their subject matter expertise. Both school heads and teachers rate the various subject matter indicators as "Outstanding" (O), with an overall average weighted mean of 3.55. Teachers are perceived to know how to answer questions raised about lessons taught (overall WM=3.62, rank 1), display authority when teaching (overall WM=3.58, rank 2.5), and show a thorough understanding of lessons taught (overall WM=3.58, rank 2.5). They also show mastery of lessons taught (overall WM=3.57, rank 4) and share information that is only relevant to lessons taught (overall WM=3.55, rank 5.5).

These indicators suggest that teachers have a strong command of the subjects they teach and can effectively communicate their knowledge to students. Their ability to answer questions, display authority, and show a deep understanding of the content demonstrates their expertise and competence in their respective subject areas. This subject matter proficiency is essential for providing high-quality instruction and ensuring that students have a solid foundation in the topics being covered. The outstanding ratings in this area indicate that teachers are well-prepared and knowledgeable in their fields, which contributes to their overall teaching effectiveness.

Remarkably, the choice between departmentalized and self-contained classroom models has implications for both teachers and students. Research comparing these models suggests that while teachers may prefer departmentalization for its potential to focus on subject matter expertise, the impact on student achievement is mixed, with some evidence indicating negative effects on student outcomes, particularly for students from lower socio-economic backgrounds (Wyss & Preston, 2022). This highlights the complexity of implementing instructional models and the need for careful consideration of the specific context and student population.

The relationship between teaching effectiveness and job satisfaction is multifaceted, involving factors such as teacher self-efficacy, classroom management skills, and the use of evidence-based practices. Studies demonstrate that higher levels of self-efficacy and engagement in professional development activities are associated with both improved teaching effectiveness and greater job satisfaction (Reddy, Shernoff, & Lekwa, 2021). This suggests that enhancing teachers' skills and confidence through targeted support and professional growth opportunities can contribute to both their satisfaction and effectiveness.

Table 7. Test of Association Between Teachers' Level of Utilization of Departmentalized Classroom Model and Profile

Profile	X ²	df	p-value	Interpretation
Age	45.792	14	<.001	Significant
Sex	3.350	2	0.187	Not Significant
Highest Educational Attainment	3.070	6	0.800	Not Significant
Teaching Experience	37.834	12	<.001	Significant

*Correlation is significant at 0.05 level (2-tailed)

Table 7 presents the test of association between the teachers' level of utilization of departmentalized classroom model and their demographic profile. The results revealed that there is a significant association between the teachers' level of utilization of departmentalized classroom model and their demographic profile as to age, $X^2(14, N=151) = 45.792, p < .001$, and teaching experience, $X^2(12, N=151) = 37.834, p < .001$. This suggests that age and teaching experience play crucial roles in determining the extent to which teachers utilize departmentalized classroom model.

However, there is no significant association between the teachers' level of utilization of departmentalized classroom model and their profile as to sex, $X^2(2, N=151) = 3.350, p = 0.187$, and highest educational attainment, $X^2(6, N=151) = 3.070, p = 0.800$. This implies that neither the sex profile nor the highest educational attainment of teachers significantly contributes to the level of utilization of departmentalized classrooms model.

Interestingly, while some research supports the idea that teacher characteristics like age and experience influence the adoption of these models, the effects on student outcomes are mixed. Eichhorn and Lacson (2019) suggest that both departmentalized and self-contained models can lead to strong student performance in mathematics, emphasizing the need to consider the specific needs of teachers and students.

Allington (2020) finds no significant differences in student achievements between models, suggesting that teacher demographics might not strongly influence outcomes. Conversely, Wyss and Preston (2022) report a negative impact on student achievement with departmentalization, particularly among different socioeconomic backgrounds, showing the complex interplay between teacher demographics and educational outcomes.

Table 8 presents the test of the relationship between the teachers' level of utilization of departmentalized classroom model and their behavior, job satisfaction, and teaching effectiveness. The results revealed that there is sufficient evidence of a significant relationship between the level of utilization of the departmentalized classroom model and the teachers' behavior, $r(149) = 0.426$, $P < .001$, job satisfaction, $r(149) = 0.389$, $p < .001$, and teaching effectiveness, $r(149) = 0.572$, $p < .001$. This implies that as teachers increasingly utilize the departmentalized classroom model, their behavior becomes more favorable, job satisfaction improves, and teaching effectiveness is enhanced. These findings underscore the potential benefits of adopting the departmentalized classroom model in educational settings, suggesting that it may contribute positively to various aspects of teachers' professional experience.

Table 8. Test of Relationship Between the Teachers' Level of Utilization of Departmentalized Classroom Model and Behavior, Job Satisfaction and Teaching Effectiveness

Variables		<i>r</i>	<i>df</i>	<i>p-value</i>	<i>Interpretation</i>
Level of Utilization of Departmentalized Classroom Model	Behavior	0.426	149	<.001	Significant
	Job Satisfaction	0.389	149	<.001	Significant
	Teaching Effectiveness	0.572	149	<.001	Significant

*Correlation is significant at 0.05 level (2-tailed)

Recent studies support the positive correlation between the utilization of a departmentalized classroom model and improvements in teacher behavior, job satisfaction, and teaching effectiveness. Lazarides et al. (2020) found that teacher self-efficacy for classroom management, influenced by departmentalization, positively affects perceived classroom management, especially in early career stages, supporting better teaching effectiveness and job satisfaction.

Similarly, Ortan et al. (2021) highlighted that positive working conditions and effective teacher-student interactions, which can be enhanced by departmentalization, significantly improve job satisfaction and overall well-being. These findings show that a departmentalized classroom model potentially contributes positively to various aspects of teachers' professional experience, enhancing their effectiveness and job satisfaction.

Table 9. Test of Relationship Between the Teachers' Teaching Effectiveness, Behavior and Job Satisfaction

Variables		<i>r</i>	<i>df</i>	<i>p-value</i>	<i>Interpretation</i>
Teaching Effectiveness	Behavior	0.611	149	<.001	Significant
	Job Satisfaction	0.620	149	<.001	Significant

*Correlation is significant at 0.05 level (2-tailed)

Table 9 presents the test of the relationship between the teachers' teaching effectiveness, behavior, and job satisfaction. The results reveal a significant correlation between teachers' teaching effectiveness and both their behavior ($r(149) = 0.611$, $p < .001$) and job satisfaction ($r(149) = 0.620$, $p < .001$). This indicates that as teachers' teaching effectiveness improves, their behavior becomes more positive, and their job satisfaction increases. These results suggest that effective teaching practices are closely intertwined with teachers' professional demeanor and overall satisfaction with their work. Moreover, enhancing teaching effectiveness may not only lead to better educational outcomes but also contribute to a more conducive and fulfilling work environment for teachers.

Meanwhile, recent studies corroborate the significant correlation between teachers' teaching effectiveness and their behavior and job satisfaction. A study by Ortan et al. (2021) emphasizes that teachers' self-efficacy significantly impacts their job satisfaction and well-being, suggesting that more effective teachers enjoy higher job satisfaction and better overall well-being. Likewise, Tatao (2023) found that teachers' self-efficacy, a component of teaching effectiveness, not only enhances their teaching performance but also significantly influences their job satisfaction, particularly in terms of the work environment and workload.

Conclusions

The Departmentalized classroom model is widely utilized and perceived as effective by school heads and teachers in the participating schools. The model's adoption is associated with teachers' age and experience. Teachers demonstrate strong relational expertise, subject matter mastery, and desirable personality traits, contributing to their overall effectiveness. Moreover, the study also reveals a high level of job satisfaction among teachers, particularly in terms of workload, school environment, co-teacher relationships, and administration support. The level of utilization of the departmentalized classroom model is highly influenced by teachers' behavior, job satisfaction, and teaching effectiveness. Thus, the departmentalized classroom ultimately benefiting student learning outcomes and the quality of education in the participating schools.

Based on the salient findings, the following are hereby recommended: School Administrators should develop targeted professional development programs focusing on relational expertise, subject mastery, and effective teaching traits. They should review and improve teachers' salary structures and benefits packages to ensure competitive compensation. School Principals should establish a mentoring system pairing experienced teachers with less experienced ones to foster collaboration and best practices. On the other side, they should regularly assess and manage teachers' workload, ensuring balanced responsibilities and sufficient time for various tasks. Additionally, they should invest in enhancing the school environment, including physical facilities, technology, and resources, while promoting open communication and teacher involvement in decision-making. Teachers should enhance their pedagogical performance specifically on the use of departmentalized classroom models through conducting trainings and seminar-workshop programs. They should enhance their competence notably in the aspect of planning transitions between classes result in missed instructional time. Furthermore, they

should improve behavioral and cognitive outcomes through continuing professional development, doing reflective practice, emphasizing behavioral competence, incorporating active learning strategies, conducting differentiated instruction, doing collaborative learning, applying formative assessment, and cultivating a growth mindset. Future Researchers need to investigate further on teachers' behavior, level of job satisfaction and teaching effectiveness on the use of departmentalized classroom model towards learning.

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