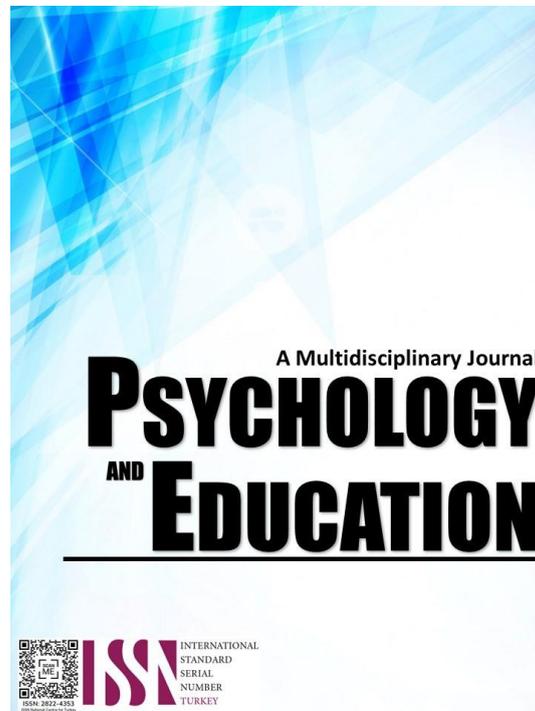


**JOB SATISFACTION AND PERFORMANCE OF  
PUBLIC SECONDARY SCHOOL TEACHERS IN  
BATARAZA, PALAWAN**



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## Job Satisfaction and Performance of Public Secondary School Teachers in Bataraza, Palawan

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### Abstract

The study aimed to identify the level of job satisfaction and teaching performance of public secondary school teachers in Bataraza, Palawan for the school year 2021-2022. There were 47 public secondary school teachers who served as the respondents of the study. The study investigated the demographic profile of the respondents as to age, sex, civil status, length of service, highest educational attainment, teaching position, salary; their job satisfaction level, and teaching performance. Most of the respondents were from 30-34 years old, female, married, with master's units, 6 to 10 years in service, teacher I, with salary ranging from 21,000.00 to 25,999.00; satisfied with their job in terms of personal development and professional development; very satisfied with their school environment and school leadership; and were merely satisfied with their salary. Most of them performed Very Satisfactory based on their IPCRF rating for five consecutive school years from 2016-2021. There is a weak positive correlation between age and job satisfaction level as well as between length of service and job satisfaction level. Salary and satisfaction level have weak relationship; civil status has no significance among the job satisfaction level of the respondents. The data revealed that age, sex, civil status, teaching position, highest educational attainment, and teaching performance have no significant relationship with the job satisfaction level of the respondents.

**Keywords:** *job satisfaction, teaching performance, IPCRF rating*

### Introduction

"A teacher's influence reaches into the ages; he can never tell where it ends." -Henry Brooks Adams

Most people's lives revolve around their jobs. Those that work put forth a lot of time and effort. In order to avoid irritation, resentment, and even despair, it is critical for employees to feel satisfied with their work. An employee's sense of fulfillment and expectations for the job to be interesting, challenging, and personally rewarding are reflected in job satisfaction. Job happiness is also a measure of success when it comes to career advancement.

Philippine politics, economics, social and cultural life are heavily influenced by education. For centuries, it has been seen as an essential building block of the nation's progress and a major route for social and economic mobility. Formal and informal teaching and learning are both examples of this. It's critical for a variety of reasons. It's a lifesaver that makes things easier for the folks who use it. In the future, if we don't have an opportunity to educate ourselves, we risk losing our own cultural legacy and tradition. It can assist us in achieving professional success through the acquisition of well-honed skills and talents, and it also plays an important role in helping us make sound judgments about what is right and wrong in our lives. Citizens will never learn how to vote responsibly or even have a taste of democracy if it isn't implemented.

The government of the Philippines and the Department of Education work together to ensure that every Filipino has access to high-quality and affordable education. There are enough products and services to go around in any civilization, thanks to it. This goal can be achieved with the help of a teacher. For people in need, one should always do his or her best, no matter who he or she is helping.

Teacher work satisfaction should be given more attention because of the worldwide teacher shortage, according to <sup>[1]</sup>Toropova, et.al. (2021). Teachers' well-being, school unity, and the status of the teaching profession all benefit from job satisfaction, which is linked to teacher retention. Teachers of eighth-grade mathematics are the focus of this study, which examines the relationship between job satisfaction, school working circumstances, and teacher characteristics. Researchers used data from Sweden's TIMSS 2015 (Trends in International Math and Science Study). The primary approaches are confirmatory factor analysis and structural equation modeling. According to the findings, there is a strong correlation between teacher job satisfaction and working circumstances in the classroom. Teacher job satisfaction was shown to be most strongly linked to the number of work teachers had to do, the degree of cooperation among themselves, and the way in which teachers viewed student behavior. Female teachers, teachers who received more professional development, and teachers who were more effective were more likely to be satisfied with their jobs. Teacher



cooperation and job happiness were found to be more closely linked for male instructors, whereas student discipline was found to be more crucial for the job satisfaction of teachers with lower self-efficacy beliefs than for all other groups of teachers combined. A further consideration is given to the policy implications.

To be pleased, employees are more concerned about the quality of their work; this commitment is reflected in a higher retention rate and greater productivity. It's not just at work that job happiness matters. Some of the effects are reflected in the way people feel about their work as a result of their work environment. As a result, both employers and employees are concerned about job happiness. When employees are happy with their jobs, they are more likely to stay with their employers for a longer period of time as well as to be more productive. Even with the long hours they spend at work, employees must "be pleased in their employment," as the adage goes. These days, every company feels the need to be the best, and as a result, employers are looking for better ways to measure employee performance in the workplace. In reality, we live in a "era of anxiety and tension" these days.

This research aimed to find out how happy secondary school teachers in Bataraza, Palawan were with their jobs. Job satisfaction is a significant indicator of overall individual well-being and a good predictor of employees' intents or decisions to leave a job, therefore the study's findings will help school respondents better understand the effectiveness of instructors. As a result, it can influence the teacher's conduct and impact work productivity and effort.

According to De Guzman et al. (2019), a company's most valuable asset is its workforce. As a result, it's important to know how happy people are at work at any company. They agreed that a reliable indicator of job satisfaction is among the most important and valuable pieces of information a business may have in its human capital. According to them, the most important data a corporation may have about its workforce is the level of employee satisfaction. For every company to be successful, it must first determine the job satisfaction levels of its employees in order to focus its efforts on making them happy. They went on to say that understanding how happy an organization's members are offers advantages for both the individual members and the broader organization.

Job satisfaction can range from extreme happiness to extreme displeasure, Aziri (2011) stated. Employee morale and productivity are directly linked to their

sense of accomplishment and overall well-being, which is demonstrated by the positive sensations that permeate the workplace. Individuals' thoughts and feelings about their jobs are examined as a means of exploring the notion. Although they made it clear that there are many facets to job satisfaction, they also noted that different scholars have come to differing conclusions and recommendations about how to improve it. They often link it to motivation, despite the fact that the major relationship between the two (2) variables is still not particularly evident. It is an internal attitude that assists a person in achieving their desired goal, according to famous job satisfaction researcher (Mullins, 2005). He went on to say that because of its intricacy and multidimensionality, analyzing it as a construct is challenging.

According to Buchanan (2006), job satisfaction is a complicated and nuanced notion that can signify different things to different people. The nature of the connection between job satisfaction and motivation is not always evident. Motivation and contentment are not the same things. "Satisfaction at work is more of a mentality than it is a physical sensation. For example, it could be linked to a subjective or objective sense of accomplishment." The quality of working life movement and broader efforts to better job design and organization have been increasingly linked in recent years.

Usop et al. (2013) found that teachers who are satisfied with their jobs are more likely to have a positive work environment because they are more likely to participate in decision-making and have more control over their work. They assumed that if their workers were happy in their occupations, that happiness would be reflected in higher levels of productivity. Attrition is minimized, cohesion is boosted, and work performance goes up when teachers are happy, according to the researchers. Self-perceptions of competence, worth, ownership, and contentment with the school of teachers who work in supportive environments are tough to quit.

With the goal of explaining the link between job satisfaction and performance in mind for companies, Buchanan (2006) sets out to do just that. There are three main aspects that influence an individual's performance. A worker's ability to do his or her duties is influenced by a variety of factors, including his or her intrinsic drive to succeed, as well as the tools, resources, and knowledge at their disposal. The management has the option of providing training or sacking an employee if they are unable to perform their duties. The manager can usually make



improvements to improve performance if there is a problem with the environment. However, a manager's job becomes more difficult if a lack of motivation is the issue. As a manager, you may not be able to find out why the employee isn't motivated and how to modify their behavior. Consequently, motivation is critical since it might affect performance negatively and because it is intangible.

It was discovered by Mastura (2004) that a higher employee satisfaction rating correlates with the perception that completing tasks and performing at a higher level can provide a sense of mastery and pride in one's work. The productivity of a business is directly tied to the happiness of its employees. If your staff are happy, they will deliver high-quality work in a timely manner, resulting in increased earnings for your company. Employees who are happy in their jobs are more likely to be creative and imaginative, resulting in breakthroughs that help a company adapt and develop as the market and its conditions change. Teachers' quality or efficacy is seen to be linked to their level of satisfaction with their work, as well as their level of satisfaction with their values. That's why a successful and qualified teacher may produce the appropriate learning outcomes, as long as he's happy with his work or career.

## Methodology

This descriptive-correlational study evaluated the association between the profile and the level of job satisfaction among public secondary school teachers in Bataraza, Palawan. In this study, 47 teachers from public secondary schools in Bataraza, Palawan, for the school year 2021-2022 participated. Purposive random sampling was used in determining the respondents of the study. This study's data was gathered through the use of survey questionnaires. The researchers designed a two-part questionnaire to collect the essential data, including teachers' age, gender, civil status, length of service, highest educational attainment, teaching position, salary, work station, performance, and job satisfaction level. Several statistical tools, including frequency tables, percentage, weighted mean, ranking, and Pearson Moment Correlation, were used to examine the data in the study.

## Results and Discussion

Table 1.1 *Profile of the Respondents in Terms of Age*

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
25-29	12	26%
30-34	13	28%
35-39	11	23%
40-44	5	11%
45-49	2	4%
50-54	1	2%
55-59	0	0%
60-64	2	4%
Total	47	100%

Table 1.1 shows the distribution of respondents according to age group. Data reveals that age ranges 25-29 and 30-34 has the highest frequencies of 12 (26%) and 13 (28%) respectively. Data also shows that there are 11 (23%) respondents in age range 25-26. Age range 50-54 and 60-64 both have frequency of 2 (4%). There is 1 (2%) respondent in age range 50-54. Moreover, no respondent has age 55-59 years old.

Table 1.2 *Profile of the Respondents in Terms of Sex*

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	8	17%
Female	39	83%
Total	47	100%

Table 1.2 shows the distribution of respondents in terms of sex. Majority of the respondents 39(83%) are female and 8(17%) are male.

Table 1.3 *Profile of the Respondents in Terms of Civil Status*

<i>Civil Status</i>	<i>Frequency</i>	<i>Percentage</i>
Single	14	30%
Married	32	68%
Widow	1	2%
Total	47	100%



Table 1.3 shows the distribution of respondents in terms of civil status. Most of the respondents are married with frequency of 32 (68%). There are 14 (30%) respondents who are single and 1 (2%) out of 47 respondents is a widow.

Table 1.4 *Profile of the Respondents in Terms of Highest Educational Attainment*

<i>Educational Level</i>	<i>Frequency</i>	<i>Percentage (%)</i>
College Degree	9	19%
With Masteral Unit	35	74%
Masteral Degree	3	6%
Total	47	100%

Table 1.4 shows the educational level of the respondents. Majority 35 (74%) of the respondents have Masteral unit, there are 9 (19%) who are college degree and only 3 (6%) have Masteral Degree.

Table 1.5 *Profile of the Respondents in Terms of Length of Service*

<i>Length of Service in Years</i>	<i>Frequency</i>	<i>Percentage</i>
1- 5 years	11	23%
6-10 years	26	55%
11-15 years	6	13%
16-20 years	2	4%
21-25 years	0	0%
26-30 years	2	4%
Total	47	100%

Table 1.5 shows the distribution of respondents in terms of length of service. Majority of the respondents 26 (55%) has been in service for 6-10 years. There are 11 (23%) who are 1-5 years in service, six (13%) who are 11-15 years in service. Moreover, there are two (4%) of respondents who are 16-20 and 26-30 years in service respectively.

Table 1.6 *Profile of the Respondents in Terms of Position*

<i>Position</i>	<i>Frequency</i>	<i>Percentage</i>
Teacher I	27	57%
Teacher II	8	17%
Teacher III	7	15%
Master Teacher I	2	4%
Master Teacher II	1	2%
Head Teacher III	2	4%
Total	47	100%

Table 1.6 shows the distribution of respondents as to position. There are twenty-seven (57%) respondents who are Teacher-I, eight (17%) are Teacher II, seven (15%) are Teacher III, and there are two Master Teacher I and Head Teacher III respectively. There is only 1 (2%) Master Teacher II.

Table 1.7 *Profile of the Respondents in Terms of Salary*

<i>Salary Range</i>		<i>Frequency</i>	<i>Percentage</i>
₱ 21,000.00	₱ 25,999.00	26	55%
₱ 26,000.00	₱ 30,999.00	16	34%
₱ 31,000.00	₱ 35,999.00	0	0%
₱ 36,000.00	₱ 40,999.00	2	4%
₱ 41,000.00	₱ 45,999.00	2	4%
₱ 46,000.00	₱ 50,999.00	1	2%
Total		47	100%

Table 1.7 shows the distribution of respondents in terms of their net monthly salary. Most of the respondents 26 (55%) has a monthly salary ranging from 21, 000- 25, 999. There are 16 (34%) whose salary is ranging from 26,000 – 30, 999. Moreover, there are two respondents whose monthly salary range from 36, 000- 40, 999 and 41, 000- 45, 999 respectively. There is only one respondent with salary ranging from 46, 000 – 50, 999.

Table 1.8 *Profile of the Respondents in Terms of IPCRF Ratings for S.Y. 2016-2021.*

<i>Adjectival Rating</i>	<i>Frequency</i>	<i>Percentage</i>
Outstanding	18	38%
Very Satisfactory	28	60%
Satisfactory	1	2%
Total	47	100%

\*Based from average of ratings from S.Y. 2016-2021.

Table 1.8 shows the IPCRF ratings of the respondents.



Data shows that most of the respondents 28 (60%) has Very Satisfactory rating. There are eighteen (38%) whose rating is Outstanding, and only one (2%) is rated Satisfactory in average.

Table 2. Level of Job Satisfaction of Respondents

Dimension	Mean	Descriptive Rating
Personal Development	3.8	Very Satisfied
Professional Development	3.8	Very Satisfied
School Environment	3.9	Very Satisfied
School Leadership	3.9	Very Satisfied
Salary	3.2	Satisfied

Table 2 shows the general job satisfaction level of the respondents in different dimensions. The collective response for dimensions “as a teacher and institution” has a mean of 3.8 which implies that the respondents are Satisfied with their job in terms of Personal Development and Professional Development. The dimension under School Environment and School Leadership has a mean of 3.9, which also means that respondents are very satisfied with their job, specifically pertaining to School Environment and School Leadership.

The dimension salary has the lowest collected mean response of 3.2, which further implies that respondent are merely satisfied with their salary.

Table 3. Individual Job Satisfaction Level of Respondents

Satisfaction Level	Frequency	Percentage
Somewhat Satisfied	1	2%
Satisfied	14	30%
Very Satisfied	27	57%
Extremely Satisfied	5	11%
Total	47	100%

Table 3 shows the individual satisfaction level of the respondents. Most of the respondents 27 (57%) is “Very Satisfied” with their job. Fourteen (30%) respondents are satisfied with their job. Forty-seven (11%) of the respondents are extremely satisfied. While there is one (2%) respondent who is “Somewhat Satisfied” with his job.

Table 4. Performance Level of the Respondents Based on IPCRF S.Y. 2016 to S.Y. 2021

Adjectival Rating	Frequency	Percentage
Outstanding	18	38%
Very Satisfactory	28	60%
Satisfactory	1	2%
Total	47	100%

Table 4 shows the average rating of the respondents from S.Y. 2016- 2017 to S.Y. 2020-2021. The data reveals that for the four (4) previous consecutive school years, 28 (60%) out of 47 respondents have an average rating of Very Satisfactory. There are 18 (38%) who are Outstanding and only one (2%) who achieved an average rating of Satisfactory.

Table 5. Correlation of Respondents’ Age, Salary, Length of Service , IPCRF Rating and Job Satisfaction Level

Profile		Satisfaction Level
Age	Pearson Correlation	0.38
	N	47
Length of Service	Pearson Correlation	0.304
	N	47
Salary	Pearson Correlation	0.0946
	N	47
IPCRF Rating	Pearson Correlation	0.134
	N	47

Table 5 shows the correlation coefficient for respondents’ age and job satisfaction level, length of service and job satisfaction level, and salary and job satisfaction level.

Result revealed that there is a weak positive correlation between age and job satisfaction level as well as between age length of service and job satisfaction level. The correlation coefficient result between salary and satisfaction level as well as between IPCRF Rating (Average Rating) and Satisfaction Level revealed to be very weak.

Table 6. Result of Single Factor ANOVA

ANOVA: Single Factor (when grouped according to Civil Status)					
Source of Variation	SS	df	MS	F	F crit
Between Groups	1.665644	2	0.832822	2.624852	3.209278
Within Groups	13.96047	44	0.317283		
Total	15.62611	46			
ANOVA: Single Factor (when grouped according to Position)					
Source of Variation	SS	df	MS	F	F crit
Between Groups	0.649607592	5	0.129922	0.321338	2.449466
Within Groups	16.17255582	40	0.404314		
Total	16.82216341	45			
ANOVA: Single Factor (when grouped according to Educational Attainment)					
Source of Variation	SS	df	MS	F	F crit
Between Groups	0.215729	2	0.107865	0.307977	3.209278
Within Groups	15.41038	44	0.350236		
Total	15.62611	46			
ANOVA: Single Factor (when grouped according to Workstation)					
Source of Variation	SS	df	MS	F	F crit
Between Groups	1.168081	4	0.29202	0.828618	2.599969
Within Groups	14.44916	41	0.352419		
Total	15.61724	45			

\*Significant at alpha= 0.05

Table 6 shows the result of Single Factor Analysis of Variance (ANOVA) of Job Satisfaction Level of the respondents when grouped according to civil status, position, highest educational attainment, IPCRF rating, and work station is not significant.

Table 7. Result of t-test for significant differences on Job Satisfaction Level of Male and Female Respondents

	Female	Male
Mean	3.859208237	3.528225806
Observations	39	8
df	45	
t Stat	1.482049022	
t Critical two-tail	2.014103389	

Table 7 shows that there is no significant difference on the job satisfaction level of male and female respondents of the study.

## Conclusion

Teachers were satisfied with their job in terms of personal development and professional development; they were very satisfied to School Environment and School Leadership; and were merely satisfied with

their salary. Most of them performed Very Satisfactory based on the IPCRF rating for five consecutive school years. There is a weak positive correlation between age and job satisfaction level as well as between length of service and job satisfaction level. Salary and satisfaction level have weak relationship; civil status has no significance among the job satisfaction level of the respondents. The data revealed that age, sex, civil status, teaching position, highest educational attainment, and teaching performance have no significant relationship with the job satisfaction level of the respondents.

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