

# Enhancing Education: Examining The Relationship Between Teachers' Job Satisfaction and Teaching Performance

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## Abstract

Job satisfaction refers to an individual's feelings about their job which can be seen in an employee's attitude towards their job and all aspects of the work environment. This study aimed to examine and explore the relationships between teachers' job satisfaction and their teaching performance to enhance education. The descriptive-correlational method was used. Ninety-five (95) respondents answered the survey questionnaire regarding their job satisfaction. The teachers' performance was based on their IPCRF ratings for the school year 2022-2033. Results revealed that teachers' job satisfaction was satisfactory and teaching performance was outstanding. There was a significant relationship when respondents were taken as a whole in terms of sex and civil status and their teaching performance, thus, the rejection of the hypotheses. Through comprehensive study and analysis, it is evident that job satisfaction among educators has a direct bearing on teaching effectiveness, student engagement, and overall educational outcomes. Thus, fostering a positive work environment and dealing with factors contributing to job satisfaction may lead to Enhanced Education Activities and ultimately improve the quality of education provided.

**Keywords:** Teachers' Job Satisfaction, Teaching Performance, Enhancing Education

## Introduction

In the realm of education, the connection between job satisfaction and teaching performance has obtained significant attention. Teachers play a pivotal role in shaping the future through their dedication to imparting knowledge and nurturing young minds. However, the effectiveness of their teaching endeavors is intricately intertwined with their level of job satisfaction.

According to Lopes and Oliviera (2020), a teacher's level of job satisfaction is crucial as it affects not only their effectiveness but also the whole educational system including the students and the school environment. Employers should realize that employees who are happier and more satisfied tend to be motivated and productive at work. Notably, a higher level of job satisfaction increased teacher enthusiasm, self-efficacy, and motivation, which are the key factors influencing teachers' emotional, psychological, and motivational outcomes as well as their overall well-being and instructional behavior. Considering the important role that motivation plays in enhancing teachers' performance, teaching effectiveness and instructional performance are considered to be interconnected to teachers' job satisfaction (Burić & Moè, 2020).

The purpose of this study was to examine the relationship between teachers' job satisfaction and teaching

performance. The researcher would like to discover ideas that can improve teachers' job satisfaction and performance which can lead to better educational outcomes. Relevant literature and accurate research methodologies were reviewed and used to examine factors that play within the educational environment. Research has shown a connection between job satisfaction and teaching performance. Teachers who are satisfied in their jobs bring excitement and dedication to class, more engaged and productive while dissatisfied teachers are unmotivated burnout and less productive which leads to reduce the quality of instruction.

From a global perspective, job satisfaction in many countries may incorporate several observations regarding job satisfaction and teaching performance. In some countries, educator's job satisfaction may be affected by factors like salary, working conditions, professional development opportunities, and recognition. It is also affected by cultural attitudes towards work. Teaching performance on a global scale is viewed on factors such as educational systems, cultural values, and resources also impacted by the global internalization assessment like the Program for International Student Assessment (PISA).

In the Philippines, the perspectives on job satisfaction vary depending on factors like industry, economic conditions, and cultural values. At the same time, the perspective on teaching performance is often based on factors like student achievement, curriculum alignment, and teachers' qualifications. Policies are also implemented for educational practices including teachers' evaluation, professional development opportunities, and resources.

Although enhanced education programs and activities have been developed and implemented, there is still a gap that could be a valuable area to be explored which focuses on the role of teachers' well-being within education activities.

The study of job satisfaction and teaching performance is relevant since it greatly helps teachers understand whether they are satisfied with their jobs and how they perform their duties and responsibilities. This gives ideas to educational institutions to maintain and improve teachers' retention, students' learning outcomes, and productivity which benefit both educators and students.

This study focused on both job satisfaction and teaching performance which made it different from other studies. In addition, it also focused on the motivating factors of teachers' job satisfaction and suggested activities that could further enhance teaching performance and provide quality education. Thus, the researcher was motivated to undertake this study.

## Literature Review

### JOB SATISFACTION

Job satisfaction has been defined in various ways and has been explored over the years. Job satisfaction refers to individuals' emotions and perceptions about the nature of their work. Job satisfaction plays a crucial role in fostering and enhancing employee's overall commitment and productivity, particularly in the context of school organization.

According to Ekhsan (2019), Job satisfaction reflects an individual's feelings about their job, which can be seen in an employee's attitude towards their job and all aspects of the work environment. Based on the description, it can be concluded that the key component of job satisfaction is the employees' overall perspective toward their work and performance. Employee job satisfaction is one of the most important and complex concepts that serve as the basis for management strategies designed to raise and improve an organization's productivity and effectiveness (Arenque, 2021).

According to Wolniak and Olkiewicz (2019), it is important to keep in mind that job satisfaction influences employee's workplace security. Satisfied employees feel better in the organization, perform better at work, and most importantly, increase job security and a sense of well-being. Consequently, job satisfaction is an important element for maintaining a secure and productive workplace.

Several factors that influence job satisfaction were examined in the study of Sahito and Vaisanen (2019), most of these factors were applicable in the context of the current study and warned against others that lead to dissatisfaction. Several factors were identified that can contribute to or hinder teachers' job satisfaction, including an autocratic management style, mistrust, a non-transparent system, a work-life imbalance, an ineffective teaching/learning environment, and a lack of resources. Opportunities for promotion, fair compensation, community support, teacher empowerment, and positive relations were suggested to foster job satisfaction.

Dziuba et al., (2020) claimed that job satisfaction significantly influences employee performance. Happy and satisfied employees are more engaged and dedicated to work, perform their duties better, become more responsible, demonstrate care for others and themselves, and feel part of the organization. In contrast, dissatisfied employees lack motivation and perceive no future in the company, no opportunities for advancement, pay insufficient attention, perform tasks poorly, and are more likely to seek a new job. All these lead to poor work performance.

Toropova et al., (2020) investigated the connection between teachers' job satisfaction, school working conditions, and teachers' characteristics for eighth-grade mathematics teachers. The findings indicated a significant relationship between teachers' job satisfaction and school working conditions. Teachers' workload, collaboration, and perceptions of student discipline in school were some of the factors most closely related to teachers' job satisfaction. Additionally, female teachers who received more professional development were identified as more efficient and demonstrated higher levels of job satisfaction. Furthermore, male teachers' job satisfaction was significantly correlated with their level of cooperation with their students. In contrast, teachers with lower self-efficacy beliefs reported that student behavior was more essential to their job satisfaction. Every organization must adopt various techniques and methods to achieve high performance and maintain employees' motivation and satisfaction (Inayat & Khan, 2021).

Rinny et al., (2020) conducted a study and examined the influence of compensation, job promotions, and job satisfaction on the performance of Mercu Buana University's teaching staff. Results revealed that compensation, job promotions, and job satisfaction simultaneously had a significant impact on employees' performance. Thus, emphasizing and paying attention to the factors that represent the independent variables will lead to optimal results for performance improvement.

Additionally, Demir-Yıldız, (2023) indicated that the major factor that significantly influences job satisfaction is the salary. Providing teachers support both financially and non-financially, professional development and advancement are beneficial to improve their job satisfaction and teaching performance. In the study conducted by Ortan et al., (2021), revealed that self-efficacy, promotion, positive student behavior, and working conditions greatly affect job satisfaction. These factors influence job satisfaction and well-being in the teaching profession because they foster a supportive and positive work environment that encourages greater involvement from teachers, students, and parents as well. A productive workplace increases job satisfaction, teachers' well-being, and retention. Thus, minimizes attrition, emotional exhaustion, burnout, and teacher turnover.

Wang et al., (2019) identified the three major factors that influence job satisfaction, these were related to

students, schools, and teachers. Among these three, school-related factors have the highest impact, while student-related factors contribute the least. More precisely, low achievers, behavioral issues, classroom discipline climate, school location, school autonomy for instruction, experience, teacher self-efficacy, teacher-student relationship, teacher cooperation, and successful professional development were some of the major predictors.

## TEACHING PERFORMANCE

Teaching performance is one of the most significant factors that influence work productivity. A teacher who performs excellently is more productive at work. In contrast, if a teacher performs poorly is likely to be less productive at work (Haryaka & Sjamsir, 2021).

According to relations theory, teachers perform their job well and work harder when they are satisfied with their job and their working environment. From the previous definitions, it is evident that the job satisfaction of teachers has a substantial relationship with teachers' teaching performance and organizational productivity. Thus, the intrinsic motivational factors of the job have a deep impact on teaching performance.

Teachers who work effectively and efficiently are the teachers who are highly in demand in most schools. These are the teachers who are satisfied and motivated to do their work to maximize productivity and attain school goals. According to Ertürk, (2022), to improve teachers' performance, schools must establish a positive working environment for teachers to create a positive impact on their job satisfaction. Teachers who believe that their work is of high quality are unlikely to leave their school and have minimal intention of changing. Therefore, the quality of teachers' work is extremely important in various ways.

Taiwo et al., (2019) investigated the relationship between teachers' performance and found that teachers' level of job satisfaction was significantly low. Given these results, it was recommended that the government should ensure good salaries, training opportunities, harmonious working relationships, and a good working environment to enhance teachers' performance and job satisfaction.

Mokhtar et al., (2021) found that teachers' self-efficacy in Malaysian primary schools played a mediating role in the relationship between teachers' commitment and teachers' job satisfaction. The results showed that self-efficacy had a substantial and direct relationship between teachers' commitment and job satisfaction. In other words, when self-efficacy is high, teachers' commitment is increased, and their job satisfaction is positively impacted.

Similarly, Lumanug II & Dimla, (2021) explored the moderating role of job satisfaction in the relationship between teachers' efficacy and school performance. Based on the findings, teachers demonstrated a high level of self-efficacy performed better, and were consistent in completing their tasks. Additionally, teachers' self-efficacy as influenced by job satisfaction had a direct impact on their performance. Therefore, teachers' self-efficacy had a positive correlation with their performance. It was recommended to implement job satisfaction programs so that teachers receive adequate attention based on their extrinsic needs in addition to strong moral and motivational support.

According to the study of Bhat and Arumugam, (2020), female teachers significantly perform more effectively than male teachers. This may be due to different factors including higher levels of emotional connection with students, commitment, and sincerity. Additionally, teachers with higher levels of job satisfaction were found to be more effective than those with lower levels of job satisfaction. As a result, all parties involved must collaborate to improve teachers' job satisfaction and enhance educational quality.

In the study conducted by Sirait et al., (2022), teacher's job satisfaction is determined by leadership style, work motivation, and organizational culture. Performance is positively and significantly influenced by leadership style while work motivation and organizational culture have no significant impact on teacher performance.

Furthermore, as claimed by Bertus et al., (2023), the performance of the teachers is the crucial key to school success, and organizational culture plays an important role in improving teachers' performance in all areas of school operations. They also highlighted that job satisfaction is a factor that motivates teachers. Additionally, it was determined that job satisfaction had no significant effect on teachers' performance, but organizational culture significantly influences teacher performance.

### **Theoretical Framework**

This study was anchored on Frederick Herzberg's Two Factor Theory which was deeply grounded on need fulfillment due to the proponent's interest in how to best satisfy his employees.

More than four decades back, Herzberg (1959) was intrigued by the question of what people want from their jobs. He surveyed 200 accountants and engineers from Pittsburg applying the critical incident technique. They were asked to describe the events which made them feel good or bad about their jobs.

Frederick Herzberg's two-factor theory proposes that job satisfaction and dissatisfaction are influenced by two separate sets of factors, the motivators (satisfiers) and hygiene factors (dissatisfiers). Motivators include aspects of the job that lead to satisfaction such as achievement, recognition, responsibility, and growth opportunities. Hygiene factors are aspects of the work environment that, if lacking, can cause dissatisfaction, such as pay, working conditions, company policies, and interpersonal relationships. According to Herzberg, to truly motivate employees, organizations must concentrate on enhancing motivators and improving hygiene factors to prevent dissatisfaction.

Frederick Herzberg's Theory was beneficial and relevant in the study of job satisfaction and teaching performance because it highlighted the factors that lead to satisfaction in the workplace. It can also help educators and administrators identify areas for improvement and create an environment that fosters both job satisfaction and teaching performance.

### **Methodology**

This study utilized a descriptive-correlational research design to determine the relationship between teachers' job satisfaction and teaching performance.

A descriptive correlational design is a research method used to answer the question of how things are related. It is a type of quantitative research design that describes and examines the variables and measures the extent of the relationships that occur between and among variables without manipulating them (Miksza et al, 2023). This method involves summarizing and describing the characteristics of a data set using measures such as mean, median, mode, standard deviation, Pearson Product Moment Coefficient Correlation Coefficient, etc. without making inferences about the population.

With this descriptive-correlational research design, the researcher was interested in identifying and describing the level of teachers' job satisfaction in Cluster 5, District 3 when taken as a whole in terms of sex and civil status and their correlation to teaching performance.

### **Research Instrument**

The researcher adopted a standardized teacher job satisfaction questionnaire which was utilized in the

Teachers’ Job Satisfaction Survey in international research conducted by Fredy Wilson Ngimbudzi (2009) in his research entitled “Job Satisfaction Among Secondary School Teachers In Tanzania : The Case of Njombe District”. However, the researcher only chose twenty (20) items from the questionnaire out of 36 items to fit in the present study.

To gather data on the level of teachers’ job satisfaction, five (5) options were provided as follows: Strongly Agree (Very Satisfied), Agree (Satisfied), Uncertain (Uncertain), Disagree (Dissatisfied), Strongly Disagree (Very Dissatisfied)

The data on the teaching performance of the teachers were based on their ratings from the Individual Performance Commitment and Review Form (IPCRF) last school year 2022-2023.

In determining the performance of the teachers, the following continuum was used.

Scale	Range	Adjectival Rating
5	4.500-5.000	Outstanding
4	3.500-4.499	Very Satisfactory
3	2.500-3.499	Satisfactory
2	1.500-2.499	Unsatisfactory
1	below 1.499	Poor

### Results and Discussion

This section presents the results, analysis, and interpretation of data gathered from the questionnaires and documents in connection to the specific problems and hypotheses of this investigation.

**Table 1 Summary Table on the Level of Teachers’ Job Satisfaction When Taken as a Whole in Terms of Sex**

Indicators	Strongly Agree (5)		Agree (4)		Uncertain (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		W`X	I
	F	%	F	%	F	%	F	%	F	%	f	%		
1. Teaching is an interesting job for me.	47	49.47	33	34.74	12	12.63	0	0	3	3.16	95	100	4.27	VS
2. I feel satisfied with my professional ability to do my job.	35	36.84	44	46.32	8	8.42	3	3.16	5	5.26	95	100	4.06	S
3. I am satisfied with the autonomy I have in making decisions in my daily tasks.	39	41.05	34	35.79	10	10.53	12	12.63	0	0	95	100	4.05	S
4. I already feel compensated when my pupils learn.	38	40	33	34.74	14	14.74	8	8.42	2	2.11	95	100	4.02	S
5. I feel comfortable with my present level of responsibility in my job.	39	41.05	33	34.74	12	12.63	10	10.53	1	1.05	95	100	4.04	S

6. I am satisfied with the opportunities for workshops organized within and outside the school.	37	38.95	34	35.79	10	10.53	11	11.58	3	3.16	95	100	3.96	S
7. I am satisfied with the in-service training opportunities available for me as a teacher	36	37.89	33	34.74	11	11.58	10	10.53	5	5.26	95	100	3.89	S
8. I feel comfortable with the rewards I get for doing a good job in the school.	38	40	33	34.74	15	15.79	7	7.37	2	2.11	95	100	4.03	S
9. I am satisfied with the contributions I make to the school.	38	40	31	32.63	26	27.37	0	0	0	0	95	100	4.13	S
10. I am happy with the appreciation I get from employers for the contribution I make to the school.	33	34.74	44	46.32	15	15.79	2	2.11	1	1.05	95	100	4.12	S
11. I am not intending to look for another well-paying teaching job in another school.	36	37.89	22	23.16	22	23.16	11	11.58	4	4.21	95	100	3.79	S
12. I am comfortable with the promotion opportunities available to me as a teacher.	26	27.37	36	37.89	24	25.26	9	9.47	0	0	95	100	3.83	S
13. I would not like to transfer to another school	26	27.37	34	35.79	31	32.63	3	3.16	1	1.05	95	100	3.85	S
14. I feel satisfied with the opportunities for training and professional development available.	33	34.74	20	21.05	31	32.63	7	7.37	4	4.21	95	100	3.75	S
15. I am not intending to change my profession	40	42.11	30	31.58	16	16.84	5	5.26	4	4.21	95	100	4.02	S
16. Teaching provides me the opportunity to use all my skills.	38	40	34	35.79	22	23.16	1	1.05	0	0	95	100	4.15	S

17. Teaching is a challenging job for me.	42	44.21	22	23.16	20	21.05	5	5.26	6	6.32	95	100	3.94	S
18. I am satisfied with opportunities to attend seminars within and outside the school	38	40	22	23.16	15	15.79	11	11.58	9	9.47	95	100	3.73	S
19. My workload is manageable and reasonable.	38	40	21	22.11	16	16.84	11	11.58	9	9.47	95	100	3.72	S
20. I am happy with the cooperation I receive from my workmates.	42	44.21	23	24.21	8	8.42	16	16.84	6	6.32	95	100	3.83	S
<b>Total/General W`X</b>	<b>739</b>	<b>38.89</b>	<b>616</b>	<b>32.42</b>	<b>338</b>	<b>17.79</b>	<b>142</b>	<b>7.47</b>	<b>65</b>	<b>3.42</b>	<b>1900</b>	<b>100</b>	<b>3.96</b>	<b>S</b>

The survey findings in Table 1 indicated that all participants generally held favorable views regarding their perceptions in all aspects of job satisfaction as proven by the weighted mean scores consistently exceeding 3.39. Notably, the highest weighted mean score of 4.27 emphasized that all participants of both sexes felt very satisfied and had significantly strengthened their love for teaching. Whereas the lowest weighted mean score of 3.72 indicated that participants of both sexes had the lowest level of job satisfaction with the workload given to them.

In summary, the level of teachers’ job satisfaction when taken as a whole in terms of sex obtained a weighted mean score of 3.96, interpreted as satisfactory. As cited by Bhat and Arumugam (2020), teachers with higher levels of job satisfaction were found to be more effective than those with lower levels of satisfaction. Consequently, teachers’ job satisfaction had a significant relationship with school working conditions, teachers’ workload, teachers’ collaboration, and students' discipline (Toropova et al., 2021).

**Table 2 Summary Table on the Level of Teachers Job Satisfaction When Taken as a Whole in Terms of Civil Status**

Indicators	Strongly Agree (5)		Agree (4)		Uncertain (3)		Disagree (2)		Strongly Disagree (1)		TOTAL		W`X	I
	F	%	F	%	f	%	F	%	F	%	f	%		
1. Teaching is an interesting job for me.	64	67.37	8	8.42	5	5.26	8	8.42	10	10.53	95	100	4.14	S
2. I feel satisfied with my professional ability to do my job.	57	60.00	9	9.47	9	9.47	5	5.26	15	15.79	95	100	3.93	S
3. I am satisfied with the autonomy I have in making decisions in my daily tasks.	62	65.26	7	7.37	11	11.58	6	6.32	9	9.47	95	100	4.13	S



4.I already feel compensated when my pupils learn.	58	61.05	12	12.63	7	7.37	7	7.37	11	11.58	95	100	<b>4.04</b>	<b>S</b>
5.I feel comfortable with my present level of responsibility in my job.	46	48.42	10	10.53	19	20.00	8	8.42	12	12.63	95	100	<b>3.74</b>	<b>S</b>
6.I am satisfied with the opportunities for workshops organized within and outside the school.	48	50.53	7	7.37	13	13.68	14	14.74	13	13.68	95	100	<b>3.66</b>	<b>S</b>
7.I am satisfied with the in-service training opportunities available for me as a teacher	58	61.05	11	11.58	6	6.32	7	7.37	13	13.68	95	100	<b>3.99</b>	<b>S</b>
8.I feel comfortable with the rewards I get for doing a good job in the school.	41	43.16	8	8.42	7	7.37	33	34.74	6	6.32	95	100	<b>3.47</b>	<b>S</b>
9.I am satisfied with the contributions I make to the school.	45	47.37	13	13.68	8	8.42	7	7.37	22	23.16	95	100	<b>3.55</b>	<b>S</b>
10.I am happy with the appreciation I get from employers for the contribution I make to the school.	44	46.32	14	14.74	15	15.79	20	21.05	2	2.11	95	100	<b>3.82</b>	<b>S</b>
11.I am not intending to look for another well-paying teaching job in another school.	44	46.32	7	7.37	7	7.37	30	31.58	7	7.37	95	100	<b>3.54</b>	<b>S</b>
12.I am comfortable with the promotion opportunities available to me as a teacher.	63	66.32	11	11.58	4	4.21	4	4.21	13	13.68	95	100	<b>4.13</b>	<b>S</b>
13.I would not like to transfer to another school	61	64.21	13	13.68	7	7.37	12	0.00	2	2.11	95	100	<b>4.25</b>	<b>VS</b>
14.I feel satisfied with the opportunities for training and professional development available.	57	60.00	14	14.74	4	4.21	14	14.74	6	6.32	95	100	<b>4.07</b>	<b>S</b>

15. I am not intending to change my profession	47	49.47	15	15.79	20	21.05	8	8.42	5	5.26	9 5	100	<b>3.96</b>	S
16. Teaching provides me the opportunity to use all my skills.	54	56.84	13	13.68	16	16.84	6	6.32	6	6.32	9 5	100	<b>4.08</b>	S
17. Teaching is a challenging job for me.	64	67.37	10	10.53	4	4.21	6	6.32	11	11.58	9 5	100	<b>4.16</b>	S
18. I am satisfied with opportunities to attend seminars within and outside the school	57	60.00	11	11.58	10	10.53	2	2.11	15	15.79	9 5	100	<b>3.98</b>	S
19. My workload is manageable and reasonable.	54	56.84	15	15.79	4	4.21	9	9.47	13	13.68	9 5	100	<b>3.93</b>	S
20. I am happy with the cooperation I receive from my workmates.	60	63.16	11	11.58	12	12.63	4	4.21	8	8.42	9 5	100	<b>4.17</b>	S
<b>Total/General W <math>\bar{X}</math></b>	<b>1084</b>	<b>57.05</b>	<b>219</b>	<b>11.53</b>	<b>188</b>	<b>9.89</b>	<b>210</b>	<b>10.42</b>	<b>199</b>	<b>10.47</b>	<b>1900</b>	<b>100</b>	<b>3.94</b>	<b>S</b>

Table 2 revealed the survey findings that all teacher participants generally held favorable views regarding their perceptions in all aspects of job satisfaction with the weighted mean scores consistently exceeding 3.39. Notably, the highest weighted mean score of 4.26 emphasized the belief that they would not transfer to another school. The lowest weighted mean score of 3.47 showed an average level of job satisfaction. In summary, the level of teachers’ job satisfaction when taken as a whole in terms of civil status obtained an overall weighted mean score of 3.94, interpreted as satisfactory. As a result, all participants regardless of their civil status were influenced and affected by their intrinsic motivational factors. According to Wolniak and Olkiewicz (2019), a secure and productive workplace increases job satisfaction. Satisfied employees feel better in the organization, perform better at work, and most importantly, increase job security and a sense of well-being. Additionally, fair compensation, opportunities for promotion, and teacher empowerment foster job satisfaction (Sahito and Vaisanen, 2019).

**Table 3 Level of Teachers’ Teaching Performance of Cluster 5, District 3**

Scale	Hypothetical Range	F	%	W $\bar{X}$	I
5	4.500-5.000	69	72.63	4.73	Outstanding (0)
4	3.500-4.499	26	27.37		
3	2.500-3.4999	0	0		
2	1.500-2.499	0	0		
1	below 1.499	0	0		

The survey findings in Table 3 revealed that the participants generally obtained an “outstanding” performance and garnered an overall weighted mean of 4.73. The result indicated that most of the teachers were achieving greatly and were performing their duties very well.

**Table 4 Results of Test on Relationship Between Teachers’ Job Satisfaction When Taken as a Whole in Terms of Sex and Their Teaching Performance**

Aspect of the Level of the Teachers	Computed r	I	T Value		Decision Rule	Remarks
			Computed Value	Tabular Value		
Results on the Significant Relationship Between Teachers' Job Satisfaction When Taken as a Whole in Terms of Sex and Their Teaching Performance during the school year 2022-2023	0.88	High Correlation	8.53	1.960	Reject HO <sub>1</sub>	Significant

As shown in Table 4, the relationship between teachers’ job satisfaction when taken as a whole in terms of sex and their teaching performance pointed out that the computed r of 0.88 means that there was a high correlation.

The data showed that there was a significant relationship that existed between teachers’ job satisfaction when taken as a whole in terms of sex and their teaching performance. This was proven by the Z-test result computed value of 8.53 which was greater than the tabular value of 1.960, hence the rejection of the hypothesis. This further indicates a significant relationship between the two variables.

**Table 5 Relationship Between Teachers’ job Satisfaction When Taken As a Whole in Terms of Civil Status and their Teaching Performance**

Aspect of the Level of the Teachers	Computed r	I	T Value		Decision Rule	Remarks
			Computed Value	Tabular Value		
Results on the Significant Relationship Between Teachers' Job Satisfaction When Taken as a Whole in	0.94	Very High Correlation	9.11	1.960	Reject HO <sub>2</sub>	Significant

Terms of Civil Status and Their Teaching Performance during the school year 2022-2023					
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As presented in Table 5, the relationship between teachers’ job satisfaction when taken as a whole in terms of civil status and their teaching performance displayed a computed  $r$  of 0.94 which means that there was a very high correlation.

The data showed that there was a significant relationship that existed between teachers’ job satisfaction when taken as a whole in terms of civil status and their teaching performance. This was proven by the Z-test result computed value of 9.11 was greater than the tabular value of 1.960, hence the rejection of the hypothesis.

**Conclusion**

In conclusion, this study shed light on how to enhance education by examining the relationship between teachers’ job satisfaction and their teaching performance of Cluster 5, District 3 in the Division of San Carlos City during the school year 2022-2023. The study explained the different aspects of how teachers perceived their job satisfaction through analysis using descriptive-correlational methodology. The attitude towards work, administrators’ support, socio-economic status, family structure, and sex had contributed a great impact on teaching performance as seen in the research findings.

Finally, a strong connection between teachers’ job satisfaction and teaching performance has been found. The findings of the study had significance for educational enhancement in institutions and colleges to improve the academic performance of the students.

**Recommendation**

Based on the conclusion drawn from the findings of this study, recommendations may be offered to enhance education.

**A. School Administrators**

School administrators may exercise sound decisions in choosing the leadership styles that best fit the kind of teachers or team they are handling or leading. They may collaborate with their teachers in crafting school-based enhancement activities to further improve teaching performance. They may create frequent feedback, consultation, and communication among teachers to resolve problems by exchanging ideas that benefit the whole school community. They may encourage teachers to continuous professional development to keep them abreast of the educational initiatives, especially on teaching techniques, strategies, and procedures to enhance pupils’ learning. Strong administrators, teachers, and parents’ relationships may be strengthened so that they will work hand in hand for pupils’ progress. Encourage teamwork, share best practices, and facilitate mentoring programs to foster a collaborative and supportive culture among teachers. Create professional learning communities that allow educators to collaborate, reflect on their practice, and learn from one another. School Administrators may monitor and manage

teacher workload, ensuring that expectations are reasonable and manageable to avoid burnout and promote work-life balance.

### B. Teachers

Teachers may create a wellness program for the students considering their socio-emotional development, mental health, and character building. This helps in motivating the learning environment.

Teachers may find ways and means to enhance and integrate technology in classrooms to improve students' academic performance and learning outcomes.

### C. Stakeholders

Involve stakeholders in the educational process by getting their plans, ideas, and support. Their participation is essential in accomplishing school goals.

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