

Job Satisfaction Relative to Teachers' Performance During Post-Pandemic Educational Landscape

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Abstract— The public-school teachers of Gigaquit District - Surigao del Norte Division, like any other government employees, are required to comply with and accomplish the Results-Based Performance Management System (RPMS) – Individual Performance and Commitment Review (IPCR) every end of the school year as mandated by the Civil Service Commission. This is used for development purposes and basis for rewards and development which covers the teachers' performance for the year. Also, this study aims to determine the level and correlation of teachers' job satisfaction and performance during the post-pandemic educational landscape. Within the quantitative research, a descriptive correlational research design, particularly the survey method was used to determine the level and correlation of teachers' job satisfaction and performance during the post-pandemic educational landscape.

The significant difference among the leadership styles of which 70 schoolteachers responded thru an online survey questionnaire and which data were treated using the statistical tools such as simple percentage, weighted mean, and Pearson product-moment correlation. The results showed that leadership of administrators and social relationship has a positive relationship with teachers' performance whereas compensation and benefits and work environment have a negative relationship with teachers' performance as related to job satisfaction. The significant relationship between leadership of administrators and social relationship with teachers' performance implies that the Department of Education as an institution should champion the welfare of their teachers as premeditated on the MATATAG Agenda. It is vital to create opportunities for teachers to socialize with each other outside of the school setting. This can help build camaraderie and trust among teachers thus strengthening their social relationship. In addition, school administrators should also be evaluated on their ability to support teacher job satisfaction and performance.

Keywords— job satisfaction, teachers' performance, compensation and benefits, work environment, social relationship, leadership of administrators.

I. INTRODUCTION

Since its outbreak in late December 2019, COVID-19 has wreaked havoc across the world, and like any critical sector, education has been hit hard. This brought extraordinary challenges to mankind thus affecting the world's education system, including the educators. Teachers became particularly challenged when they suddenly had to experience remote teaching due to school closures (Hilger et al., 2021). It is reasonable to assume that the dramatic changes the pandemic imposed on teachers' work impaired their occupational well-being. This is alarming because teachers already perceived their profession as stressful and reported elevated levels of burnout before the pandemic (Herman et al., 2020; Iriarte Redín & Erro-Garcés, 2020).

Teachers' satisfaction is crucial to their teaching performance. (Baluyos et al., 2019). This construct is strongly emphasized in the literature (Kunter, et al., 2013; Skaalvik & Skaalvik, 2014; Hilger et al., 2021) due to a wide range of evidence that highlights its central role in high-quality work performance resulting in overall effective teaching and learning (Okeniyi, 1995;

Gaynor, 1998; Hughes, 2006, Woods & Weasmer, 2022). One of its dimensions is job satisfaction, described by Oco (2022) as the amount of pleasure or contentment associated with a job. It was put simply as the designation of "how happy a worker is with his job". Thus far, after the Philippines, as one of the last countries in the world to resume full-time in-person lessons, there is little robust empirical evidence on teachers' performance in relation to job satisfaction after the pandemic. The subject of job satisfaction among teachers became a theme of discussions internally, as to whether people, specifically teachers, were able to cope and are still satisfied with what they were doing personally and professionally. Hence, with the absence of such data in the Schools Division of Surigao del Norte, this study is proposed which likewise goes in consonance with one of the four components of the MATATAG Agenda which is "give support to teachers to teach better". DepEd Secretary Sara Z. Duterte emphasized in her Basic Education Report (BER) 2023 among other things, that the agency will remove the administrative task of teachers and will continuously advocate for additional benefits and address issues

affecting their net-take-home pay. Provision for adequate manpower complement in schools, management of teachers' workload, and compensation for teachers were also highlighted. Consequently, in the sustenance of the department's MATATAG Agenda, this research study's aim is not only to determine the level and correlation of the schoolteachers' job satisfaction and performance during the new set-up of education but also to provide a foretaste of the current situation concerning teachers' welfare. The results will support the basic education sector in understanding and affirming its commitment to strengthening teacher support and uplifting teaching quality in the country. Results are intended to be shared with school administration to aid in crafting localized programs and interventions that could lift the teachers' morale, spirit, work ethics, performance, and well-being.

II. LITERATURE REVIEW

Job Satisfaction

There are numerous research studies conducted on job satisfaction which is multi-dimensional in nature but there is not a single definition on experts can agree so this is still debatable (Ghazi & Maringe, 2011, & Mahmood, Nudrat, et al., 2011). In the literature, diverse definitions of job satisfaction have been presented. Job satisfaction varies between studies (Morice & Murray, 2003; Protheroe, Lewis, & Paik, 2002; Singer, 1995). Although they can affirm that job satisfaction is important in terms of teacher retention, but is also related to teacher empowerment, school culture, quality work environment, and student achievement.

Job satisfaction as described by Oco (2022) is the amount of pleasure or contentment associated with a job. It was put simply as the designation of "how happy a worker is with his job". In this trying time of the pandemic which has not been completely declared to be over, teachers still struggle to work differently due to the challenges that emerged in the environment brought about by the sudden shift in teaching modalities.

In Cotabato City Philippines, before the pandemic, Kadtong (2013) conducted a test of the relationship between work performance and job satisfaction among teachers. It is concluded that there is a moderate correlation between work performance and job satisfaction.

Nonetheless, a study of teachers' performance in relation to job satisfaction during the pandemic in Lumil National High School, Department of Education, Silang,

Cavite Province, Philippines, Reyes et. al. (2022) reported that most of the teachers were satisfied with their current situation and perception in terms of the given aspects of job satisfaction. Further, it was recommended that future research should consider expanding the variables to gather more comprehensive details on job satisfaction and performance and could be done in different settings beyond the time of the pandemic.

Teachers' Performance

The term teachers' performance here refers to teacher job performance. Okeniyi (1995) defined teacher job performance as a teacher's capability to combine pertinent efforts of improving the teaching-learning process. While Gaynor (1998) defined teacher job performance as what a teacher does both inside and outside the classroom and how it affects students' knowledge. Whereas Turanligil and Farooq (2019) viewed teacher job performance as the overall expected value from an employee's behavior carried out over the course of a set period.

In line with this, the Department of Education of the Philippines introduced the RPMS-PPST or the Results-Based Performance Management System - Professional Standards for Teachers pursuant to DepEd Order No. 42, series of 2017. The country's Civil Service Commission mandates 100% results orientation to make it uniform with other government agencies. This covers all regular managers and employees of DepEd; teaching and non-teaching staff and is used as basis for rewards and development which covers performance for the whole year.

Relationship of Job Satisfaction and Teachers' Performance

In educational contexts, Caprara et al. (2003) labeled job satisfaction as a "decisive element" that influences teachers' attitudes and performance. The outcomes of teachers' work-related stress are serious and may include burnout, depression, poor performance, absenteeism, low levels of job satisfaction, and eventually, the decision to leave the profession (Betoret, 2006; Jepson & Forrest, 2006). This is in consonance with what Woods and Weasmer (2002) said, that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves.

In the study of Factor (2001), he found out that there were three major theoretical perspectives: (a) satisfaction leads to performance; (b) the relationship is

moderated by several variables; and (c) performance leads to satisfaction. Relevant research results are found to be equivocal at best, thereby implying that the relationship between satisfaction and performance is highly complex.

To know the status of the teachers amidst the left and right school tasks and alterations of educational policy and guidelines brought by pandemic, Reyes et. al., (2022) conducted a study to determine the job satisfaction level and performance of all teachers at a certain high school in the Philippines. This revealed that there was not enough evidence that participating teachers' job satisfaction had significant relationship with their job performance since two variables had very weak positive correlation. It can be noted that this contrasts with the result in the study of Szabo et. al., (2022) which showed that the two variables had significant positive correlation. Nevertheless, the results of this study affirm the claim that teachers still do their job efficiently despite any hurdle that they are facing (Szabo et al, 2022).

Now as educators, it is necessary to investigate the factors related to teachers' job satisfaction that may affect their work performance. Hence, the researcher would like to determine the relationship between job satisfaction and teachers' performance post-pandemic.

III. METHOD

Within the quantitative research, a descriptive correlational research design, particularly the survey method will be used to determine the level and correlation of teachers' job satisfaction and performance during the post-pandemic educational landscape. Executing the descriptive correlational research design to this study will provide the extent of job satisfaction among public elementary school teachers from the Schools Division of Surigao del Norte.

To measure the level of job satisfaction of the teachers, the researcher will use an adapted survey questionnaire. This is grounded on the survey questionnaire of Keith Davis and Lera Fay Cotiangco as cited in the study of Reyes et. al., (2022). The researcher shall contact Mr. Reyes for approval in utilizing the tool for this study. The survey questionnaire shall be composed of two parts. Part 1 will ask for teachers' demographic profiles such as gender, age, teaching position, years in service, and highest educational attainment. Part 2 will include four (4) subparts with ten (10) statements each in which the teachers will then self-assess their job satisfaction

level subdivided into compensation and benefits, the leadership of administrators, social relationships, and the work environment.

The performance commitment of the respondents will be measured using the Department of Education's annual RPMS-PPST appraisal performance form, Individual Performance Commitment and Review Form (IPCRF).

This research design will be used to determine the level and correlation of teachers' job satisfaction and performance during the post-pandemic educational landscape.

IV. RESULTS

Gigaquit District teachers' perceptions of their work environment were complex, marked by both strengths and areas for improvement. While they highly valued non-financial aspects of compensation like recognition (4.39) and professional development opportunities (4.16), low salaries emerged as a major concern, with an average rating of only 3.11. This suggests that many teachers struggle to make ends meet, a finding consistent with existing research (Betoret, 2006; Jepson & Forrest, 2006; Herman et al., 2020; Iriarte Redín & Erro-Garcés, 2020).

Leadership of administrators received mixed reviews. While teachers appreciated being recognized for their work (4.11) and informed about salary and promotion (4.06), they also desired more inspiring leadership (3.80) and financial transparency (3.83). This aligns with studies suggesting that supportive and competent administrators are key to teacher satisfaction and retention (Wong & Lee, 2020; Corpuz et al., 2019).

Social relationships with colleagues proved to be a bright spot. Teachers highly valued supportive and collaborative relationships (4.24), with the highest ratings given to indicators like "There is a sense of fun and family in the school" (4.41) and "Co-teachers are warm, friendly, and cooperative" (4.34). This suggests that Gigaquit District fosters a positive and collegial atmosphere, crucial for teacher well-being and effectiveness (Wong & Lee, 2020; Corpuz et al., 2019). However, some dissatisfaction arose from unprofessional or inconsiderate colleagues (3.67), highlighting the need for continued efforts to promote a positive and professional collegial environment.

The physical working environment, while generally clean (4.14) and conducive to teaching (4.04), lacked adequate facilities and resources (3.36). This aligns with

the Philippine Institute for Development Studies' (PIDS) recent findings of insufficient school facilities, particularly in terms of WASH and ICT access.

Despite these challenges, Gigaquit District teachers performed well, with an average IPCR rating of 3.59 (SD=0.94), suggesting "Very Satisfactory" performance. This finding underscores the resilience and dedication of teachers in the district. Notably, a significant positive correlation was found between strong social relationships ($r=0.240$) and supportive leadership ($r=0.334$) and teacher performance. This reinforces the claims by Hoque et al. (2020) and Reyes (2023) of a direct link between these factors and teacher success.

In conclusion, Gigaquit District teachers presented a complex picture of satisfaction and performance. While they valued certain aspects of their work, financial struggles, inadequate facilities, and occasional unprofessional colleagues presented challenges. However, strong social relationships, supportive leadership, and a commitment to professional development fueled their performance. Addressing the identified concerns, particularly low salaries, lack of resources, and unprofessional conduct, will be crucial in creating a more empowering and supportive environment for Gigaquit District teachers. Ultimately, such efforts will lead to improved student outcomes and a more robust educational ecosystem.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The relevant findings of the study were presented in this section. It gives answer to the problem statements mentioned in the previous section. The findings were presented below:

Within the quantitative research, a descriptive correlational research design, particularly the survey method was used to determine the level and correlation of teachers' job satisfaction and performance during the post-pandemic educational landscape.

The significant difference among the leadership styles of which 70 schoolteachers responded thru an online survey questionnaire and which data were treated using the statistical tools such as simple percentage, weighted mean, and Pearson product-moment correlation. The results showed that leadership of administrators and social relationship has a positive relationship with teachers' performance whereas compensation and

benefits and work environment have a negative relationship with teachers' performance as related to job satisfaction. The significant relationship between leadership of administrators and social relationship with teachers' performance implies that the Department of Education as an institution should champion the welfare of their teachers as premeditated on the MATATAG Agenda. It is vital to create opportunities for teachers to socialize with each other outside of the school setting. This can help build camaraderie and trust among teachers thus strengthening their social relationship. In addition, school administrators should also be evaluated on their ability to support teacher job satisfaction and performance.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Teachers highly value non-financial aspects of their compensation and benefits, particularly recognition (4.39) and professional development opportunities (4.16).
2. Teachers generally expressed satisfaction with their leadership, appreciating recognition for their work (4.11) and communication about salary and promotion (4.06).
3. Strong social relationships and collaboration among colleagues emerged as a clear strength (4.24), with teachers valuing the sense of fun and family (4.41), warm and friendly co-teachers (4.34), and readily available support (4.34).
4. While the physical environment was generally clean (4.14) and conducive to teaching (4.04), inadequate facilities and resources (3.36) were a significant concern.
5. Despite the challenges, Gigaquit District teachers performed well, with an average IPCR rating of 3.59 (SD=0.94), indicating "Very Satisfactory" performance. This underscores the dedication and resilience of the teaching staff.
6. Notably, a significant positive correlation was found between strong social relationships ($r=0.240$) and supportive leadership ($r=0.334$) and teacher performance.

Recommendations

From the conclusions drawn, the following were suggested:

1. Create a supportive and collaborative work environment where teachers feel valued and

respected. This can be done by providing opportunities for professional development, promoting teamwork and collaboration among teachers, and creating a positive school culture.

2. Provide opportunities for teachers to build relationships with each other and their students. This can be done through social events, professional learning communities, and other activities that bring teachers together.
3. Provide teachers with fair compensation and benefits, including competitive salaries, affordable health insurance, and other benefits that are important to teachers.
4. Consider developing policies that support teacher leadership and administrator development. This can help to ensure that schools have effective leaders who are able to create a positive social relationship and supportive work environment for teachers.
5. Schools should conduct surveys of their teachers to determine what benefits are most important to them. Schools should also benchmark their teacher salaries against other countries to ensure that they are competitive.
6. Schools should provide opportunities for teachers to socialize with each other outside of the school setting. This can help to build camaraderie and trust among teachers. Schools should also encourage teachers to collaborate with each other on lesson planning, grading, and other tasks.
7. Schools should provide administrators with training on how to create a positive social relationship and supportive work environment for teachers. Administrators should also be evaluated on their ability to support teacher job satisfaction and performance.
8. Schools should conduct surveys of their teachers to identify areas where the work environment can be improved. Schools should also provide teachers with the resources and tools they need to be successful.
9. Future educational researcher should conduct investigations like the present research study. Perhaps, improve the study and expand the scope of the present investigation according to their needs and interests.

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