

Job Satisfaction of Junior High School Teachers

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Abstract— This study aimed to determine the level of satisfaction of the teachers when grouped according to their profile in terms of age, gender, educational attainment, and length of service. Descriptive-survey research design was utilized that involved a total of one hundred fourteen (114) public junior high school teachers. The respondents are comprised of teachers from junior high school. The main instrument used was a survey checklist. The respondents are moderately satisfied in terms of student's discipline and parent's involvement. The result of the study suggests that there is a need to provide an intervention to address the issues on student's discipline and parental involvement.

Keywords— Job satisfaction, junior high school teachers, profile, level of job satisfaction, seminar, evaluation, enhanced seminar.

I. INTRODUCTION

Junior High School teachers play an important role in basic education. Their productivity and emotional wellbeing have a relationship with job satisfaction. Identifying those factors that affect their level of job satisfaction and improving their working conditions may help in increasing their job satisfaction. According to Robbins et al. (2017) job satisfaction is a positive emotion that teachers experience in their job. Toropova et al. (2020), stated that there is a shortage of teachers internationally and that we should take into consideration the job satisfaction of the teachers. Furthermore, a teacher's workload, cooperation with coworkers, and the discipline of the students in school are the factors that are most closely related to job satisfaction. In addition, she found that female teachers that have higher educational status tend to have a higher levels of job satisfaction on the other hand the cooperation is more important to male teachers. Moreover, teachers with low self-efficacy focus on the student's discipline.

The Department of Education Undersecretary Epimaco Densing III to the House Committee on Appropriations, last September 2023 deliberation on the agency's proposed budget under the 5.768-trillion National Expenditure Program (NEP), the Department of Education have a 165,000 estimated classrooms shortage. Furthermore, 189,000 school buildings require either significant or minor repairs. It would take more than 20 years for the department to use an average of 24 billion pesos yearly to cover the backlog of classrooms across the nation. Because of the classroom shortage, there is an overcrowding of 10,188 Junior High School classrooms, some public-school teachers are being tasked to manage classes of 60 to 70 students while also

handling additional administrative and ancillary tasks. Spokesperson Atty. Michael Poa said in a conference last August 2022 they are planning to implement double or triple shifts and blended learning to address the overcrowding of students in each classroom.

Susanto et al. (2022) reiterated that employees' performance can be increased by extra attention from the management to employees through motivational methods given by the school administrators. The school management like principal and department head are the ones responsible for addressing the problem with regards to the job satisfaction of the teachers. Ong et al. (2020), examined the relationships between pay and benefits, work environment, top management, leadership, workload, and job satisfaction among staff. She concluded that the institution or management should adopt appropriate leadership styles and establish effective strategies and policies that aim to increase job satisfaction and performance of the academic staff. Similarly, Tria (2023) stated the factors that affects the level of job satisfaction of the teachers are their self-efficacy, administrator's leadership, support, and decision making styles, job performance, job stress, organizational culture and school climate, commitment, and engagement, salary and other compensation or benefits. Furthermore, he reiterated the importance of leadership and supervision to the teacher's job satisfaction.

The focus of this study is to identify the lowest level of job satisfaction of teachers in terms of student discipline, coworkers, parent involvement, workload, and management with the use of representative sampling and descriptive developmental design to be able to create an appropriate intervention and seminar to address the

lowest level of teachers' job satisfaction. There is a need to conduct a study regarding the Job Satisfaction of the junior high school teachers, to be able to address the factors that were not included by other researchers and create proposed solutions to the problem.

II. METHODOLOGY

A descriptive developmental method of research was utilized in the study. The study involved a total of one hundred fourteen (114) junior high school teachers at Autonomous High School, in Irosin, Sorsogon. The respondents comprised of two groups. The first group of teachers are the ones who answered the questionnaire checklist regarding their profile and their level of job satisfaction. The second group are the participants in the conducted seminar. The main instrument used was a survey checklist. The gathered data were statistically treated, analyzed, and interpreted using appropriate statistical measures and tools.

The questionnaire is categorized into two parts, the first part is the profile of the teachers, and the second part are the different indicators in terms of the level of satisfaction of teachers. Indicator A is the student's discipline, B is the coworkers, C is the parent's involvement, lastly D is about school management. Each indicator has ten sets of questions using scales such as:

1. Profile of the Teachers

3.50- 4.00	Very Satisfied
2.50- 3.49	Satisfied
1.50- 2.49	Moderately Satisfied
1.00- 1.49	Less Satisfied

Moreover, to address the 3rd sub problem, a seminar was conducted based on the identified variables that the respondents rated to be the least on their level of job satisfaction. To determine the effectiveness of the seminar, the DepEd M&E Tool No. 2-revised 2023 was utilized to evaluate the feedback of the participants in the online webinar. The indicators A, B, and C were used using scales such as 4- Strongly Agree, 3- Agree, 2- Disagree, and 1- Strongly Disagree.

III. RESULT AND DISCUSSION

The presentation, analysis and interpretation of the data are directed by the following: (1) Profile of the teachers in terms of age, gender, educational attainment, length of service and monthly income. (2) Level of job satisfaction of the respondents in terms of student's discipline, coworkers, parent's involvement, workload, and school management when grouped according to their profile. (3) Implementation of the Seminar. (4) Evaluation of the identified participants regarding the seminar.

Table 3: Profile

CATEGORIES	Frequency (f)	Percentage (%)
AGE		
35 and below	38	33%
36-45	46	40%
46 and above	30	27%
Total	114	100%
SEX		
Female	93	82%
Male	21	18%
Total	114	100%
EDUCATIONAL ATTAINMENT		
College Graduate	71	62%
College Graduate with Mater's Units		
Master's Degree	16	14%
Total	27	24%
	114	100%
YEARS In SERVICE		
10 and below	63	55%
11 - 20	25	22%
21 and above	26	23%
Total	114	100%

INCOME		
26,000.00 and below	10	9
27,000.00 to 36,000.00	90	79
37,000.00 and above	14	12
Total	114	100%

Table 3 presents the data gathered on the profile of teachers. The data shows that most of the teachers are in the age group of 36 to 45 or 40% among the teachers, who are in their middle-ages. This is being followed by those who are between the ages of 35 and below, which

comprises 33% of the respondents who are in their early age. There are fewer teachers at the age of 46 and above or 27% of the total number of respondents who are in their adulthood stage. Overall, the school has teachers relatively in their middle-ages.

2. Level of Job Satisfaction of the Respondents

Student's Discipline

Table 4A: Student's Discipline as to Age

Indicators	35 and below		36 to 45		46 and above	
	WM	D	WM	D	WM	D
1. The students are well mannered.	1.80	MS	1.72	MS	2.17	MS
2. They have respect to all the teachers.	2.15	MS	2.24	MS	2.17	MS
3. They react positively to praise.	2.79	S	2.78	S	2.67	S
4. Students are obedient and take education seriously.	2.18	MS	2.17	MS	2.23	MS
5. Students greet their teachers.	2.41	MS	2.41	MS	2.40	MS
6. Students' always do their activities and assignments.	1.99	MS	2.00	MS	2.13	MS
7. Always ensure the cleanliness of the classroom.	2.01	MS	1.98	MS	2.10	MS
8. The classroom is well organized.	2.26	MS	2.17	MS	2.43	MS
9. Students wear decent clothes in class.	2.19	MS	2.09	MS	2.33	MS
10. Students have no noticeable vices. (smoking, gambling etc.)	2.36	MS	2.43	MS	2.20	MS
Overall WM	2.21	MS	2.20	MS	2.21	MS

Legend: MS- moderately satisfied S- satisfied

Table 4A indicates the level of satisfaction of the respondents in terms of students' discipline relative to their age. The data provides evidence that the three group of respondents are all satisfied

moderately, with regards to the student's disciplines with respect to, manners, courtesy and respect, attitudes towards lessons and assigned tasks, classroom maintenance and no indication of vices.

Table 4B: Student's Discipline as to Sex

Indicators	Male		Female	
	WM	D	WM	D
1. The students are well mannered.	1.86	MS	1.78	MS
2. They have respect to all the teachers.	2.24	MS	2.13	MS
3. They react positively to praise.	2.81	S	2.78	S
4. Students are obedient and take education seriously.	2.19	MS	2.18	MS
5. Students greet their teachers.	2.48	MS	2.40	MS
6. Students' always do their activities and assignments.	2.00	MS	1.99	MS
7. Always ensure the cleanliness of the classroom.	1.90	MS	2.03	MS
8. The classroom is well organized.	2.33	MS	2.25	MS
9. Students wear decent clothes in class.	2.05	MS	2.23	MS

10. Students have no noticeable vices. (smoking, gambling etc.)	2.29	MS	2.38	MS
Overall WM	2.21	MS	2.22	MS

Legend: MS- moderately satisfied S- satisfied

Table 4B presents the level of satisfaction of the groups of respondents in terms of students' discipline as to sex. It can be gleaned from the table that the overall computed means for the two groups are 2.21 and 2.22

respectively, which are described as moderately satisfied. This denotes that both male and female have almost the same regards as to the discipline of the students.

Table 4C: Student's Discipline as to Educational Attainment

Indicators	College Degree		With Master's units		Master's Degree	
	WM	D	WM	D	WM	D
1. The students are well mannered.	1.72	MS	1.94	MS	1.93	MS
2. They have respect to all the teachers.	2.13	MS	2.50	S	2.00	MS
3. They react positively to praise.	2.76	S	3.19	S	2.63	S
4. Students are obedient and take education seriously.	2.17	MS	2.31	MS	2.15	MS
5. Students greet their teachers.	2.38	MS	2.56	S	2.41	MS
6. Students' always do their activities and assignments.	2.00	MS	1.94	MS	2.00	MS
7. Always ensure the cleanliness of the classroom.	1.97	MS	2.13	MS	2.04	MS
8. The classroom is well organized.	2.24	MS	2.38	MS	2.26	MS
9. Students wear decent clothes in class.	2.17	MS	2.50	S	2.07	MS
10. Students have no noticeable vices. (smoking, gambling etc.)	2.39	MS	2.56	S	2.15	MS
Overall WM	2.19	MS	2.40	MS	2.16	MS

Table 4C presents the level of satisfaction of the three groups of respondents in terms of students' discipline relative to educational attainment. It can be observed from the table that the three groups or respondents rated

their level of satisfaction as moderate with the computed overall weighted means of 2.19, 2.40 and 2.16 respectively.

Table 4D: Student's Discipline as to Years in Service

Indicators	10 years and below		11 to 20 years		21 years and above	
	WM	D	WM	D	WM	D
1. The students are well mannered.	1.65	MS	1.84	MS	2.12	MS
2. They have respect to all the teachers.	2.14	MS	2.16	MS	2.15	MS
3. They react positively to praise.	2.81	S	2.84	S	2.69	S
4. Students are obedient and take education seriously.	2.10	MS	2.36	MS	2.23	MS
5. Students greet their teachers.	2.33	MS	2.56	S	2.46	MS
6. Students' always do their activities and assignments.	1.86	MS	2.24	MS	2.08	MS
7. Always ensure the cleanliness of the classroom.	1.90	MS	2.08	MS	2.19	MS
8. The classroom is well organized.	2.22	MS	2.20	MS	2.42	MS
9. Students wear decent clothes in class.	2.13	MS	2.16	MS	2.38	MS
10. Students have no noticeable vices. (smoking, gambling etc.)	2.40	MS	2.44	MS	2.19	MS
Overall WM	2.15	MS	2.29	MS	2.29	MS

Table 4D presents the level of satisfaction of the respondents in terms of students' discipline with regards to the number of years they have stayed in the service. The three groups rated their level of satisfaction with the computed overall means of 2.15, 2.29 and 2.29 respectively which are described as moderately

satisfied. This data may mean that the respondents are not fully satisfied with the discipline shown by their students. Given the time they spent teaching, they find no improvement with regards to the discipline of their students.

Table 4E: Student's Discipline as to Monthly Income

Indicators	26K and below		27K to 36K		37K and above	
	WM	D	WM	D	WM	D
1. The students are well mannered.	1.80	MS	1.78	MS	1.93	MS
2. They have respect to all the teachers.	2.40	MS	2.13	MS	2.07	MS
3. They react positively to praise.	2.80	S	2.80	S	2.71	S
4. Students are obedient and take education seriously.	2.10	MS	2.21	MS	2.07	MS
5. Students greet their teachers.	2.60	S	2.39	MS	2.43	MS
6. Students' always do their activities and assignments.	2.20	MS	1.97	MS	2.00	MS
7. Always ensure the cleanliness of the classroom.	2.00	MS	2.02	MS	1.93	MS
8. The classroom is well organized.	2.40	MS	2.26	MS	2.21	MS
9. Students wear decent clothes in class.	2.20	MS	2.21	MS	2.07	MS
10. Students have no noticeable vices. (smoking, gambling etc.)	2.70	S	2.37	MS	2.07	MS
Overall WM	2.32	MS	2.21	MS	2.15	MS

Table 4E the level of job satisfaction of the respondents in terms of students' discipline relative to their monthly income. It is shown in the table that the three groups of respondents rated their level of satisfaction as moderate

with the computed overall means of 2.32, 2.21 and 2.15 respectively. This goes to show that no matter how high or low a salary each of the groups is receiving, it does not influence their level of satisfaction differently.

Coworkers

Table 5A: Coworkers as to Age

Indicators	35 and below		36 to 45		46 and above	
	WM	D	WM	D	WM	D
1. Coworkers are warm, friendly, and cooperative.	2.71	S	1.72	MS	3.10	S
2. There is a sense of family and fun in the school.	2.79	S	2.24	MS	2.93	S
3. Teamwork resolves conflicts and issues in school.	3.00	S	2.78	S	2.97	S
4. Coworkers trust each other in school.	2.68	S	2.17	MS	2.67	S
5. There is sense of camaraderie among coworkers.	2.26	MS	2.41	MS	2.90	S
6. Coworkers availability whenever support and assistance are needed.	2.50	S	2.00	MS	2.80	S
7. Take time to be with coworkers, friends, and family.	2.37	MS	1.98	MS	3.03	S
8. Can easily fit with people in the workplace.	2.84	S	2.17	MS	3.03	S
9. Upset with coworkers who misbehave.	2.47	MS	2.09	MS	2.37	S
10. Consider the school as a healthy working environment.	2.08	MS	2.43	MS	2.97	S
Overall WM	2.57	S	2.20	MS	2.88	S

Table 5A. The table reveals that the age group of 35 and below and 46 years of age and above are satisfied with their relationships with their peers. This goes to show that younger and older teachers are contented and feel comfortable working with their co-workers, especially the older ones. Further, both groups are satisfied dealing

with each other, and they showed satisfaction in all the indicators. Given that the younger showed moderate satisfaction on some aspects with their coworkers especially in terms of camaraderie, assistance and availability, time, behavior and working environment still, overall, they are satisfied working with their peers.

Table 5B: Coworkers as to Sex

Indicators	Male		Female	
	WM	D	WM	D
1. Coworkers are warm, friendly, and cooperative.	3.19	S	3.04	S
2. There is a sense of family and fun in the school.	2.90	S	2.86	S
3. Teamwork resolves conflicts and issues in school.	2.90	S	2.84	S
4. Coworkers trust each other in school.	2.81	S	2.68	S
5. There is sense of camaraderie among coworkers.	2.90	S	2.81	S
6. Coworkers availability whenever support and assistance are needed.	2.90	S	2.84	S
7. Take time to be with coworkers, friends, and family.	3.00	S	2.88	S
8. Can easily fit with people in the workplace.	3.14	S	2.99	S
9. Upset with coworkers who misbehave.	2.58	S	2.57	S
10. Consider the school as a healthy working environment.	3.00	S	2.78	S
Overall WM	2.93	S	2.83	S

Table 5B divulges the level of job satisfaction of the respondents in terms of coworkers as to sex. It is indicated in the table that the two groups are satisfied working with their coworkers with the overall computed

weighted means of 2.93 and 2.83 respectively. It seems that the respondents showed good relationships with their co-workers. Both male and female showed togetherness and comfort with their peers.

Table 5C: Coworkers as to Educational Attainment

Indicators	College Degree		With Master's units		Master's Degree	
	WM	D	WM	D	WM	D
1. Coworkers are warm, friendly, and cooperative.	3.06	S	3.19	S	3.04	S
2. There is a sense of family and fun in the school.	2.83	S	2.88	S	2.96	S
3. Teamwork resolves conflicts and issues in school.	2.87	S	2.69	S	2.89	S
4. Coworkers trust each other in school.	2.70	S	2.69	S	2.70	S
5. There is sense of camaraderie among coworkers.	2.79	S	2.94	S	2.85	S
6. Coworkers availability whenever support and assistance are needed.	2.87	S	2.75	S	2.85	S
7. Take time to be with coworkers, friends, and family.	2.93	S	2.88	S	2.85	S
8. Can easily fit with people in the workplace.	3.04	S	3.06	S	2.93	S
9. Upset with coworkers who misbehave.	2.39	MS	2.55	MS	2.37	MS
10. Consider the school as a healthy working environment.	2.83	S	2.63	S	2.93	S
Overall WM	2.83	S	2.82	S	2.84	S

Table 5C that the three groups of respondents rated their level of satisfaction as satisfied regarding their relationships with their coworkers which yielded to overall weighted means of 2.83, 2.82 and 2.84

correspondingly. This means that the degree earned by the teachers does not really influence their relationships with their peers.

Table 5D: Coworkers as to Years in Service

Indicators	10 years and below		11 to 20 years		21years and above	
	WM	D	WM	D	WM	D
1. Coworkers are warm, friendly, and cooperative.	3.10	S	2.96	S	3.12	S
2. There is a sense of family and fun in the school.	2.90	S	2.64	S	3.00	S
3. Teamwork resolves conflicts and issues in school.	2.86	S	2.68	S	3.00	S
4. Coworkers trust each other in school.	2.70	S	2.68	S	2.73	S

5. There is sense of camaraderie among coworkers.	2.83	S	2.72	S	2.92	S
6. Coworkers availability whenever support and assistance are needed.	2.89	S	2.76	S	2.85	S
7. Take time to be with coworkers, friends, and family.	2.90	S	2.80	S	3.00	S
8. Can easily fit with people in the workplace.	3.05	S	2.92	S	3.04	S
9. Upset with coworkers who misbehave.	2.37	MS	2.32	MS	2.42	MS
10. Consider the school as a healthy working environment.	2.78	S	2.80	S	2.96	S
Overall WM	2.84	S	2.73	S	2.90	S

Table 5D presents the level of satisfaction of the respondents in terms of coworkers with respect to the number of years they have stayed in the service.

The three groups rated their level of satisfaction with the computed overall means of 2.84, 2.73 and 2.90 respectively, which are described as satisfied.

Table 5E: Monthly Income

Indicators	26K and below		27K to 36K		37K and above	
	WM	D	WM	D	WM	D
1. Coworkers are warm, friendly, and cooperative.	3.30	S	3.06	S	3.00	S
2. There is a sense of family and fun in the school.	3.10	S	2.81	S	3.07	S
3. Teamwork resolves conflicts and issues in school.	2.80	S	2.86	S	2.86	S
4. Coworkers trust each other in school.	2.80	S	2.72	S	2.50	S
5. There is sense of camaraderie among coworkers.	3.10	S	2.81	S	2.71	S
6. Coworkers availability whenever support and assistance are needed.	3.00	S	2.87	S	2.64	S
7. Take time to be with coworkers, friends, and family.	3.20	S	2.88	S	2.86	S
8. Can easily fit with people in the workplace.	3.30	S	3.00	S	2.93	S
9. Upset with coworkers who misbehave.	2.30	MS	2.39	MS	2.29	MS
10. Consider the school as a healthy working environment.	2.70	S	2.81	S	3.00	S
Overall WM	2.96	S	2.82	S	2.79	S

Table 5E outlines the level of job satisfaction of the respondents in terms of coworkers. The table shows that the respondents rated their satisfaction with overall

weighted means of 2.96, 2.82 and 2.79 respectively with an adjectival description of satisfied.

Parents' Involvement

Table 6A: Parents' Involvement as to Age

Indicators	35 and below		36 to 45		46 and above	
	WM	D	WM	D	WM	D
1. Parents are always present during PTA meeting.	2.13	MS	3.09	S	2.17	MS
2. Parents ask about their children's performance.	2.26	MS	2.80	S	1.90	MS
3. Parents always present an excuse letter whenever their child is absent.	1.76	MS	2.65	S	1.93	MS
4. Parents are easy to contact.	2.34	MS	2.74	S	2.13	MS
5. Parents go to school when they are needed.	2.53	S	2.78	S	2.43	MS
6. Parents are actively participating in the school activities.	2.24	MS	2.87	S	2.13	MS
7. Parents assist his child's progress.	2.21	MS	2.87	S	1.97	MS
8. Parents are active in Brigada-Eskwela.	2.58	S	3.02	S	2.50	S
9. Parents readily respond to teacher's queries.	2.47	MS	2.41	MS	2.23	MS
10. Parents work hand in hand with the teacher.	2.47	MS	2.72	S	2.23	MS
Overall WM	2.30	MS	2.80	S	2.16	MS

Table 6A reveals the level of job satisfaction of the respondents in terms of parents' involvement. The table shows that the age group of 35 and below together with the respondents whose ages are 46 and above are

moderately satisfied with the parents' involvement in school with the computed weighted means of 2.30 and 2.16 respectively.

Table 6B: Parents' Involvement as to Sex

Indicators	Male		Female	
	WM	D	WM	D
1. Parents are always present during PTA meeting.	2.05	MS	2.24	MS
2. Parents ask about their children's performance.	2.00	MS	2.12	MS
3. Parents always present an excuse letter whenever their child is absent.	1.76	MS	1.82	MS
4. Parents are easy to contact.	2.19	MS	2.19	MS
5. Parents go to school when they are needed.	2.48	MS	2.44	MS
6. Parents are actively participating in the school activities.	2.29	MS	2.18	MS
7. Parents assist his child's progress.	2.24	MS	2.11	MS
8. Parents are active in Brigada-Eskwela.	2.67	S	2.45	MS
9. Parents readily respond to teacher's queries.	2.62	S	2.34	MS
10. Parents work hand in hand with the teacher.	2.52	S	2.30	MS
Overall WM	2.28	MS	2.22	MS

Table 6B gives clear data of the level of job satisfaction of the two groups regarding parents' involvement in the school. It can be noted that both groups have rated their level of satisfaction with the overall computed weighted means of 2.28 and 2.22 with an adjectival description of moderately satisfied. in Brigada, responding to some issues and working with other teachers. This picture

resembles that male and female teachers do not agree to have a good impression with the participation of the parents of their students. Both groups may not have experienced the full cooperation of the parents although the male teachers showed satisfaction with the participation of the parents.

Table 6C: Parents' Involvement as to Educational Attainment

Indicators	College Degree		With Master's units		Master's Degree	
	WM	D	WM	D	WM	D
1. Parents are always present during PTA meeting.	2.18	MS	2.19	MS	2.26	MS
2. Parents ask about their children's performance.	2.00	MS	2.31	MS	2.22	MS
3. Parents always present an excuse letter whenever their child is absent.	1.77	MS	1.81	MS	1.89	MS
4. Parents are easy to contact.	2.14	MS	2.50	S	2.15	MS
5. Parents go to school when they are needed.	2.41	MS	2.56	S	2.48	MS
6. Parents are actively participating in the school activities.	2.21	MS	2.06	MS	2.26	MS
7. Parents assist his child's progress.	2.08	MS	2.13	MS	2.26	MS
8. Parents are active in Brigada-Eskwela.	2.46	MS	2.69	S	2.44	MS
9. Parents readily respond to teacher's queries.	2.39	MS	2.50	S	2.33	MS
10. Parents work hand in hand with the teacher.	2.35	MS	2.31	MS	2.33	MS
Overall WM	2.20	MS	2.31	MS	2.26	MS

Table 6C gives clear data on the level of satisfaction of the three groups of respondents in terms of parents' involvement with respect to their educational attainment. It is presented in the table that the

respondents rated their level of satisfaction as moderate with the overall computed means of 2.20, 2.31, and 2.26 respectively.

Table 6D: Parents' Involvement as to Years in Service

Indicators	10 years and below		11 to 20 years		21years and above	
	WM	D	WM	D	WM	D
1. Parents are always present during PTA meeting.	2.21	MS	2.12	MS	2.27	MS
2. Parents ask about their children's performance.	2.21	MS	1.88	MS	2.04	MS
3. Parents always present an excuse letter whenever their child is absent.	1.75	MS	1.64	MS	2.12	MS
4. Parents are easy to contact.	2.21	MS	2.24	MS	2.12	MS
5. Parents go to school when they are needed.	2.48	MS	2.48	MS	2.35	MS
6. Parents are actively participating in the school activities.	2.25	MS	2.20	MS	2.08	MS
7. Parents assist his child's progress.	2.19	MS	2.08	MS	2.04	MS
8. Parents are active in Brigada-Eskwela.	2.46	MS	2.64	S	2.42	MS
9. Parents readily respond to teacher's queries.	2.46	MS	2.32	MS	2.31	MS
10. Parents work hand in hand with the teacher.	2.40	MS	2.32	MS	2.23	MS
Overall WM	2.26	MS	2.73	MS	2.20	MS

Table 6D provides the data on the level of job satisfaction of the respondents in terms of parents' involvement in reference to their years in service. It can

be observed from the table that the respondents rated their level of satisfaction as moderate with the computed overall means of 2.26, 2.73 and 2.20 accordingly.

Table 6E: Parents' Involvement as to Monthly Income

Indicators	26K and below		27K to 36K		37K and above	
	WM	D	WM	D	WM	D
1. Parents are always present during PTA meeting.	2.10	MS	1.78	MS	2.07	MS
2. Parents ask about their children's performance.	2.20	MS	2.13	MS	2.00	MS
3. Parents always present an excuse letter whenever their child is absent.	1.90	MS	2.80	S	2.00	MS
4. Parents are easy to contact.	2.20	MS	2.21	MS	2.21	MS
5. Parents go to school when they are needed.	2.20	MS	2.39	MS	2.43	MS
6. Parents are actively participating in the school activities.	2.30	MS	1.97	MS	2.07	MS
7. Parents assist his child's progress.	2.10	MS	2.02	MS	2.07	MS
8. Parents are active in Brigada-Eskwela.	2.60	S	2.26	MS	2.50	S
9. Parents readily respond to teacher's queries.	2.40	MS	2.21	MS	2.21	MS
10. Parents work hand in hand with the teacher.	2.30	MS	2.37	MS	2.29	MS
Overall WM	2.23	MS	2.21	MS	2.19	MS

Table 6E that the three groups of respondents are moderately satisfied with regards to the parents' involvement. It can be noted that the three groups of

respondents rated their level of satisfaction as moderate with the overall computed weighted means of 2.23, 2.19 and 2.21 accordingly.

Workload

Table 7A: Workload as to Age

Indicators	35 and below		36 to 45		46 and above	
	WM	D	WM	D	WM	D
1. I still have time to make a lesson plan.	2.71	S	2.93	S	3.00	S
2. I have no problem in preparing my instructional materials.	2.79	S	2.83	S	2.87	S
3. I have time preparing my Instructional Materials.	3.00	S	2.98	S	2.90	S

4. I have enough time to accomplish the given task.	2.68	S	2.72	S	2.67	S
5. I am stress free when accomplishing the task.	2.26	MS	2.41	MS	2.47	MS
6. The deadline for the given task is enough for it to be accomplished.	2.50	S	2.63	S	2.57	S
7. Time is not a problem in any task given.	2.37	MS	2.28	MS	2.40	MS
8. I am satisfied with my workload.	2.84	S	2.78	S	2.90	S
9. The workload is fairly distributed to the teachers.	2.47	MS	2.85	S	2.83	S
10. Being a public- school teacher is easy.	2.08	MS	2.33	MS	2.47	MS
Overall WM	2.57	S	2.67	S	2.71	S

Table 7A on the other hand reveals the level of satisfaction of the three age groups of respondents in terms of workload. It can be noted that all the age groups are satisfied with their workloads with an overall means of 2.57, 2.67 and 2.71 respectively. This may imply that

regardless of their ages, they are comfortable with their workloads. They can cope with the tasks given to them by their superiors except on some concerns that all of the age groups are moderately satisfied like having stress and time in accomplishing their tasks.

Table 7B: Workload as to Sex

Indicators	Male		Female	
	WM	D	WM	D
1. I still have time to make a lesson plan.	2.95	S	2.86	S
2. I have no problem in preparing my instructional materials.	2.95	S	2.80	S
3. I have time preparing my Instructional Materials.	3.10	S	2.94	S
4. I have enough time to accomplish the given task.	2.86	S	2.66	S
5. I am stress free when accomplishing the task.	2.57	S	2.53	S
6. The deadline for the given task is enough for it to be accomplished.	2.81	S	2.52	S
7. Time is not a problem in any task given.	2.67	S	2.57	S
8. I am satisfied with my workload.	2.95	S	2.81	S
9. The workload is fairly distributed to the teachers.	2.71	S	2.72	S
10. Being a public-school teacher is easy.	2.53	S	2.57	S
Overall WM	2.81	S	2.69	S

Table 7B summarizes the level of satisfaction of the male and female teachers with respect to their workload. It is important to note that both genders rated their level of satisfaction as satisfied with the computed overall means of 2.81 and 2.69 accordingly. This means that the allotted time for each of the tasks and the contents given

to the respondents approves with their satisfaction. Both male and female teachers are settled with the workload distribution to every one of them. This may infer that both sexes may have the same level of acceptance as far as workloads are concerned.

Table 7C: Workload as to Educational Attainment

Indicators	College Degree		With Master's units		Master's Degree	
	WM	D	WM	D	WM	D
1. I still have time to make a lesson plan.	2.87	S	2.88	S	2.89	S
2. I have no problem in preparing my instructional materials.	2.79	S	3.13	S	2.74	S
3. I have time preparing my Instructional Materials.	2.89	S	3.31	S	2.96	S
4. I have enough time to accomplish the given task.	2.63	S	3.00	S	2.67	S
5. I am stress free when accomplishing the task.	2.39	MS	2.25	MS	2.41	MS
6. The deadline for the given task is enough for it to be accomplished.	2.49	MS	2.69	S	2.70	S
7. Time is not a problem in any task given.	2.31	MS	2.44	MS	2.37	MS

8. I am satisfied with my workload.	2.79	S	2.94	MS	2.89	S
9. The workload is fairly distributed to the teachers.	2.73	S	2.75	MS	2.67	S
10. Being a public-school teacher is easy.	2.21	MS	2.25	MS	2.48	MS
Overall WM	2.61	S	2.76	S	2.68	S

Table 7C presents the level of satisfaction of the respondents in terms of workload as to educational attainment. It can be gleaned in the table that the

respondents are satisfied with the workloads given to them with the overall computed weighted means of 2.61, 2.76 and 2.68 respectively.

Table 7D: Workload as to Years in Service

Indicators	10 years and below		11 to 20 years		21years and above	
	WM	D	WM	D	WM	D
1. I still have time to make a lesson plan.	2.83	S	2.76	S	3.12	S
2. I have no problem in preparing my instructional materials.	2.83	S	2.76	S	2.88	S
3. I have time preparing my Instructional Materials.	3.02	S	2.92	S	2.88	S
4. I have enough time to accomplish the given task.	2.75	S	2.52	S	2.73	S
5. I am stress free when accomplishing the task.	2.40	MS	2.16	MS	2.54	S
6. The deadline for the given task is enough for it to be accomplished.	2.59	S	2.40	MS	2.69	S
7. Time is not a problem in any task given.	2.37	MS	2.12	MS	2.50	S
8. I am satisfied with my workload.	2.92	S	2.60	S	2.85	S
9. The workload is fairly distributed to the teachers.	2.71	S	2.60	S	2.85	S
10. Being a public-school teacher is easy.	2.17	MS	2.32	MS	2.50	S
Overall WM	2.66	S	2.52	S	2.75	S

Table 7D outlines the results of the level of satisfaction of the three groups of respondents in terms of workload relative to their years in service. It can be noted that the

respondents rated their level of satisfaction as satisfied with the overall computed means of 2.66, 2.62 and 2.75 respectively.

Table 7E: Workload as to Monthly Income

Indicators	26K and below		27K to 36K		37K and above	
	WM	D	WM	D	WM	D
1. I still have time to make a lesson plan.	2.80	S	2.88	S	2.93	S
2. I have no problem in preparing my instructional materials.	3.00	S	2.82	S	2.71	S
3. I have time preparing my Instructional Materials.	3.10	S	2.93	S	3.07	MS
4. I have enough time to accomplish the given task.	3.00	S	2.66	S	2.71	S
5. I am stress free when accomplishing the task.	2.60	S	2.33	MS	2.50	S
6. The deadline for the given task is enough for it to be accomplished.	2.70	S	2.53	S	2.71	S
7. Time is not a problem in any task given.	2.50	S	2.34	MS	2.21	MS
8. I am satisfied with my workload.	3.30	S	2.82	S	2.57	S
9. The workload is fairly distributed to the teachers.	3.10	S	2.70	S	2.57	S
10. Being a public-school teacher is easy.	2.20	MS	2.29	MS	2.29	MS
Overall WM	2.83	S	2.63	S	2.63	S

Table 7E reveals that all three groups are satisfied with their workloads with the computed overall means of

2.83, 2.63 and 2.63 respectively. The data shows that the three groups of respondents are certain that their income

compensates for their workload. They may have nothing to complain about their workloads since their salaries or

income corresponds with their tasks, duties, and responsibilities.

School Management

Table 8A: School Management as to Age

Indicators	35 and below		36 to 45		46 and above	
	WM	D	WM	D	WM	D
1. Head Teacher inspires teachers in doing the task.	2.68	S	2.72	S	2.73	S
2. Head Teacher informs teachers on salary and promotion.	3.05	S	2.98	S	2.87	S
3. Head Teacher recognizes the teacher’s flaws but also mentor.	2.84	S	2.78	S	2.87	S
4. Head Teacher monitors and evaluate task for supports.	2.87	S	2.93	S	2.93	S
5. Head Teacher radiates concern in clarifying goals.	2.82	S	2.91	S	2.97	S
6. Head Teacher recommends teachers for promotion.	2.87	S	2.91	S	2.90	S
7. Head Teacher shows evidence of trust and confidence.	2.89	S	2.91	S	2.90	S
8. Head Teacher shows what to do when one fails to comprehend.	2.76	S	2.96	S	2.87	S
9. Head Teacher commends but does not demand respect.	2.79	S	3.00	S	3.00	S
10. Head Teacher models equal treatment to all the teachers.	2.87	S	2.89	S	2.97	S
Overall WM	2.84	S	2.90	S	2.90	S

Table 8A shows the level of satisfaction of the three-age group of respondents. All age groups exhibited satisfaction as far as school management is concerned with the computed overall means of 2.84, 2.90 and 2.90 respectively. Younger ages and older age groups may have believed that their superiors’ way of managing, and This suggests that income is not a barrier for the

respondents to be satisfied with the duties and responsibilities given to them. No matter how low or high salaries they may receive, they can perform squarely the assigned tasks to them. On the other hand, although these groups are satisfied, their satisfaction may differ along managing their time, meeting stress in performing their tasks.

Table 8B: School Management as to Sex

Indicators	Male		Female	
	WM	D	WM	D
1. Head Teacher inspires teachers in doing the task.	2.95	S	2.66	S
2. Head Teacher informs teachers on salary and promotion.	3.29	S	2.90	S
3. Head Teacher recognizes the teacher’s flaws but also mentor.	3.14	S	2.75	S
4. Head Teacher monitors and evaluate task for supports.	3.00	S	2.89	S
5. Head Teacher radiates concern in clarifying goals.	3.05	S	2.86	S
6. Head Teacher recommends teachers for promotion.	3.00	S	2.87	S
7. Head Teacher shows evidence of trust and confidence.	3.00	S	2.88	S
8. Head Teacher shows what to do when one fails to comprehend.	3.05	S	2.83	S
9. Head Teacher commends but does not demand respect.	3.14	S	2.88	S
10. Head Teacher models equal treatment to all the teachers.	2.95	S	2.89	S
Overall WM	3.06	S	2.84	S

Likewise, table 8B displays the level of satisfaction of the respondents in terms of school management as to sex as they rated their level of satisfaction with the overall means of 3.06 and 2.84 respectively. Based on the data, it can be noted that regardless of the sex of the teacher,

they seem to have same perceptions regarding the way their school heads managed their school. Further, both sexes assessed the school system managed by their school managers seems to satisfy their views and expectations.

Table 8C: School Management as to Educational Attainment

Indicators	College Degree		With Master's units		Master's Degree	
	WM	D	WM	D	WM	D
1. Head Teacher inspires teachers in doing the task.	2.72	S	2.75	S	2.67	S
2. Head Teacher informs teachers on salary and promotion.	2.94	S	3.06	S	3.00	S
3. Head Teacher recognize teacher's flaws but also mentor.	2.82	S	2.75	S	2.89	S
4. Head Teacher monitors and evaluate task for supports.	2.90	S	2.81	S	3.00	S
5. Head Teacher radiates concern in clarifying goals.	2.90	S	2.75	S	2.96	S
6. Head Teacher recommends teachers for promotion.	2.89	S	2.94	S	2.89	S
7. Head Teacher shows evidence of trust and confidence.	2.87	S	3.06	S	2.89	S
8. Head Teacher shows what to do when one fails to comprehend.	2.92	S	2.75	S	2.81	S
9. Head Teacher commends but does not demand respect.	3.00	S	2.69	S	2.89	S
10. Head Teacher models equal treatment to all the teachers.	2.94	S	2.75	S	2.89	S
Overall WM	2.89	S	2.83	S	2.68	S

Table 8C reflects the level of satisfaction of the three groups of respondents in terms of school management relative to their educational attainment. It can be noted that all three groups are satisfied with the school management gaining overall means of 2.89, 2.83 and 2.68 accordingly. they can still be satisfied with the school management system. This means that

irrespective of the degrees earned by the respondents, it seems that it is evident that the school management satisfies their anticipations to have a good school leadership and well managed school environment. This discloses that no matter what career advancement has a teacher reached,

Table 8D: School Management as to Years in Service

Indicators	10 years and below		11 to 20 years		21years and above	
	WM	D	WM	D	WM	D
1. Head Teacher inspires teachers in doing the task.	2.84	S	2.54	S	2.65	S
2. Head Teacher informs teachers on salary and promotion.	3.10	S	2.80	S	2.85	S
3. Head Teacher recognizes the teacher's flaws but also mentor.	2.90	S	2.68	S	2.77	S
4. Head Teacher monitors and evaluate task for supports.	2.97	S	2.76	S	2.92	S
5. Head Teacher radiates concern in clarifying goals.	2.95	S	2.64	S	3.00	S
6. Head Teacher recommends teachers for promotion.	2.95	S	2.68	S	2.96	S
7. Head Teacher shows evidence of trust and confidence.	2.97	S	2.68	S	2.96	S
8. Head Teacher shows what to do when one fails to comprehend.	2.92	S	2.68	S	2.92	S
9. Head Teacher commends but does not demand respect.	2.97	S	2.72	S	3.04	S
10. Head Teacher models equal treatment to all the teachers.	2.95	S	2.76	S	2.92	S
Overall WM	2.95	S	2.68	S	2.90	S

Table 8D reveals that the three groups of respondents rated their level of satisfaction regarding the school management as satisfied with the overall weighted means of 95, 68 and 2.90 correspondingly. This goes to show that all three groups, regardless of the years they leaders. This is an indication that the school may have

stayed in service, show appreciation and respect for the school management. The results may be attributed to a good management system and responsible school been properly managed, and they were given what they needed and expected.

Table 8E: School Management as to Monthly Income

Indicators	26K and below		27K to 36K		37K and above	
	WM	D	WM	D	WM	D
1. Head Teacher inspires teachers in doing the task.	2.80	S	2.71	S	2.64	S
2. Head Teacher informs teachers on salary and promotion.	3.30	S	2.94	S	2.93	S
3. Head Teacher recognizes the teacher’s flaws but also mentor.	3.00	S	2.82	S	2.71	S
4. Head Teacher monitors and evaluate task for supports.	3.00	S	2.91	S	2.86	S
5. Head Teacher radiates concern in clarifying goals.	3.20	S	2.88	S	2.79	S
6. Head Teacher recommends teachers for promotion.	3.30	S	2.86	S	2.86	S
7. Head Teacher shows evidence of trust and confidence.	3.10	S	2.91	S	2.71	S
8. Head Teacher shows what to do when one fails to comprehend.	3.00	S	2.88	S	2.71	S
9. Head Teacher commends but does not demand respect.	2.70	S	2.96	S	2.93	S
10. Head Teacher models equal treatment to all the teachers.	3.00	S	2.92	S	2.71	S
Overall WM	3.04	S	2.88	S	2.79	S

Finally, table 8E presents the level of satisfaction of the respondents in terms of school management relative to the monthly income. The school management seems to reveal satisfaction to the three groups of respondents with the overall means of 3.04, 2.88 and 2.79 correspondingly.

3. Implementation of the Seminar

Title: Positive Reinforcement to Encourage Students’ Discipline and Promote Parents’ Involvement

Date: March 17, 2024, via Google Meet, 8:30–11:30 a.m.

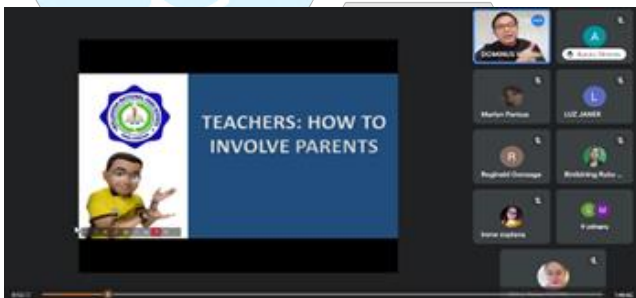


Figure 2. Parental Involvement. Teachers: How to Involve Parents



Figure 3. Students’ Discipline. Promoting Discipline inside the Classroom

4. Evaluation of the Seminar

The overall computed means on the effectiveness of the intervention with respect to seminar objectives, content, and results; sessions; administrative arrangements and overall evaluation are 3.97, 3.80, 3.93 and 3.65 accordingly. The respondents strongly agree that the intervention provided to them was effective.

Table 9: Evaluation

Indicators	WM	D
Program Objectives, Content and Result	3.97	Strongly Agree
Sessions	3.80	Strongly Agree
Administrative Arrangements	3.93	Strongly Agree
Overall Evaluation	3.65	Strongly Agree

IV. CONCLUSION AND RECOMMENDATION

Based on the findings the following are concluded: most of the respondents are female, middle-aged, college graduate who are relatively new in the government service whose monthly income ranging from 27,000 to 36 000; the teachers are satisfied with their coworkers, workload, and school management. Meanwhile, they are moderately satisfied with student’s discipline and parent’s involvement; the seminar hereby proposed may be provided and implemented to alleviate the level of satisfaction of the teachers along students’ discipline and parental involvement; the enhanced seminar maybe implemented in a face-to-face mode considering all the variables along student’s discipline, relationship with

coworkers, parent's involvement, workload, and school management.

- Same with their respect to the positive reaction of the students to give appraisal to their teachers in which the two groups of respondents are satisfied which means that both genders have the same experiences on this regard.
- Teachers may continue to attend seminars, trainings and symposia about student's discipline and reinforcing parents' involvement in school programs, projects, and activities.
- School heads may help teachers to continue engaging in pursuing their advance education and providing them support to heighten their level of satisfaction along students' discipline, relationships with coworkers, parents' involvement, workload, and school management.
- The seminar may be adopted and implemented upon review, evaluation, and approval of the higher authorities of the department.
- There is a need to implement the enhanced seminar to address the issues and concerns of the participants regarding the procedures and contents of the seminar.
- Researchers may use the findings of the present study in conducting another studies regarding the variables being studied in a broader scope.

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