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JOB SATISFACTION OF TEACHERS AND ITS RELATIONSHIP TO STUDENTS' ACADEMIC PERFORMANCE

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Abstract

This study examined the relationship between teachers' job satisfaction and students' academic performance at Claveria School of Arts and Trades during the 2024–2025 academic year. Using a descriptive-correlational research design, the study gathered data on teachers' profiles, job satisfaction across nine domains, and the general weighted averages of Grade 8 students. Findings revealed that teachers were generally satisfied, especially in aspects related to colleagues, work responsibility, and supervision. Students showed a "Very Satisfactory" performance level. However, statistical analysis showed no significant relationship between teachers' job satisfaction and students' academic performance. The study recommends enhancing teacher training and curriculum enrichment to further improve outcomes.

Keywords: job satisfaction, academic performance, teacher profile, secondary education, Claveria School of Arts and Trades

Introduction

Finding fulfillment in the workplace is a key determinant of individual performance and organizational success. According to Kwitkoski (2015), work can be one of life's greatest blessings, not only for financial reasons but also as a source of personal satisfaction. However, various factors—such as poor supervision, lack of motivation, and unaligned workloads—can hinder job satisfaction and negatively impact performance, particularly in schools.

Job satisfaction plays a vital role in employee performance and retention (Herzberg, 1959; Lawler, 2003). In educational institutions, teachers' job satisfaction influences not only their commitment but also student outcomes (Liu et al., 2003). A favorable work environment that fosters fairness, recognition, and support enhances motivation and effectiveness (Locke, 1976). When teachers are assigned subjects outside their specialization or receive inadequate training, they often experience stress and

dissatisfaction, affecting their teaching performance and students' academic success (Statista, 2023).

The working atmosphere, collegial relationships, and opportunities for growth are essential contributors to job satisfaction (Herzberg, 1959; Locke, 1976). Conversely, strained peer relationships, lack of recognition, and poor administrative leadership may result in low morale, dissatisfaction, and high attrition rates among teachers. These concerns are evident in Claveria School of Arts and Trades, where the assignment of mismatched teaching loads and other organizational issues have reportedly affected teacher performance and student achievement.

This study, therefore, seeks to determine the relationship between teachers' job satisfaction and student performance. Grounded in Herzberg's Two-Factor Theory, Locke's Value Theory, Lawler's Discrepancy Theory, and Liu's Cognitive Evaluation Theory, this research aims to offer insights for educational leaders to enhance job satisfaction and organizational commitment among teachers.

METHODOLOGY

This study employed a descriptive-correlational research design to investigate the relationship between teachers' job satisfaction and student academic performance at Claveria School of Arts and Trades (CSAT). A descriptive-correlational method is appropriate when the objective is to describe the status of variables and explore the statistical relationships between them without manipulation (Creswell & Creswell, 2018). This method facilitated the examination of the teachers' profiles and levels of job satisfaction, as well as their relationship to student academic outcomes.

The primary instrument used in data collection was a structured questionnaire divided into two parts. The first part gathered information on the demographic profile of the respondents, including age, sex, civil status, highest educational attainment, position, length of service in DepEd, monthly income, and the number of trainings attended in the last three years. The second part assessed job satisfaction across nine dimensions: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. Each dimension included 15 items adapted from validated sources such as the Teacher Job Satisfaction Questionnaire (Arab Psychology, 2023) and the Job Satisfaction Survey by Bellingham (2004).

In addition, student academic performance was measured using the General Weighted Average (GWA) of Grade 8 students at the end of the School Year 2024–2025. The study included 204 students from six Grade 8 sections: Almond, Blueberry, Damson, Eucalyptus, Grapefruit, and Flame Tree. Data were obtained with the cooperation of class advisers and school officials.

Complete enumeration was used for selecting the 56 Junior High School teachers at CSAT. Official permissions were obtained from the Schools Division Superintendent, the Public Schools District Supervisor, and the school principal to ensure ethical compliance.

The collected data were organized, tabulated, and analyzed using appropriate statistical tools. Mean scores were used to interpret levels of job satisfaction, categorized using a 4-point Likert scale: Strongly Agree (Highly Satisfied), Agree (Satisfied), Disagree (Not Satisfied), and Strongly Disagree (Highly Dissatisfied). Student performance was described using the DepEd grading system. To test the research hypotheses, the t-test, F-test (ANOVA), and Pearson's Product-Moment Correlation Coefficient

were employed (Pagano, 2013), allowing the researcher to examine significant differences and relationships between the variables.

Results and Discussion

This section of the study presents the results of the survey regarding the job satisfaction of teachers and its relationship to students' performance.

Profile of the Respondents

The findings revealed the profile of the teachers at Claveria School of Arts and Trades in terms of age, sex, civil status, highest educational attainment, position, length of service in the Department of Education (DepEd), monthly income, and the number of trainings attended over the past three years, as presented in Tables 1 to 4.

Age

Table 1.1 presents the age distribution of the teachers at Claveria School of Arts and Trades. The data show that the majority of the teachers (22 or 39.3%) fall within the age bracket of 31–40 years, indicating that a significant proportion of the teaching workforce is in their mid-career stage. This is followed by 18 teachers (32.1%) within the 41–50 age group. Meanwhile, 10 teachers (17.9%) are aged 30 and below, suggesting that they are either newly hired or in the early stages of their teaching careers. The least represented group is those aged 51 and above, comprising 6 teachers (10.7%), who are presumably nearing retirement. The computed mean age is 39.80, indicating that, on average, the faculty members are in their late 30s.

Table 1.1. Frequency and percentage distribution of the respondents as according to Age

Profile		Frequency	Percentage
Age	30 & below	10	17.9
	31 – 40	22	39.3
	41 – 50	18	32.1
	51 and above	6	10.7
Mean – 39.80			

Sex

Table 1.2 presents the distribution of respondents according to sex. The data reveal that a greater proportion of the teachers are female, comprising 37 or 66.1% of the total respondents, while male teachers account for 19 or 33.9%. This indicates that the teaching workforce at Claveria School of Arts and Trades is predominantly female.

Table 1.2. Frequency and percentage distribution of the respondents as according to Sex

Profile		Frequency	Percentage
Sex	Male	19	33.9
	Female	37	66.1

Civil Status

Table 1.3 presents the distribution of respondents according to civil status. The data reveal that the majority of the teachers are married, accounting for 43 or 76.8% of the total respondents. This is followed by 10 teachers (17.9%) who are single, and a small portion—3 teachers (5.4%)—are widowed. These findings suggest that most of the teachers at Claveria School of Arts and Trades are

married, which aligns with previous studies indicating that teaching as a profession often attracts individuals seeking stable, long-term careers that can support family life (Flores & Day, 2006).

Table 1.3 Frequency and percentage distribution of the respondents as according to Civil Status

Profile		Frequency	Percentage
Civil Status	Single	10	17.9
	Married	43	76.8
	Widow	3	5.4

Highest Educational Attainment

The distribution of respondents based on their highest educational attainment is shown below. The data indicate that the majority of teachers, 22 or 39.3%, have earned master's units but have not yet completed their degree. This is followed by 17 teachers (30.4%) who are college graduates, and 11 teachers (19.6%) who are master's degree holders. Additionally, 4 respondents (7.1%) have obtained doctorate units, while only 2 teachers (3.6%) have completed their doctoral degree, representing the smallest group.

These findings suggest that while many of the teachers have begun graduate-level studies, a considerable number have not yet pursued or completed advanced degrees. This supports earlier studies emphasizing the need for continuous professional development in the teaching profession to enhance both instructional competence and career advancement (Villegas-Reimers, 2003). The data also imply that a significant portion of the teaching staff may benefit from further encouragement and support to pursue graduate education.

Table 1.4 Frequency and percentage distribution of the respondents as according to Highest Educational Attainment

Profile		Frequency	Percentage
Highest Educational Attainment	College Graduate	17	30.4
	w/ MA units	22	39.3
	MA Graduate	11	19.6
	w/ Doctorate units	4	7.1
	Doctorate Graduate	2	3.6

Position

Table 1.5 illustrates the distribution of respondents according to their teaching positions. The majority hold the rank of Teacher III, comprising 29 teachers or 51.8%, followed by Teacher II with 12 (21.4%), and Teacher I with 8 (14.3%). Only a few have attained Master Teacher I (4 or 7.1%) and Master Teacher II (3 or 5.5%). This suggests that while many teachers have achieved mid-level ranks, advancement to master teacher positions remains limited. This finding highlights the importance of graduate education as a requirement for career progression in the teaching profession (DepEd, 2020).

Table 1.5 Frequency and percentage distribution of the respondents as according to Position

Profile		Frequency	Percentage
Position	Teacher 1	8	14.3

	Teacher 2	12	21.4
	Teacher 3	29	51.8
	Master Teacher 1	4	7.1
	Master Teacher 2	3	5.4

Length of the Service at Dep Ed

Table 1.6 presents the respondents' length of service in the Department of Education. The highest percentage, 28.6% (16 teachers), falls within the 6–10 years bracket, followed by 21.4% (12 teachers) in the 11–15 years range. Those with 16–20 years comprise 12.5%, while 8.9% have served for 21–25 years. Only 3.6% have served less than a year. The mean length of service is 10.14 years, indicating that most respondents are in the early to mid-career stage. These teachers may require continued support and professional development to grow in competence and confidence (Darling-Hammond, 2006).

Table 1.6. Frequency and percentage distribution of the respondents as according to Length of the Service at Dep Ed

Profile		Frequency	Percentage
Length of the Service	Less than a year	2	3.6
	1 – 5	14	25.0
	6 – 10	16	28.6
	11 – 15	12	21.4
	16 – 20	7	12.5
	21 – 25	5	8.9
	Mean – 10.14		

Monthly Income

Based on the data gathered in Table 1.7, it reveals that an income of ₱31, 001-₱40,000 has the greatest percentage of 69.6% or 39 in frequency. Next is an income of ₱31,000 and below, 10 or 17.9%; while ₱50,001 and above has 4 or 7.1 % and an income of ₱40,001- ₱50,000 has the lowest percentage of 5.4 or 3 in frequency.

This data has a mean of ₱36,178.60.

Table 1.7. Frequency and percentage distribution of the respondents as according to Monthly Income

Profile		Frequency	Percentage
Monthly Income	₱31,000 and below	10	17.9
	₱ 31, 001 – ₱ 40,000	39	69.6
	₱ 40,001 – ₱ 50,000	3	5.4
	₱50,001 and above	4	7.1
	Mean – ₱ 36, 178.60		

Number of Trainings Attended in last 3 years

Table 1.8 presents the number of trainings attended by respondents over the past three years. The majority, 37 teachers or 66.1%, attended only 1–3 trainings, indicating limited participation in

professional development. This suggests a need for more training opportunities to enhance teaching competencies (Guskey, 2002). Meanwhile, 13 teachers (23.2%) attended 4–6 trainings, and fewer participated in 7 or more. Both the 10–12 and 13 and above categories had 1 respondent (1.8%) each. The mean number of trainings was 3.0.

Table 1.8. Frequency and percentage distribution of the respondents as according to number of trainings attended in last 3 years

Profile		Frequency	Percentage
Number of trainings attended	3 and below	37	66.1
	4 – 6	13	23.2
	7 – 9	4	7.1
	10 – 12	1	1.8
	13 and above	1	1.8
	Mean - 3		

Respondents' level of job satisfaction in the performance of their duties and responsibilities

Findings on the level of job satisfaction in the performance of their duties and responsibilities as to supervision, colleagues, working condition, pay, responsibility, work itself, advancement, security and responsibility.

Supervision

Table 2.1 presents the respondents' level of job satisfaction in terms of supervision. The composite mean of 3.19 indicates that teachers generally "agree" they are satisfied with the support provided by their superiors. Item 11 received the highest mean (3.30), suggesting that principals or department heads are prompt in offering suggestions to improve teaching. This aligns with Danielson (2007), who emphasized the importance of timely feedback in instructional growth. Item 2, with a mean of 3.23, reflects that teachers feel appreciated when performing well, consistent with Deci and Ryan's (2000) theory on motivation through recognition. Teachers also responded positively to superiors' support and fairness (Items 4, 5, 10, and 14), reinforcing Herzberg's (1959) view that supervision is essential to job satisfaction. Notably, Items 1 and 3 received the response "Strongly Agree," reflecting high satisfaction with the assistance provided by supervisors. Overall, the results suggest that effective leadership enhances teacher motivation, instructional quality, and retention (Leithwood & Jantzi, 2006).

Table 2.1 Respondents' level of job satisfaction in the performance of their duties and responsibilities according to Supervision

SUPERVISION	Mean	Descriptive Value
1. My immediate superior gives me an assistance when I need help.	3.27	Strongly Agree
2. My immediate superior praises good teaching.	3.23	Agree
3. My immediate superior provides assistance for improving instruction.	3.27	Strongly Agree

4. I receive recognition from my immediate superior.	3.21	Agree
5. My immediate superior always backs me up.	3.21	Agree
6. My immediate superior explains what is expected of me.	3.14	Agree
7. My immediate superior is always willing to listen to suggestions.	3.18	Agree
8. My immediate treats everyone equitably.	3.11	Agree
9. My immediate superior makes me feel comfortable.	3.11	Agree
10. When I teach a good lesson, my immediate superior notices.	3.20	Agree
11. My immediate superior offers suggestions to improve my teaching.	3.30	Agree
12. My immediate superior makes available the material I need to do my best.	3.14	Agree
13. My immediate supervisor does not turn one teacher against another.	3.18	Agree
14. My immediate superior watches me closely.	3.20	Agree
15. My immediate supervisor is not afraid to delegate work to others.	3.18	Agree
Composite Mean	3.19	Agree

Colleagues

Table 2.2 reveals that teachers at Claveria School of Arts and Trades generally express high satisfaction with their colleagues. The composite results show that most responses fall under "Strongly Agree," particularly items reflecting mutual respect, cooperation, and friendship among co-workers. Teachers appreciate being treated with dignity and feeling supported and encouraged in their work environment. These findings align with Hargreaves (2001), who emphasized that collegiality and professional collaboration are crucial for sustained teacher motivation and performance. Strong peer relationships foster a positive school culture, which, according to Johnson (2003), enhances job satisfaction and professional well-being.

Table 2.2. Respondents' level of job satisfaction in the performance of their duties and responsibilities

COLLEAGUES	Mean	Descriptive Value
1. I like the teacher with whom I work.	3.38	Strongly Agree
2. I like the staff with whom I work.	3.30	Strongly Agree
3. My colleagues do not see me as a threat.	3.41	Strongly Agree

4. I get along well with my colleagues.	3.29	Strongly Agree
5. I get cooperation from the people I work with.	3.39	Strongly Agree
6. My colleagues stimulate me to do better work.	3.36	Strongly Agree
7. My colleagues are highly critical of one another.	3.18	Agree
8. I have made lasting friends among my colleagues.	3.41	Strongly Agree
9. My interests are similar to those of my colleagues.	3.23	Agree
10. My colleagues provide me with suggestions or feedback about my teaching.	3.32	Strongly Agree
11. I have the freedom to use my judgment.	3.29	Strongly Agree
12. I go out of my way to help my colleagues.	3.34	Strongly Agree
13. My colleagues tell me that I am a good teacher.	3.29	Strongly Agree
14. I feel connected with my co-workers.	3.32	Strongly Agree
15. My fellow co-workers treat me with respect and make me feel appreciated.	3.39	Strongly Agree
Composite Mean	3.33	Strongly Agree

Working Conditions

Based on the result of the data in Table 2.3, it shows that there is a positive working condition on the school. All the 15 questionnaires being answered by the respondents got a descriptive value of 'Agree'. The highest response of 'Agree' got a mean of 3.18 in number 13, meaning teachers feel that they are part in the school or they feel comfortable in doing their duties and responsibilities in the school.

The lowest response of 'Agree' got a mean of 2.70 in number 15, meaning there is no good communication from teachers to admin staff in the school.

Table 2.3. Respondents' level of job satisfaction in the performance of their duties and responsibilities according to Working Conditions

WORKING CONDITIONS	Mean	Descriptive Value
1. Working condition in my school is good.	3.00	Agree
2. Working conditions in my school is comfortable.	2.95	Agree
3. Physical surroundings in my school is unpleasant.	2.84	Agree
4. The administration in my school	3.07	Agree

clearly defines its policies.		
5. The administration in my school communicates its policies well.	3.00	Agree
6. Working conditions in my school is pleasant.	2.98	Agree
7. Working conditions in my school can be improved.	3.13	Agree
8. Behavior problems does not interfere with my teaching.	3.04	Agree
9. The work of a teacher is very pleasant.	3.05	Agree
10. The morale in my department is high.	2.96	Agree
11. People in my department communicate sufficiently with one another.	3.02	Agree
12. The school conveys clearly its mission to its teacher.	3.13	Agree
13. I feel like I am part of the school.	3.18	Agree
14. There is a good communication from teachers to admin staff in the school.	3.07	Agree
15. There is no a good communication from teachers to admin staff in the school.	2.70	Agree
Composite Mean	3.00	Agree

Pay

Table 2.4 shows that teachers generally "Agree" on their pay satisfaction, with the highest means of 2.88 indicating perceptions of fair compensation and potential salary increases. However, the lowest-rated item, with a mean of 2.61, suggests that many teachers feel their income is insufficient to meet basic living needs.

Table 2.4. Respondents' level of job satisfaction in the performance of their duties and responsibilities according to Pay

PAY	Mean	Descriptive Value
1. Teachers income is enough to live on.	2.61	Agree
2. Teachers income is adequate for normal expenses.	2.68	Agree
3. Teaching provides me with financial security.	2.80	Agree
4. I am well paid in proportion to my ability.	2.82	Agree
5. Teachers income is not less than I deserve.	2.82	Agree
6. Sufficient income keeps me	2.77	Agree

from living the way I want to live.		
7. Pay compares with similar jobs in other schools districts.	2.75	Agree
8. Insufficient income keeps me from living the way I want to live.	2.68	Agree
9. I do not consider leaving my job for another with better pay.	2.77	Agree
10. I feel I am being paid a fair amount for the work I do.	2.88	Agree
11. I feel appreciated by the school when I think about what they pay me.	2.86	Agree
12. I feel satisfied with my chances for salary increases.	2.88	Agree
13. The monthly salary is sufficient to meet all important expenses.	2.64	Agree
14. I feel comfortable with my future incomes.	2.73	Agree
15. Teachers income is adequate for normal expenses.	2.66	Agree
Composite Mean	2.76	Agree

Responsibility

The findings in Table 2.5 revealed a highly positive level of job satisfaction regarding responsibility, with all 15 items rated as “Strongly Agree” and a composite mean of 3.45. Item 8 received the highest mean of 3.61, indicating that teachers feel accountable for their actions in school. Meanwhile, the lowest-rated item, number 13, with a mean of 3.34, suggests that while teachers recognize their contributions, some may be less certain about their direct impact on the school’s overall success.

Table 2.5. Respondents’ level of job satisfaction in the performance of their duties and responsibilities according to Responsibility

RESPONSIBILITY	Mean	Descriptive Value
1. I get along well with my students.	3.48	Strongly Agree
2. I try to be aware of the policies of my school.	3.45	Strongly Agree
3. I am interested on the policies of my school.	3.38	Strongly Agree
4. I do have responsibility for my teaching	3.52	Strongly Agree
5. My students respect me as a teacher.as I respect them.	3.55	Strongly Agree

6. I am responsible for planning my daily lessons.	3.54	Strongly Agree
7. Teaching provides me the opportunity to help my students learn.	3.57	Strongly Agree
8. I am responsible for my actions.	3.61	Strongly Agree
9. My students come to class adequately prepared.	3.34	Strongly Agree
10. I do not prefer others to have others assume responsibility.	3.36	Strongly Agree
11. My job responsibilities are clearly defined.	3.50	Strongly Agree
12. My talents and strengths are fully leveraged in my current role.	3.38	Strongly Agree
13. My personal values align well with our Dep Ed core values.	3.38	Strongly Agree
14. The work I do in my current role contributes directly to the success of the school.	3.34	Strongly Agree
15. My responsibilities and goals are clearly defined for my position.	3.38	Strongly Agree
Composite Mean	3.45	Strongly Agree

Work Itself

Table 2.6 indicates that teachers are highly satisfied with the nature of their work, with a dominant descriptive value of “Strongly Agree” and a composite mean of 3.66. Item 6 recorded the highest mean of 3.68, reflecting that teaching allows them to apply a wide range of skills, benefiting student learning. Conversely, item 12 received the lowest mean of 3.34, suggesting that while teachers enjoy their work, some find their classroom environment less satisfying or in need of improvement.

Table 2.6. Respondents’ level of job satisfaction in the performance of their duties and responsibilities according to Work Itself

WORK ITSELF	Mean	Descriptive Value
1. Teaching encourages originality.	3.54	Strongly Agree
2. Teaching is very interesting work.	3.57	Strongly Agree
3. Teaching encourages me to creative.	3.55	Strongly Agree
4. Teaching provides me the chance to develop new methods.	3.63	Strongly Agree
5. The work of a teacher consists of routine activities.	3.54	Strongly Agree
6. Teaching provides an opportunity to use a variety of skills.	3.68	Strongly Agree

7. I do not feel indifferent toward teaching.	3.57	Strongly Agree
8. I have the freedom to make my own decisions.	3.59	Strongly Agree
9. The work of a teacher is very pleasant.	3.54	Strongly Agree
10. Teaching provides me an opportunity to be my own boss.	3.39	Strongly Agree
11. My work assignments are always clearly explained to me.	3.48	Strongly Agree
12. The classroom where I teach in the school is satisfying.	3.34	Strongly Agree
13. Atmosphere in the school is friendly.	3.38	Strongly Agree
14. Teaching is an interesting job to me.	3.57	Strongly Agree
15. The work of a teacher has too much paper works.	3.66	Strongly Agree
Composite Mean	3.53	Strongly Agree

Advancement

Table 2.7 shows a positive outcome in the advancement dimension of job satisfaction, with all 15 items rated “Strongly Agree” and a composite mean of 3.45. Item 7 received the highest mean of 3.63, indicating that teaching involves excessive paperwork. The lowest, item 13 at 3.34, suggests some teachers feel undertrained for their roles.

Table 2.7. Respondents’ level of job satisfaction in the performance of their duties and responsibilities according to Advancement

ADVANCEMENT	Mean	Descriptive Value
1. Teaching provides a good opportunity for advancement.	3.52	Strongly Agree
2. Teaching provides a good opportunity for promotion.	3.54	Strongly Agree
3. Teaching provides a good opportunity for advance professionally.	3.50	Strongly Agree
4. Teaching provides varied opportunities for advancement.	3.52	Strongly Agree
5. I am getting ahead in my present teaching position.	3.38	Strongly Agree
6. When instructions are inadequate, I do what I think is best.	3.57	Strongly Agree
7. Teaching involves too many paper works.	3.63	Strongly Agree
8. I feel encouraged to develop new and efficient ways to complete task.	3.55	Strongly Agree

9. I am satisfied with my potential for career advancement in this school.	3.46	Strongly Agree
10. I have the resources, support and tools to accomplish my goals in an efficient manner.	3.30	Strongly Agree
11. I am aware of the advancement opportunities that exist in the school for me.	3.39	Strongly Agree
12. I have the tools and resources I need to do in my job.	3.25	Strongly Agree
13. I have the training I need to do in my job.	3.34	Strongly Agree
14. My job gives me the opportunity to learn.	3.43	Strongly Agree
15. I do not consider leaving my job for another with greater opportunities for advancement.	3.45	Strongly Agree
Composite Mean	3.45	Strongly Agree

Security

Table 2.8 reveals that teachers generally “Agree” with the security aspect of their job satisfaction, with a composite mean of 3.09. The highest-rated item, with a mean of 3.32, indicates that teachers find their work meaningful. The lowest, item 10 with a mean of 2.93, suggests a desire for more social recognition through special events or committees.

Table 2.8 Respondents’ level of job satisfaction in the performance of their duties and responsibilities according to Security

SECURITY	Mean	Descriptive Value
1. I am afraid of losing my teaching job.	2.91	Agree
2. Teaching provides for a secure future.	3.09	Agree
3. I feel secured in my teaching job.	3.14	Agree
4. I have a healthy, comfortable work- life balance in my current role.	3.13	Agree
5. I do not feel under- utilized in my job.	3.18	Agree
6. I feel like the work I do is meaningful.	3.32	
7. Many of our rules and procedures make doing a job difficult.	3.13	Agree
8. I am satisfied with the benefits I receive.	3.20	Agree
9. I would like to work more	2.80	Agree

hours.		
10. I would like to see a social committee for special days.	2.93	Agree
11. I have a sufficient job orientation and training about my job.	3.07	Agree
12. I have a safer workplace.	3.04	Agree
13. I would not consider leaving my job.	3.11	Agree
14. I like the people I work with.	3.13	Agree
15. I feel secure about my job.	3.20	Agree
Composite Mean	3.09	Agree

Recognition

Teachers generally express a positive level of job satisfaction in terms of recognition, with a composite mean of 3.24 and an overall descriptive value of "Agree." Among the 15 items, 7 were rated "Agree" and 5 as "Strongly Agree." The highest-rated "Agree" item (M = 3.30) reflects teachers feeling valued by co-workers. Item 10, with the highest "Strongly Agree" mean (M = 3.38), highlights the usefulness of performance evaluations. Though some respondents expressed limited opportunities for promotion, most feel appreciated and recognized for their contributions. Overall, the mean of 3.23 indicates a generally favorable perception of recognition.

Table 2.9. Respondents' level of job satisfaction in the performance of their duties and responsibilities according to Recognition

RECOGNITION	Mean	Descriptive Value
1. I receive full recognition for my successful teaching.	3.20	Agree
2. They usually tell me that I am good teachers and receive much recognition.	3.23	Agree
3. I receive recognition.	3.25	Strongly Agree
4. I feel recognized in a regular basis.	3.21	Agree
5. I feel value at work by my superior.	3.18	Agree
6. I feel value by my co- works.	3.30	
7. I feel recognized and praised by leadership for my efforts.	3.23	Agree
8. I receive the right amount of recognition for my work.	3.23	Agree
9. I feel that the work I do is appreciated.	3.14	Agree
10. My performance evaluation provides me with meaningful information about my performance	3.38	Strongly Agree

11. I would appreciate management recognition on my anniversary.	3.30	Strongly Agree
12. I would like to see employee recognition and appreciation by management and my fellow employees.	3.30	Strongly Agree
13. There is a really too little chance for promotion on my job.	3.16	Agree
14. When I do good, I receive the recognition for it that I should receive.	3.20	Agree
15. Those who do well on the job stand a fair chance of being promoted.	3.32	Strongly Agree
Composite Mean	3.24	Agree
Over-all Mean	3.23	Agree

Summary of the Job Satisfaction of Teachers

Based on the results of the survey on the level of job satisfaction among teachers, it was found that respondents strongly agreed in aspects related to colleagues, responsibility, work itself, and advancement. These areas reflect intrinsic motivators that significantly contribute to professional fulfillment (Herzberg, 1966). Meanwhile, they agreed with aspects such as supervision, working conditions, and pay, which align with extrinsic hygiene factors that help prevent dissatisfaction (Herzberg, 1966). These findings suggest that while some external conditions may need improvement, teachers generally feel motivated and supported in their roles. Overall, job satisfaction levels appear to have no negative effect on the workplace environment, supporting the idea that satisfied teachers are more likely to remain productive and committed (Locke, 1976).

Table 2.10. Summary of the Job Satisfaction of Teachers

Job Satisfaction	Mean	Descriptive Value
Supervision	3.19	Agree
Colleagues	3.33	Strongly Agree
Working Conditions	3.00	Agree
Pay	2.76	Agree
Responsibility	3.45	Strongly Agree
Work Itself	3.53	Strongly Agree
Advancement	3.45	Strongly Agree
Security	3.09	Agree
Recognition	3.24	Agree
Over-all Mean	3.23	Agree

Student's level of performance

Table 3 presents the students' academic performance. Results show that 26.11% (53 students) achieved an "Outstanding" rating (90 and above), 35.47% (72 students) fell within the "Very Satisfactory" range (85–89), and 36.45% (74 students) were rated "Satisfactory" (80–84). Only 1.97% (4 students) received a "Poor"

rating (75–79). With an overall mean of 86.13, the general performance of students is classified as “Very Satisfactory,” indicating that learners are performing well academically.

Table 3. Student’s level of performance

Range	Frequency	Percentage	Descriptive Value
90 & above	53	26.11	Outstanding
85-89	72	35.47	Very Satisfactory
80-84	74	36.45	Satisfactory
75-79	4	1.97	Fair
74 & below	0	0	Poor
Mean-86.13 (VS)			

Association between the profile of the teachers and the academic performance of the students

Table 4 shows the relationships between profile of the teachers and the academic performance of the students.

The table shows that the r-value and the p-value of the respondents profile is not significantly associated between the profile of the teachers and the academic performance of the students.

The findings of the study also revealed that the profile of the teacher is not affected by any personal profile variable. Hence, the hypothesis which is “there is no association between the profile of the teachers and the academic performance” is accepted. This means that the profile of the teachers is not affected by any of the profile variables such as age, sex civil status, highest educational attainment, position, length of the service at Dep Ed, monthly income and number of trainings attended in 3 years.

Table 4. Association between the profile of the teachers and the academic performance of the students

Profile	r - value	P-value	Remarks
Age	0.121	0.740	Not Significant
Years of Service	0.495	0.146	Not Significant
Monthly Income	0.482	0.158	Not Significant
Number of Trainings	0.305	0.391	Not Significant
Profile	χ^2 - value	P-value	Remarks
Sex	1.2147	0.315	Not Significant
Civil Status	2.014	0.333	Not Significant
Highest Educational Attainment	3.142	0.297	Not Significant
Position	1.781	0.182	Not Significant

NS- Not Significant

Association between the job satisfaction of the teachers and the academic performance of the students

The table 5 presents the association between the job satisfaction of the teachers and the academic performance of the students.

Based from the table, the study found out that among the level of job satisfaction of teachers variables is not significantly affected with the academic performance of the students.

Table 5. Association between the job satisfaction of the teachers and the academic performance of the students.

Variables	r - value	P-value	Remarks
Job satisfaction of teachers and the academic performance of students.	0.169	0.640	Not Significant

NS-Not Significant

Conclusions

Based on the study’s findings, the following conclusions were drawn: (1) Most respondents are relatively new to the teaching profession; (2) A majority lack sufficient training, seminars, and workshops to further develop their teaching competencies; (3) Teachers expressed a high level of job satisfaction across areas such as supervision, colleagues, work conditions, pay, and recognition; (4) Students' academic performance was rated as “Satisfactory,” indicating an average level; (5) Teachers’ profiles have no significant effect on student academic performance; and (6) There is no significant relationship between teachers’ job satisfaction and student academic achievement, suggesting that other factors may influence student outcomes more strongly.

Recommendations

Based on the findings and conclusions, the following recommendations are proposed for Claveria School of Arts and Trades: Students should actively participate in educational programs to enhance their academic performance, while teachers are encouraged to attend seminars, trainings, workshops, and other professional development activities to improve their teaching competencies. The school administration should strengthen the existing curriculum and provide updated instructional materials to support better learning outcomes. Teachers are also advised to pursue graduate studies to further enhance their knowledge and skills, particularly in educational management. Moreover, students should be more engaged in school-based learning opportunities to elevate their academic achievement. Lastly, future researchers are encouraged to conduct similar studies every three to four years to track changes and inform strategies for improving teacher job satisfaction and its correlation with student performance.

Declaration of No Conflict of Interest

The author declares that this is her sole and original work and there is no conflict of interest.

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