



JOB SATISFACTION AND PERFORMANCE OF JUNIOR HIGH SCHOOL SOCIAL STUDIES TEACHERS

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Abstract

This descriptive-correlation study primarily aimed to determine the job satisfaction and performance among the Junior High School Social Studies Teachers on various dimensions, namely working conditions, interpersonal relationships, and policies and supervision. The respondents used the most recent Individual Performance Commitment and Review Form (IPCRF) to assess the performance of teachers. Likewise, to examine how teachers' job satisfaction varies when categorized based on their demographic profiles. Also, to investigate any possible connections between teachers' job satisfaction and their performance as measured by IPCRF evaluation. The findings showed that majority of the respondents are 26-30 years old, females, who are in the teaching profession for 3-4 years. The Teacher respondents rated all seven areas under working condition as "Moderate satisfied". However, some statement indicators under Interpersonal relationship and School Policies and Supervision were rated "Highly satisfied by the respondents. The level of performance of the Teachers based on their Individual Performance Commitment and Review Form (IPCRF) is "Outstanding". The teachers age profile and length of service has a significant difference in terms of Teachers' job satisfaction as to school policies and supervision. There is no significant difference in the teachers' job satisfaction in terms of working conditions, interpersonal relationships, school policies and supervision, when they are grouped according to their gender and length of service. The study recommends that schools may create a supportive working environment where teachers feel valued, respected, and empowered. This can be achieved through transparent communication, opportunities for professional development, and a culture of collaboration. Also, teachers should maintain their best practices and find other ways to improve their working condition and interpersonal relationship.

KEYWORD: Job Performance, Job Satisfaction, Teacher, Commitment



Introduction

Happy workers are productive workers and productive workers are likely to be happy. The importance of job satisfaction is evident in many ways, especially given that it is primarily tied to performance, with individuals who report high levels of satisfaction typically outperforming others. Additionally, it is particularly significant since it demonstrates the degree of compliance with organizational rules, as more satisfied employees typically have greater relationships with their management, coworkers, and the entire business.

Job satisfaction is a degree of happiness at work. The employee may find it to be advantageous and content. Job satisfaction and performance are closely associated, it can have a negative effect and cause the employee to be dissatisfied. In most circumstances, this affects the employee's mental state and his ability to perform a certain task or job. It also indicates how content someone is with their employment (Taguiam, 2021). In all circumstances, it is mostly linked to workplace-related factors that have an impact on an employee's capacity to meet requirements, wants, and expectations in the workplace.

Jobs and the workplace are important elements in one person's life. Their lifestyle and their social lives depend on their jobs. Therefore, it is necessary for every organization to have a satisfied workforce. Nowadays, the public sectors play a significant role in uplifting the economy of the Philippines, much more so within the vicinity of our town, Echague. They are not only providing good services but also providing job opportunities.

Career satisfaction is the positive and negative feelings of an employee towards his job or it is the amount of happiness connected with the job. According to Taguiam (2022), career satisfaction is the positive and enjoyable feeling that results from the evaluation of one's job or job experience.

It is observed from the previous studies that when an employee is satisfied, he will perform at his level best to achieve the organizational objectives. Employees who are highly satisfied are usually regular and punctual, more productive, more committed, and more satisfied in their lives. For that purpose, to boost the level of career satisfaction in order to improve performance, employees should be given opportunities for professional growth and advancement, i.e., pay scales, participation of the employee in policy making, and taking efforts to increase organizational commitment. Similarly, safety and good relationships with the supervisor and colleagues are the biggest satisfiers; the nature of the job, way of supervision, job security, recognition, and advancements are important factors for employee satisfaction and commitment. Likewise, participation of employees in pension, profit-sharing plans, and job security are positively correlated with career satisfaction, whereas many studies have recommended opportunity for professional development as the biggest determinant of career satisfaction.

The aim of this present research is to study the impact of job satisfaction of the Junior High School public-school teachers in Schools Division Office-Santiago City, Isabela on their productivity.



Public-School Teachers are considered the backbone of our country, they also going through constant stress due to unclear political, economic, and educational policies. In the Philippines, teachers are facing a lot of issues that are not properly addressed due to job dissatisfaction and poor performance result.

Teachers need to feel confident and competent in using technology to enhance learning. Therefore, investigating their job satisfaction in this new landscape helps identify areas where additional support, training, or resources may be needed to facilitate this transition. Teacher performance is a critical determinant of student outcomes. Satisfied and motivated teachers are more likely to be effective in their roles, leading to better student engagement, achievement, and overall school performance.

Statement of the Problem

This study aims to find the relationship of workplace and Job satisfaction on performance among Junior High School Social Studies Teachers of SDO-Santiago City. Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. age;
 - b. gender; and
 - c. length of Service?
2. What is the extent of the respondents in the factor of job satisfaction:
 - a. Working conditions.
 - b. Interpersonal Relationship.
 - c. Policies and Supervision.
3. What is the teachers' performance based on their latest Individual Performance Commitment and Review Form?
4. What is the difference in the teachers' job satisfaction when grouped according to their profiles?

LITERATURE REVIEW

The study of job satisfaction is a topic of wide interest to both people who work in organizations and people who study them. Job satisfaction has been closely related to many organizational phenomena such as motivation, performance, leadership, attitude, conflict, morals, etc. Researchers have attempted to identify the various components of job satisfaction, measure the relative importance of each component of job satisfaction and examine what effects these components have on employees' productivity.

According to research, organizations with highly engaged employees are healthier, happier, and more productive, and they provide better services to citizens. As a result, improving the work



environment by developing stronger and more effective organizational improvement strategies benefits both our employees and the citizens we serve (Hawkins, 2014).

In the study of Winifred Ansah –Hughes (2016), Three hundred and six (306) teachers were randomly sampled from a total of one thousand four hundred and sixty-one (1461) Junior High School and Senior High School teachers to examine job satisfaction among teachers in the Techiman Municipality findings of the study were that many teachers in the Techiman Municipality perceived teaching as their ideal profession but most teachers will prefer to change their profession as a result of dissatisfaction. Also, teachers felt their conditions of service were not good enough and most teachers in the Municipality felt dissatisfied with security in the profession.

An organization's work environment is very important. The majority of issues that employees face is related to their working environment. The level of productivity in the organization can be increased by creating a conducive working environment. (Prof. Dr. Abdul Ghafoor Awan, 2015) He said that factors such as supervisor support, co-worker relationships, training and development, attractive and quick incentives and recognition plans, and an adequate workload at the workplace are beneficial in developing a working environment that has a positive impact on employee productivity in organizations.

A worker's sense of accomplishment and success on the job is defined as career satisfaction. It is widely perceived to be directly related to both productivity and personal well-being. The workplace environment is critical for employees because employees now have a large number of job options, and the workplace environment becomes a critical factor in accepting and/or keeping jobs. The quality of the workplace environment may simply determine the level of employee motivation, performance, and productivity (Journal of Business, Economics, and Finance Vol.1 2012).

The Philippines is one of the Asian countries with nearly 70% of employees who are engaged in their work (Hewitt, 2018). Employee engagement was defined in his study as the level of an employee's psychological investment in their organization. Work engagement motivates employees to be more productive in the performance of their duties and responsibilities at work. Deligero and Laguador (2014)

Employee performance requires the presence of factors such as work motivation and job satisfaction, which are interdependent. Employee commitment will be increased by work motivation and job satisfaction. When employees are more interested in their work, the organization will be more productive and deliver excellence (N. Guinto and C. Magallanes 2020).

Job satisfaction perceptions of fulfilment are derived from day-to-day activities-is associated with job commitment and with higher levels of performance at work (Judge, Thoresen, Bono, & Patton, 2001). In educational contexts, Caprara et al. (2003) labeled job satisfaction a



“decisive element” that influences teachers' attitudes and performance, and he suggested that self-efficacy and collective efficacy both contribute to teachers' job satisfaction.

However, teaching is often a stressful occupation, with demands from administrators, colleagues, students, and parents compounded by work overload, shifting policies, and a lack of recognition for accomplishments (Greenglass & Burke, 2003). 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).

Some studies looked into job satisfaction and performance at work of shift workers. Job satisfaction is also usually reflected in employees' complaints. Dissatisfied employees experience more psychological distress and physical health put o job performance, Alfaro et al. (2005) reported in their thesis that among phone bankers in a banking call center, job performance ratings significantly vary between shifts. The study noted that most phone bankers did not comply with call handling criteria and significant factors related to work performance include civil status, previous work experience in a similar field, the average duration of sleep, feelings of fatigue associated with work duration, and rest period, work environment and motivation.

METHODOLOGY

Research Design

The research design used in this study was the descriptive-correlation design. A cross-sectional study is a form of research design in which data is collected from many people at one time. In a discipline correlation, variables are observed without being influenced (Thomas, 2020). Additionally, a correlational research design examines correlations between variables without requiring the researcher to control or manipulate any of them (Bandari, 2021).

Respondents of the Study

The respondents of the study were the Junior High School Social Science Teachers Teachers. The sample size was computed at 95% confidence level and 5% margin of error. They were selected through purposive sampling.

Data Gathering Instruments

The data were obtained from the respondents through a structured questionnaire. A survey questionnaire is a set of questions used to collect, assess, and interpret people's diverse points of view during a survey. A survey questionnaire is also a systematic way of gathering information from a particular group.



The questionnaire includes two parts: The first part consists of items involving the demographic profile of the respondents. The second part consists of the different indicators used in determining the employees’ level of job satisfaction.

The Individual Performance Commitment Review Form (IPCRF) was used to identify the employees’ level of performance.

Data Gathering Procedure

In gathering the data from the respondents of this study, the following processes were observed: Secured endorsement from the Schools Division Office-Santiago City. After the approval of the Schools Division Superintendent, questionnaire was distributed to the respondents. Variables and answers were encoded in Microsoft excel application and were subjected to statistical analysis using the software Statistical Package for Social Sciences. Results of quantitative data were interpreted and discussed.

Analysis of data

This study utilized statistical tools to answer the research questions. Frequency counts and percentage distribution were used for the description of the profile of the respondents; mean was used to describe the different variables. Krustal Wallis H-Test, Mann Whitney U-test and Kendall’s tau b were used to analyze the differences between the profile of the respondents and the different variables. Data were analyzed using the Statistical Package for Social Science (SPSS) version 2.5

RESULTS AND DISCUSSIONS

Table 1. Profile of the Respondents

	Frequency	Percentage
Age		
20-25	2	4.35
26-30	27	58.70
31-35	3	6.52
36-40	7	15.22
41-45	6	13.04
46 -50	1	2.17
Mean Age = 32 years		
Gender		
Male	15	32.61
Female	31	67.39



Length of Service		
1-2	10	21.74
3-4	14	30.43
5-6	11	23.91
7-8	7	15.22
9-10	1	2.17
11-12	3	6.52
Mean No. of Years = 4.8 years		

Table 1 shows the profiles of respondents in terms of age, gender, and length of service. Most of the respondents with the greatest number are in the age bracket 26-30 years old where 27 or 58.70 percent registered. And the lowest is in the age bracket 46-50 years of age where 1 or 2.17 percent responded. While in terms of respondents' gender distribution, 31 67.39 were female and 15 32.61 were male. When it comes to the number of years of teaching experience it has a total mean of 4.8 years, there were 14 or 30.43 percent whose experience was under the bracket of 3-4 years, 11 or 23.91 percent for 7-8 years of experience, 10 or 21.74 for 1-2 years, 7 or 15.22 for 9-10 years, 3 or 6.52 for 11-12 years and 1 or 2.17 for 9-10 years.

Majority of the respondents are 26-30 years old, females, and who are in the teaching profession for 3-4 years.

This implies that most of the respondents were mature and at an age of productivity. Teachers who have advanced education training are often better equipped to create effective lesson plans, assess student understanding, and adapt their teaching strategies to meet the needs of their students.

Table 2. Extent of the level of job satisfaction in terms of working conditions, Interpersonal Relationships, School policies and Supervision

	MEAN	QD
A. Working Condition		
1. There is spacious and well-ventilated working space.	4.15	Moderate Satisfied
2. There is sufficient technical facilities (computer sets, office table etc.)	3.59	Moderate Satisfied
3. There are bulletin boards in different offices for memo and other updates.	3.98	Moderate Satisfied
4. The facilities are clean and up to date.	4.11	Moderate Satisfied
5. There is flexibility in scheduling the workload.	4.17	Moderate Satisfied
6. There is safe and stress-free working environment.	3.91	Moderate Satisfied
7. My work gives me a feeling of personal accomplishment.	4.20	Moderate Satisfied
Total Mean	4.01	
B. Interpersonal Relationship		
1. There is a sense of belongingness when working with a group.	4.26	Highly Satisfied
2. Cordiality of relationship with head or superior.	4.35	Highly Satisfied
3. Appreciation given by a superior & co-workers.	4.22	Highly Satisfied



4. Opportunities for honest and transparent communication.	4.24	Highly Satisfied
5. Opportunities for social interaction among employees.	4.13	Moderate Satisfied
6. Concern of superior and co-worker for well-being.	4.17	Moderate Satisfied
7. Harmonious relationship between the superior and rank in file employees.	4.17	Moderate Satisfied
Total Mean	4.22	
C. School Policies and Supervision		Highly Satisfied
1. The school employees' manual clearly defines the school policies.	4.22	Highly Satisfied
2. Policies are easy to understand.	4.26	Highly Satisfied
3. Teachers perceive the policies as fair.	4.22	Highly Satisfied
4. All persons in the practice follow the policies.	4.02	Moderate Satisfied
5. The teachers have easy access to the policies.	4.24	Highly Satisfied
6. Superiors possess leadership skills.	4.13	Moderate Satisfied
7. There is consistent, timely and fair method for evaluating individual performance.	4.22	Highly Satisfied
Total Mean	4.18	

Table 2 reveals the extent of the level of job satisfaction in terms of working conditions, Interpersonal Relationships, School policies and Supervision,

Working Condition. The table revealed that the respondents rated all seven (7) statements under working condition as “Moderate satisfied” they moderately believed that there is spacious and well-ventilated working space, sufficient technical facilities, bulletin boards in different offices for memo and other updates, facilities are clean and up-to-date, there is flexibility in scheduling the workload, safe and stress-free working environment, and their work gives a feeling of personal accomplishment with a mean rating of 4.01.

Interpersonal Relationship. The table also shows that the teachers rated “highly satisfied” on the four statements under interpersonal relationship wherein, the teachers are highly satisfied that there is a sense of belongingness when working with a group, there is cordiality of relationship with head or supervisor, appreciation is given by the superior and co-workers and there are opportunities for honest and transparent communications. Moreover, the respondents are “moderate satisfied” on the opportunities for social interaction among employees, concern of superior and co-workers for well-being and having a harmonious relationship between the superior and rank in file employees with a mean rating of 4.22.

School Policies and Supervision. The table disclosed that the respondents are “highly satisfied” on the statements that the school employees' manual clearly defines the school policies, policies are easy to understand, teachers perceived that the policies are fair, teachers have easy access to the policies, and there is a consistent, timely and fair method for evaluating individual performance. Meanwhile, the respondents also rated “Moderate satisfied” on the statement that all persons in the practice follow policies and superiors possess leadership skills



with a mean rating of 4.18.

Table 3. Teachers’ performance based on their latest Individual Performance Commitment and Review Form

Range	Adj. Rating	Frequency	Percentage
4.50 – 5.00	Outstanding	39	84.78
3.50 – 4.49	Very satisfactory	5	10.87
2.50 – 3.49	Satisfactory	2	4.35
TOTAL		46	100.00

Table 3 shows the teachers’ performance based on their Individual Performance Commitment and Review Form (IPCRF) latest Performance Rating. It can be gleaned from the table that there were 39 or 84.78 percent who rated themselves under “Outstanding”. Five (5) or 10.87 percent also rated themselves “Very Satisfactory” performance while 2 or 4.35 of the respondents have obtained a “Satisfactory” performance rating.

The Individual Performance Commitment and Review Form (IPCRF) serves as a crucial tool in evaluating and enhancing teacher performance, directly impacting the teaching, and learning process. This performance evaluation system is designed not only to assess teachers' effectiveness but also to set goals for professional development and improve educational outcomes. Teachers are not just evaluated; they are empowered to enhance their practice, contributing to the broader educational mission of preparing students for the challenges and opportunities of the future.

Table 4. Differences in the teachers’ job satisfaction in working condition, Interpersonal Relationship and School Policies and supervision when grouped according to their age.

	<i>F</i> _{0.05}	<i>Sig.</i>
Working Condition		
1. There is spacious and well-ventilated working space.	1.71 ^{ns}	0.15
2. There is sufficient technical facilities (computer sets, office table etc.)	1.42 ^{ns}	0.24
3. There are bulletin boards in different offices for memo and other updates.	2.11 ^{ns}	0.08
4. The facilities are clean and up to date.	1.35 ^{ns}	0.26
5. There is flexibility in scheduling the workload.	2.62 ^{ns}	0.04
6. There is safe and stress-free working environment.	1.22 ^{ns}	0.32
7. My work gives me a feeling of personal accomplishment.	1.45 ^{ns}	0.23
Interpersonal Relationship		

1. There is a sense of belongingness when working with a group.	1.01 ^{ns}	0.43
2. Cordiality of relationship with head or superior.	1.35 ^{ns}	0.27
3. Appreciation given by a superior & co-workers.	2.20 ^{ns}	0.07
4. Opportunities for honest and transparent communication.	1.73 ^{ns}	0.15
5. Opportunities for social interaction among employees.	2.20 ^{ns}	0.07
6. Concern of superior and co-worker for well-being.	3.46*	0.01
7. Harmonious relationship between the superior and rank in file employees.	3.24*	0.02
School Policies and Supervision		
1. The school employees' manual clearly defines the school policies.	3.39*	0.01
2. Policies are easy to understand.	3.14*	0.02
3. Teachers perceive the policies as fair.	3.62*	0.01
4. All persons in the practice follow the policies.	3.22*	0.02
5. The teachers have easy access to the policies.	3.84*	0.01
6. Superiors possess leadership skills.	2.47 ^{ns}	0.05
7. There is consistent, timely and fair method for evaluating individual performance.	3.41*	0.01

Table 4 displayed the differences in the teachers' Job satisfaction in Working Condition, Interpersonal Relationships and School Policies and Supervision when grouped according to their age.

The table exposed that there are significant differences in the teachers' job performance in Interpersonal Relationships specifically in "Concern of superior and co-worker for well-being." and "Harmonious relationship between the superior and rank in file employees." when they are grouped according to their age with a Since the f values 3.24 and 3.46 and a significant value of 0.02 and 0.01 are less than 0.05 level of significance which led to the rejection of the null hypothesis. It is also shown in the table that respondents under the age of 31-35 are highly satisfied in terms of Interpersonal Relationships with a mean of 5.00.

Interpersonal Relationship. The table also revealed that there are significant differences in teachers' job performance in School Policies and supervision specifically on "The school employees' manual clearly defines the school policies.", "Policies are easy to understand.", "Teachers perceive the policies as fair.", "All persons in the practice follow the policies.", "The teachers have easy access to the policies." and "There is a consistent, timely and fair method for evaluating individual performance." when they are grouped according to their age, since the f values 3.22-3.84 and a significant value of 0.01-0.02 are less than 0.05 level of significance which led to the rejection of the null hypothesis. The table also showed that

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respondents under 31-35 are highly satisfied in their School policies and supervision with a mean of 4.33-5.00.

Working Condition. The table revealed that regardless of the age of the respondents they believed that there is spacious and well-ventilated working space, sufficient technical facilities, bulletin boards in different offices for memo and other updates, facilities are clean and up-to-date, there is flexibility in scheduling the workload, safe and stress-free working environment, and their work gives a feeling of personal accomplishment based with the f-values from 1.22-1.71 and significant values from 0.04 to 0.32 which are greater than 0.05 level of significance, the null hypothesis was accepted. Therefore, there is no significant differences on job satisfaction on working conditions when they are grouped according to age. The table also revealed that the respondents under 31-35 years old is the most satisfied in terms of working condition with a mean of 5.00.

Age is a significant factor influencing the job satisfaction and performance of Social Studies teachers when categorized by age groups. Research has consistently shown that older teachers tend to exhibit higher levels of job satisfaction, leading to increased commitment and potentially better performance (Özkan & AKGENÇ, 2022). Studies have established a positive relationship between a teacher's age and job satisfaction, with findings indicating that job satisfaction tends to increase with age (Apaydin, 2011). Additionally, various factors such as age, relationships with colleagues, and participation in training programs have been identified as influencers of teachers' job satisfaction (Şentürken & Oğuz, 2020).

Table 5. Difference in the teachers' job Satisfaction in Working Condition, Interpersonal Relationship and School Policies and Supervision when grouped according to their Gender.

	<i>t_{0.05}</i>	<i>Sig.</i>
Working Condition		
1. There is spacious and well-ventilated working space.	-0.91 ^{ns}	0.37
2. There is sufficient technical facilities (computer sets, office table etc.)	0.04 ^{ns}	0.96
3. There are bulletin boards in different offices for memo and other updates.	-0.96 ^{ns}	0.34
4. The facilities are clean and up to date.	-1.00 ^{ns}	0.32
5. There is flexibility in scheduling the workload.	-0.74 ^{ns}	0.46
6. There is safe and stress-free working environment.	-0.18 ^{ns}	0.86
7. My work gives me a feeling of personal accomplishment.	-0.26 ^{ns}	0.80
Interpersonal Relationship		
1. There is a sense of belongingness when working with a group.	-0.28 ^{ns}	0.78
2. Cordiality of relationship with head or superior.	-1.07 ^{ns}	0.29
3. Appreciation given by a superior & co-workers.	-0.40 ^{ns}	0.69
4. Opportunities for honest and transparent communication.	-0.48 ^{ns}	0.64
5. Opportunities for social interaction among employees.	-0.28 ^{ns}	0.78
6. Concern of superior and co-worker for well-being.	-0.79 ^{ns}	0.44
7. Harmonious relationship between the superior and rank in file employees.	-0.72 ^{ns}	0.48
School Policies and Supervision		
1. The school employees' manual clearly defines the school policies.	-0.39 ^{ns}	0.70
2. Policies are easy to understand.	-0.92 ^{ns}	0.36



3. Teachers perceive the policies as fair.	-0.75 ^{ns}	0.46
4. All persons in the practice follow the policies.	0.19 ^{ns}	0.85
5. The teachers have easy access to the policies.	-0.54 ^{ns}	0.59
6. Superiors possess leadership skills.	0.01 ^{ns}	0.99
7. There is consistent, timely and fair method for evaluating individual performance.	-0.42 ^{ns}	0.68



Table 5 presents the differences in the teachers' job satisfaction in working conditions, Interpersonal Relationships, and School Policies when grouped according to their sex.

Working Condition. The table revealed that both male and female respondents believed that there is spacious and well-ventilated working space, sufficient technical facilities, bulletin boards in different offices for memo and other updates, facilities are clean and up-to-date, there is flexibility in scheduling the workload, safe and stress-free working environment and their work gives a feeling of personal accomplishment based from the t-values from 0.04--0.96 and a significant-values from 0.32 to 0.96 which are greater than 0.05 level of significance, the null hypothesis was accepted. It also shows that female teachers are Highly Satisfied on their Working conditions with a mean of 3.58-4.26.

Interpersonal Relationship. In terms of interpersonal relationships, it was found that the respondents have a sense of belongingness when working with a group, cordiality of relationship with the head or superior, there is appreciation given by the superior and co-workers, opportunities for honest and transparent communication, opportunities for social interaction among employees, concern of superior and co-workers for well-being and harmonious relationship between the superior and rank in file employees as shown in the t-values from 0.28 to 1.07 and significant-values from 0.29 to 0.78 which are greater than 0.05 level of significance, the null hypothesis was accepted. It also revealed that female teachers are Highly satisfied in their Interpersonal relationships with a mean of 4.16-4.29.

School Policies and Supervision. The table disclosed that the respondents agree that the school employees' manual clearly defines the school policies, policies are easy to understand, teachers perceived that the policies are fair, all persons in the practice follow the policies, teachers have easy access to the policies, superiors possess leadership skills and There is a consistent, timely and fair method for evaluating individual performance as shown in the t-values from 0.01 to 0.92 and significant-values from 0.36 to 0.99 which are greater than 0.05 level of significance, the null hypothesis was accepted. It also shows that female teachers are highly satisfied in School Policies and Supervision with a mean of 4.00-4.35.

When examining the job satisfaction and performance of Social Studies teachers grouped according to their gender, it is essential to consider various factors that can influence these aspects. Research has shown that job satisfaction among teachers is influenced by factors such as self-efficacy, job stress, workload, professional development exposure, and efficacy in teaching (Klassen & Chiu, 2010; Toropova et al., 2020; Peng & Guo, 2022). Female teachers, in particular, tend to have higher levels of job satisfaction (Toropova et al., 2020). Additionally, organizational commitment, achievement motivation, and organizational culture play significant roles in determining teacher job satisfaction (Hidayat et al., 2022; Supriyati et al., 2021).



Table 6. Differences in the teachers' job satisfaction in working condition, Interpersonal Relationship and School Policies when grouped according to their years in teaching.

	<i>F</i> _{0.05}	<i>Sig.</i>
Working Condition		
1. There is spacious and well-ventilated working space.	0.95 ^{ns}	0.46
2. There is sufficient technical facilities (computer sets, office table etc.)	1.35 ^{ns}	0.26
3. There are bulletin boards in different offices for memo and other updates.	0.75 ^{ns}	0.59
4. The facilities are clean and up to date.	0.60 ^{ns}	0.70
5. There is flexibility in scheduling the workload.	1.70 ^{ns}	0.16
6. There is safe and stress-free working environment.	0.63 ^{ns}	0.68
7. My work gives me a feeling of personal accomplishment.	1.18 ^{ns}	0.34
Interpersonal Relationship		
1. There is a sense of belongingness when working with a group.	0.76 ^{ns}	0.58
2. Cordiality of relationship with head or superior.	0.54 ^{ns}	0.74
3. Appreciation given by a superior & co-workers.	1.08 ^{ns}	0.39
4. Opportunities for honest and transparent communication.	0.48 ^{ns}	0.79
5. Opportunities for social interaction among employees.	0.56 ^{ns}	0.73
6. Concern of superior and co-worker for well-being.	0.86 ^{ns}	0.51
7. Harmonious relationship between the superior and rank in file employees.	1.02 ^{ns}	0.42
School Policies and Supervision		
1. The school employees' manual clearly defines the school policies.	1.68 ^{ns}	0.16
2. Policies are easy to understand.	1.09 ^{ns}	0.38
3. Teachers perceive the policies as fair.	1.56 ^{ns}	0.19
4. All persons in the practice follow the policies.	0.88 ^{ns}	0.50
5. The teachers have easy access to the policies.	1.21 ^{ns}	0.32
6. Superiors possess leadership skills.	0.88 ^{ns}	0.50
7. There is consistent, timely and fair method for evaluating individual performance.	1.59 ^{ns}	0.19

ns – not significant



Table 6 reveals the differences in the teachers' job satisfaction in working condition, Interpersonal Relationship, School Policies and when they are grouped according to their number of years in teaching.

Working Condition. The table revealed that regardless of the number of years in teaching the respondents believe that there is spacious and well-ventilated working space, sufficient technical facilities, bulletin boards in different offices for memo and other updates, facilities are clean and up-to-date, there is flexibility in scheduling the workload, safe and stress-free working environment and their work gives a feeling of personal accomplishment based from the f-values from 0.60-1.70 and significant-values from 0.16 to 0.70 which are greater than 0.05 level of significance, the null hypothesis was accepted. Therefore, there is no significant differences on the job satisfaction on working condition when they are grouped according to their number of years in teaching.

Interpersonal Relationship. In terms of personal relationship, it was found out that the respondents agree that there is a sense of belongingness when working with a group, cordiality of relationship with head or superior, there is appreciation given by the superior and co-workers, opportunities for honest and transparent communication, opportunities for social interaction among employees, concern of superior and co-workers for well-being and harmonious relationship between the superior and rank in file employees as reflected in the f-values from 0.60 to 1.70 and significant-values from 0.16 to 0.70 which are greater than 0.05 level of significance, the null hypothesis was accepted. Therefore, there is no significant differences on the job satisfaction on interpersonal relationship when they are grouped according to their number of years in teaching.

School Policies and Supervision. The table disclosed that the respondents agree that the school employees' manual clearly defines the school policies, policies are easy to understand, teachers perceived that the policies are fair, all persons in the practice follow the policies, teachers have easy access to the policies, superiors possess leadership skills and There is consistent, timely and fair method for evaluating individual performance as shown in \ the f-values from 0.88 to 1.68 and significant-values from 0.16 to 0.50 which are greater than 0.05 level of significance, the null hypothesis was accepted. Therefore, there are no significant differences on job satisfaction on school policies and supervision when they are grouped according to their number of years in teaching.

Conclusions

Based on the summary of findings, the following are concluded:



1. Majority of the respondents are 26-30 years old, females, who are in the teaching profession for 3-4 years.
2. The Teacher respondents rated all seven areas under working condition as “Moderate satisfied”. However, some statement indicators under Interpersonal relationship and School Policies and Supervision were rated “Highly satisfied by the respondents.
3. The level of performance of the Teachers based on their Individual Performance Commitment and Review Form (IPCRF) is “Outstanding”.
4. The teachers age profile and length of service has a significant difference in terms of Teachers’ job satisfaction as to school policies and supervision.

There is no significant difference in the teachers’ job satisfaction in terms of working conditions, interpersonal relationships, school policies and supervision, when they are grouped according to their gender and length of service.

Recommendations

In the light of the findings and conclusions, the researcher recommends the following:

1. Schools may create a supportive working environments where teachers feel valued, respected, and empowered. This can be achieved through transparent communication, opportunities for professional development, and a culture of collaboration.
3. Ensure that school leaders provide consistent, constructive feedback and support. Leadership training programs for administrators can enhance their ability to guide and motivate teachers effectively.
4. Teachers may encourage to practice and follow the school policies for supervision and to practice responsibility and advancement
5. Continuously assess and improve working conditions, including classroom resources, workload management, and physical work environment. Solicit teacher feedback regularly to identify areas for improvement.
6. Teachers should maintain their best practices and find other ways to improve their working condition and interpersonal relationship.
7. Future researchers may replicate this study and add more variables or factors that may influence teachers and students’ performance.



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