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Job Satisfaction and Performance of Teacher-In-Charge in Garchitorena District

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Abstract
This study examined the level of job satisfaction and job performance of Teachers-in-Charge (TICs) in Garchitorena District, Schools Division of Camarines Sur, during School Year 2024–2025. Anchored on Herzberg's Two-Factor Theory, the Theory of Performance, Discrepancy Theory of Satisfaction, and Attribution Theory, the study aimed to: (1) describe the demographic profile of TICs; (2) determine their level of job satisfaction across five dimensions; (3) assess their job performance across five leadership domains; and (4) analyze the relationship and degree of influence between job satisfaction and job performance. Using a descriptive–associational–correlational research design, data were gathered from the total enumeration of eleven (11) TICs through validated questionnaires. Results revealed that TICs were Very Highly Satisfied overall, particularly in management policy and career development, while job performance was generally Very Satisfactory, with the strongest performance in managing school operations and resources. Statistical analysis showed a weak but significant relationship between job satisfaction and job performance, and a very low degree of influence, indicating that TIC performance is driven more by contextual and role demands than by satisfaction alone. The study concludes that while TICs sustain high performance despite challenging conditions, targeted organizational support is necessary to strengthen leadership development and well-being.

Keywords: Teachers-in-Charge; job satisfaction; job performance; school leadership; Garchitorena District (Pakisuway po ini mam na document.)

Introduction

School leadership plays a critical role in ensuring effective school operations, instructional quality, and community engagement. In many public schools, particularly those in geographically isolated and disadvantaged areas, Teachers-in-Charge (TICs) assume the responsibilities of school heads despite limited authority, compensation, and formal leadership preparation. These realities place TICs in complex professional roles that require balancing teaching, administration, and community relations.

Globally, research indicates that job satisfaction and job performance among teacher-leaders influence organizational efficiency, teacher morale, and school outcomes. However, evidence also shows that leadership performance is often shaped more strongly by institutional expectations and contextual constraints than by personal attitudes alone. In response, international frameworks such as the United Nations Sustainable Development Goal 4 emphasize the need for empowered and supported school leadership to promote inclusive and quality education.

In the Philippine context, the decentralized education system relies heavily on TICs to sustain school leadership, especially in rural and island schools. Despite policy mandates promoting leadership development, TICs continue to face heavy workloads, limited incentives, and restricted access to professional growth opportunities. These conditions raise important questions about how job satisfaction relates to performance among TICs and what forms of support are necessary to sustain their effectiveness. This study addresses these concerns by investigating the job satisfaction and job performance of Teachers-in-Charge in Garchitorena District. By examining demographic factors, leadership performance domains, and the relationship between satisfaction and performance, the study aims to generate evidence-based insights that can inform leadership support and policy development for school leaders in challenging contexts.

Research Objectives: (Insert here po)

Job Satisfaction of Teacher-In-Charge

Job satisfaction is the overall level of contentment and positive emotional response employees experience toward their work, extending beyond daily tasks to include satisfaction with leadership, coworkers, organizational policies, work conditions, and the job's impact on personal and family life. It is a multidimensional construct encompassing behavioral, cognitive, and affective components, and is commonly distinguished into intrinsic satisfaction—derived from the nature of the work itself, responsibilities, autonomy, and achievement—and extrinsic satisfaction, which stems from external conditions such as compensation, supervision, workplace environment, benefits, and organizational culture (BasuMallick, 2021; Herrity, 2022). Research consistently shows that job satisfaction is closely linked to life quality, social relationships, perceived health, employee retention, absenteeism, and performance, highlighting its complexity and broad implications for both individuals and organizations (Tchounwou, 2022; Dacanay et al., 2023). Organizational culture and work-life balance have emerged as among the strongest predictors of job satisfaction, emphasizing the importance of intentional leadership, clear vision and values, transparent systems, adaptability, and employee-centered practices fostered especially in post-pandemic work environments (Brower, 2023). Empirical evidence further shows that job satisfaction is positively related to commitment, morale, emotional intelligence, leadership effectiveness, and self-efficacy, though its strength varies across demographic and contextual factors (Suleman & Hussain, 2018; Suleman et al., 2020; Dami et al., 2022; Munda & Gache, 2024). In Philippine and international studies, school heads' and administrators' job satisfaction has been strongly influenced by motivator factors such as responsibility, recognition, and professional growth, as well as by leadership conduct and organizational support, while sex differences often show little impact (Ferrater et al., 2015; Laureneo & Cabal, 2023; Ingay, 2019; Abdurahman, 2020).

Performance of Teacher-In-Charge

Job performance is generally defined as the degree to which employees accomplish the tasks, behaviors, and outcomes specified in their roles, encompassing both task performance—such as efficiency, accuracy, and delivery of core duties—and contextual performance, which includes extra-role behaviors like collaboration, commitment, leadership, communication, and initiative (BizEducator.com, 2016; Nini, 2019). In educational settings, school leaders' performance directly influences teacher performance, learner outcomes, and overall school effectiveness through instructional leadership, strategic planning, managerial competence, and interpersonal relationships (Acido & Kilongkilong, 2022; Regala, 2020).

Research consistently shows that job performance is shaped by a combination of individual factors, organizational conditions, and leadership practices, including motivation, work discipline, job satisfaction, organizational commitment, self-efficacy, leadership style, and administrative support (Kristianto, 2025; Smyth, 2022; Riak, 2022). However, findings across studies remain nuanced, as some research indicates that professional competencies or higher academic degrees alone do not necessarily guarantee better school performance, although they may enhance leadership behaviors and decision-making capabilities (Cabigao, 2019; Lepardo & Caingoy, 2020; Venas, 2019).

Methodology

The study employed a descriptive–associational–correlational research design. The respondents consisted of the total enumeration of eleven (11) Teachers-in-Charge assigned in Garchitorena District during School Year 2024–2025.

Data were collected using two validated instruments: (1) a job satisfaction questionnaire measuring management policy, salary, promotion, career development, and incentives and benefits; and (2) a job performance instrument based on the Philippine Professional Standards for School Heads, covering five domains—leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.

Statistical treatments included frequency count, percentage, weighted mean, rank order, Spearman's Rank Correlation Coefficient, chi-square test, and coefficient of determination. Ethical standards such as informed consent, confidentiality, and responsible data handling were strictly observed.

Results and Discussion

Table 1 presents the distribution of Teachers-in-Charge (TICs) across six variables: age, sex, position, length of service, educational attainment, and location of assignment. The highest proportion under the age category belongs to those aged 41–50 (45.45%), followed by 31–40 (36.37%), while the youngest (25–30) and oldest (51–60) groups both share 9.09%. For sex, female TICs ranked first at 81.82%, indicating a predominantly female workforce. In terms of position, Teacher I ranked highest (54.55%), followed by Teacher III (27.27%) and Teacher II (18.18%). Length of service shows 4 years and above as the top group at 45.45%, while 2–3 years follow at 36.36%, and 1 year and below constitute 18.18%. Educational attainment reveals that MA/MS with units (63.64%) ranks first, while the remaining 36.36% hold a bachelor's degree. Lastly, island assignment ranks highest at 54.55%, followed by mainland schools (36.36%), and coastal schools (9.09%). The distribution suggests that TICs are mostly mid-career, female, graduate-study holders working in remote island contexts.

Table 1

Respondent's Demographic Profile

Profile		Frequency	Percentage
Age	25 to 30	1	9.09
	31 to 40	4	36.37
	41 to 50	5	45.45
	51 to 60	1	9.09
Sex	Male	2	18.18

	Female	10	81.82
Position	Teacher 1	6	54.55
	Teacher 2	2	18.18
	Teacher 3	3	27.27
Length of Service	1 year and below	2	18.18
	2 to 3 years	4	36.36
	4 years and above	5	45.45
Educational Attainment	Bachelor's Degree	4	36.36
	MA/MS (w/ units)	7	63.64
Location of Assignment	Mainland	4	36.36
	Coastal	1	9.09
	Island	6	54.55

Note: Percentages are based on the total number of respondents (N = 11). Values reflect the distribution of Teachers-in-Charge according to age, sex, position, length of service, educational attainment, and location of assignment.

The demographic pattern shows a strong clustering of TICs within ages 31–50, a trend likely driven by the need for a balance of experience, emotional maturity, and professional readiness before one can assume quasi-administrative roles. The predominance of females mirrors national teaching workforce trends where women comprise the majority in elementary and multi-grade settings, especially in rural locations. The high percentage of Teacher I positions, despite leadership responsibilities, may reflect slow career progression due to limited plantilla items for higher ranks, stringent qualification standards, and competitive promotion systems. The fact that many TICs already possess graduate units indicates proactive engagement in professional development—often a requirement for future administrative positions. The concentration of TICs in island schools underscores long-standing leadership shortages in GIDAs, where teachers must take on administrative tasks because fully appointed school heads are scarce or unwilling to be deployed in geographically challenging areas. This combination of systemic needs, workforce composition, and geographic realities explains the observed demographic distribution.

It can be inferred that the demographic composition of TICs is shaped by both structural and contextual factors within the educational system. The high proportion of mid-career teachers suggests that leadership responsibilities are entrusted to those who have developed adequate skills, tenure, and confidence in school operations. The dominance of female TICs may likewise be a reflection of the feminized teaching profession in basic education. The prevalence of graduate-level studies indicates a strong desire for professional advancement, even when promotional opportunities may be limited. Furthermore, the high percentage of TICs assigned to islands reveals how geographic isolation compels the system to depend heavily on available teachers to bridge leadership gaps. In conclusion, the demographic profile portrays TICs as committed, experienced, and academically progressing educators who carry essential leadership roles in some of the most difficult school settings.

The results align with the study of Ingay (2019) who emphasized that school heads with longer years of service tend to demonstrate stronger morale and commitment, supporting the finding that many TICs have served for four years or more. Second, Lepardo and Caingcoy (2020) observed that higher

educational attainment does not automatically grant promotion, which corresponds with the present result where a majority possess MA/MS units but remain at Teacher I level. Third, Acido and Kilongkilong (2022) noted that challenging work environments influence leadership roles and operational demands—mirroring the reality of TICs predominantly assigned to islands. Fourth, Justus et al. (2023) highlighted that self-efficacy and leadership capacity often develop with experience and role exposure, which explains why mid-career educators frequently assume TIC responsibilities.

Table 2F presents the Level of Job Satisfaction across five major aspects: management policy, career development, benefits and incentives, promotion, and salary. The highest weighted mean is recorded under Management Policy with a WM of 3.894, ranking first and interpreted as Very Highly Satisfied. Career Development follows with a weighted mean of 3.745, ranking second. Benefits and Incentives and Promotion share the same weighted mean of 3.582, jointly ranking third. Salary has the lowest rating at 3.400, though still within the VHS category. The Overall Average Weighted Mean of 3.650 indicates that respondents are Very Highly Satisfied with their overall job satisfaction across all assessed domains.

Table 2F

Summary of the Level of Job Satisfaction

Aspects	WM	Interpretation
Management Policy	3.894	VHS
Career Development	3.745	VHS
Benefits and Incentives	3.582	VHS
Promotion	3.582	VHS
Salary	3.400	VHS
Overall Average Weighted Mean	3.650	Very Highly Satisfied

Note: The verbal interpretation ranges are as follows—3.26–4.00: Very Highly Satisfied (VHS), 2.51–3.25: Highly Satisfied (HS), 1.76–2.50: Moderately Satisfied (MS), and 1.00–1.75: Fairly Satisfied (FS).

The results suggest that Teachers-in-Charge perceive management policy as the strongest contributor to their job satisfaction, likely due to leadership practices that encourage communication, fairness, inclusion, and innovation. The high rating for career development reflects the organization's efforts to provide training, learning opportunities, and professional growth pathways. The slightly lower yet still strong ratings for benefits, incentives, and promotion indicate satisfaction with the reward and recognition systems, although respondents may desire more emphasis on equitable opportunities and timely administrative processes. Salary, while still rated VHS, has the lowest ranking, suggesting that although compensation is generally acceptable, some respondents may find it insufficient when compared to workload or responsibilities. These patterns reveal that non-monetary factors play a more substantial role in raising satisfaction than financial aspects alone.

It can be inferred that the respondents' high overall satisfaction stems from an organizational environment that prioritizes supportive leadership, professional development, and equitable workplace practices. The strong rating for management policy suggests that TICs feel valued and guided by their administrators, while high satisfaction in career development indicates that professional growth opportunities contribute to their motivation. The moderate rankings for benefits, incentives, promotion, and salary imply areas that,

although satisfactory, may still require strengthening to fully meet professional expectations. In conclusion, the results show that TICs experience a positive and fulfilling work environment, with leadership and development opportunities serving as the primary drivers of job satisfaction.

The findings are consistent with several studies presented by Brower (2023) who emphasized that strong and supportive leadership enhances job satisfaction, supporting the high ranking for management policy. Canda (2023) highlighted that career development and professional training significantly raise satisfaction and performance, aligning with the second-ranked aspect in the table. Meanwhile, Regala (2020) found that benefits, incentives, and recognition structures positively influence satisfaction, reflecting the strong ratings in these domains. In addition, Gumasing and Ilo (2023) noted that compensation and incentives contribute to workplace motivation, connecting directly to the respondents' very high satisfaction with salary and benefits despite their slightly lower rankings.

Table 4F presents the summary of the job performance, with domain scores ranging from 3.795 to 4.242. The highest domain is Managing School Operations and Resources with a weighted mean of 4.242, interpreted as Outstanding. This is followed by Leading Strategically, which obtained 4.208 and was interpreted as Very Satisfactory. Next is Focusing on Teaching and Learning, which recorded 4.034, also interpreted as Very Satisfactory. Building Connections comes next with a weighted mean of 3.982, while the lowest domain is Developing Self and Others, which received 3.795, both interpreted as Very Satisfactory. The overall average weighted mean of 4.076 indicates that the Teachers-in-Charge performed at a Very Satisfactory level across all domains.

Table 3F

Summary of the Job Performance

Domains	VM	Interpretation
Managing School Operations and Resources	4.242	O
Leading Strategically	4.208	VS
Focusing on Teaching and Learning	4.034	VS
Building Connections	3.982	VS
Developing Self and Others	3.795	VS
Overall Average Weighted Mean	4.076	Very Satisfactory

Note: WM (Weighted Mean); 4.21–5.00 = Outstanding, 3.41–4.20 = Very Satisfactory, 2.61–3.40 = Satisfactory, 1.81–2.60 = Fair, 1.00–1.80 = Poor.

The highest performance in managing school operations and resources indicates that TICs excel in operational and compliance-based leadership tasks, which are typically the most structured and heavily monitored components of school administration. This suggests familiarity with financial procedures, resource deployment, safety protocols, and routine operational management. The Very Satisfactory results in strategic leadership, teaching-learning supervision, and community relations reflect solid but varied competency levels, indicating that TICs consistently fulfill core leadership expectations but may vary in their depth of instructional and relational leadership due to contextual limitations. The lowest domain, developing self and others, suggests that tasks requiring sustained personal development, professional networking, and comprehensive coaching of colleagues are less frequently practiced, possibly due to the heavy administrative load placed on TICs that limits their

time for growth-oriented activities. The pattern shows strong operational leadership with room for further strengthening in developmental and collaborative leadership areas.

It can be inferred that the Very Satisfactory overall performance is a result of TICs' extensive exposure to administrative duties and the necessity to maintain daily school operations independently, which explains their strongest performance in operational management. Their strong results in strategic leadership and teaching-learning support stem from consistent engagement with routine planning, supervision, and instructional oversight, even without formal designation as full-time school heads. Meanwhile, the lower outcomes in developing self and others reflect structural barriers, such as limited opportunities for networking and formal training, especially for TICs assigned to remote or island schools. In conclusion, the results imply that TICs are highly capable in key leadership tasks but still require sustained professional development support to enhance their overall leadership effectiveness.

Table 5B presents the association between demographic profiles and level of job performance, showing the chi-square and p-values of demographic characteristics across the different performance domains. Results reveal that only three combinations demonstrated significant associations, all under the domain Developing Self and Others. Age showed a significant association with this domain, reflected in a chi-square value of 22.688 and a p-value of 0.030. Sex also demonstrated a significant association, with a chi-square value of 11.000 and a p-value of 0.027, and location of assignment recorded significance with a chi-square value of 18.944 and a p-value of 0.015. All other demographic variables and performance domains were not significant.

Table 4B

Association between Demographic Profiles and Level of Job Performance

Profile	Job Performance	x^2-value	p-value	Interpretation
Age	Leading Strategically	21.358	0.437	Not Significant
	Managing School Operation and Resources	20.900	0.284	Not Significant
	Focusing on Teaching & Learning	17.05	0.708	Not Significant
	Developing Self and Others	22.688	0.030	Significant
	Building Connections	15.538	0.413	Not Significant
Sex	Leading Strategically	11.000	0.139	Not Significant
	Managing School Operation and Resources	2.933	0.817	Not Significant
	Focusing on Teaching & Learning	4.950	0.666	Not Significant
	Developing Self and Others	11.000	0.027	Significant
	Building Connections	1.925	0.859	Not Significant
Position	Leading Strategically	18.333	0.192	Not Significant
	Managing School Operation and Resources	7.333	0.835	Not Significant
	Focusing on Teaching & Learning	13.75	0.468	Not Significant
	Developing Self and Others	9.167	0.328	Not Significant

	Building Connections	14.667	0.145	Not Significant
Length of Service	Leading Strategically	16.225	0.300	Not Significant
	Managing School Operation and Resources	13.200	0.355	Not Significant
	Focusing on Teaching & Learning	12.925	0.535	Not Significant
	Developing Self and Others	6.463	0.596	Not Significant
	Building Connections	11.138	0.347	Not Significant
Educational Attainment	Leading Strategically	8.119	0.322	Not Significant
	Managing School Operation and Resources	8.119	0.23	Not Significant
	Focusing on Teaching & Learning	6.679	0.463	Not Significant
	Developing Self and Others	8.119	0.087	Not Significant
	Building Connections	2.357	0.795	Not Significant
Location of Assignment	Leading Strategically	18.944	0.167	Not Significant
	Managing School Operation and Resources	11.611	0.477	Not Significant
	Focusing on Teaching & Learning	12.833	0.540	Not Significant
	Developing Self and Others	18.944	0.015	Significant
	Building Connections	8.250	0.624	Not Significant

Note: A p-value greater than 0.05 indicates a not significant result, while a p-value less than 0.05 indicates a significant result.

These findings suggest that age, sex, and location of assignment influence TICs' ability to develop themselves and others because this domain requires maturity, experience and access to professional communities. Older TICs may have more developed reflective practices, stronger mentoring abilities, and clearer professional goals, explaining the significant effect of age. The significance of sex may reflect differences in leadership roles, confidence levels, or access to developmental opportunities within the school environment. Meanwhile, the significance of location is likely tied to disparities in resources, professional networking opportunities, and training accessibility, with TICs assigned to mainland or less isolated schools having more opportunities to engage in professional development activities compared to those in island schools. These combined factors shape how TICs perceive and perform tasks related to personal growth and supporting others' development.

It can be inferred that the significant associations among age, sex, and location of assignment with the domain Developing Self and Others occurred because leadership development is highly sensitive to professional maturity, access to mentoring opportunities, and environmental support. Older TICs may possess more confidence and experience in guiding others, while sex-related differences may reflect varying leadership expectations or cultural norms that influence confidence and mentoring behavior. Location also plays a critical role, as TICs in accessible areas are more exposed to training and networking that strengthen their ability to cultivate growth in themselves and their colleagues. In conclusion, these results demonstrate that developmental leadership among TICs is shaped by personal characteristics and contextual factors that influence access to opportunities for continuous growth.

These findings correspond with Justus et al. (2023), who noted that leadership self-efficacy and mindset vary across demographic characteristics, supporting the significant influence of age and sex on

developmental leadership. Mulang (2021) emphasized that opportunities for professional growth depend heavily on environmental accessibility, similar to the significant effect of location on the Developing Self and Others domain. Taji et al. (2023) found that targeted professional development enhances leaders' ability to support others, which aligns with the observed differences between TICs based on their demographic circumstances.

Table 5 presents the correlation results between specific job satisfaction dimensions and the five domains of job performance among Teachers-in-Charge. The data show that management policy is significantly related only to managing school operations and resources, with a correlation coefficient of 0.252 and a probability value of 0.018, while its relationships with leading strategically, focusing on teaching and learning, developing self and others, and building connections are not significant.

Table 5

Relationship between Level of Job Satisfaction and Level of Job Performance

Job Satisfaction	Job Performance	r - value	p - value	Interpretation
Management Policy	Leading Strategically	0.459	0.123	Not Significant
	Managing School Operations and Resources	0.252	0.018	Significant
	Focusing on Teaching and Learning	0.492	0.535	Not Significant
	Developing Self and others	0.612	0.744	Not Significant
	Building Connections	0.595	0.674	Not Significant
Salary	Leading Strategically	0.150	0.002	Significant
	Managing School Operations and Resources	0.144	0.000	Significant
	Focusing on Teaching and Learning	0.015	0.020	Significant
	Developing Self and others	0.192	0.215	Not Significant
	Building Connections	0.236	0.023	Significant
Promotion	Leading Strategically	0.185	0.009	Significant
	Managing School Operations and Resources	0.313	0.001	Significant
	Focusing on Teaching and Learning	0.159	0.074	Not Significant
	Developing Self and others	0.010	0.484	Not Significant
	Building Connections	0.090	0.089	Not Significant
Career Development	Leading Strategically	0.070	0.024	Significant

	Managing School Operations and Resources	0.212	0.003	Significant
	Focusing on Teaching and Learning	0.127	0.198	Not Significant
	Developing Self and others	0.076	0.861	Not Significant
	Building Connections	0.173	0.249	Not Significant
Benefits and Incentives	Leading Strategically	0.099	0.008	Significant
	Managing School Operations and Resources	0.094	0.001	Significant
	Focusing on Teaching and Learning	0.015	0.070	Not Significant
	Developing Self and others	0.122	0.481	Not Significant
	Building Connections	0.277	0.085	Not Significant
	Overall Correlation	0.044	0.039	Significant

Note: p-value <0.05 is Significant while p-value ≥ 0.05 is Not Significant.

Salary demonstrates significant relationships with leading strategically at 0.150 and 0.002, managing school operations and resources at 0.144 and 0.000, focusing on teaching and learning at 0.015 and 0.020, and building connections at 0.236 and 0.023, while its relationship with developing self and others is not significant. Promotion is significantly related to leading strategically and managing school operations and resources, while career development and benefits and incentives are likewise significantly related only to leading strategically and managing school operations and resources. The correlation between job satisfaction and job performance is statistically significant, with a correlation coefficient of 0.044 and a probability value of 0.039, indicating a measurable relationship between the two variables.

The results reveal that organizational and extrinsic aspects of job satisfaction, such as salary, promotion, career development, benefits, and management policy, are more strongly associated with leadership and operational domains of performance, particularly leading strategically and managing school operations and resources. These domains are closely tied to administrative accountability, compliance with policies, decision-making, and resource management, which require institutional support, clarity of policies, and adequate compensation. In contrast, domains such as developing self and others and building connections show no significant relationships with most satisfaction variables, suggesting that these aspects of performance depend more on personal initiative, professional maturity, and contextual limitations rather than organizational rewards. The pattern indicates that satisfaction influences performance mainly in roles where leadership authority, administrative responsibility, and material support are directly involved.

It can be inferred that the significant relationships observed occurred because Teachers-in-Charge rely heavily on organizational support systems to perform strategic and operational responsibilities effectively. Satisfaction derived from salary, promotion opportunities, and management policies likely reinforces their motivation to comply with administrative expectations and manage school operations efficiently. However, the lack of significant influence on developmental and relational domains suggests that these

areas are constrained by workload, limited time, and contextual challenges rather than by satisfaction alone. Overall, the findings confirm that job satisfaction contributes to job performance in specific leadership and operational functions, but its influence remains limited and domain-dependent.

This outcome aligns with Darwin and Mudjisusatyo (2023), who reported that principals' performance is more strongly shaped by organizational expectations than by internal satisfaction levels, reflecting the weak relationship found in the table. Fatima et al. (2023) likewise observed that administrative demands often outweigh emotional factors in determining performance, supporting the minimal influence of satisfaction. Lumanug and Dimla (2021) highlighted that while satisfaction contributes to performance, its effect is often overshadowed by contextual constraints, mirroring the weak correlation seen among TICs. Additionally, Regala (2020) found that managerial responsibilities and operational pressures tend to drive performance more than personal attitudes, which corresponds with the weak but significant relationship reflected in the table.

Table 6 presents the computed correlation coefficients and coefficients of determination showing how specific job satisfaction variables influence selected job performance domains among Teachers-in-Charge. The results show that management policy has a low degree of influence on managing school operations and resources, with a coefficient of determination of 6.358 percent.

Table 6

Degree of Influence of Job Satisfaction in Job Performance

Job Satisfaction	Job Performance	*r* - value	r^2 - value	Degree of Influence
Management Policy				
	Managing School Operations and Resources	0.252	6.358%	Low
Salary	Leading Strategically	0.150	2.253%	Low
	Managing School Operations and Resources	0.144	2.080%	Low
	Focusing on Teaching and Learning	0.015	0.022%	Low
	Building Connections	0.236	5.562%	Low
Promotion	Leading Strategically	0.185	3.429%	Low
	Managing School Operations and Resources	0.313	9.823%	Low
Career Development	Leading Strategically	0.070	0.487%	Low
	Managing School Operations and Resources	0.212	4.503%	Low
Benefits and Incentives	Leading Strategically	0.099	0.974%	Low
	Managing School Operations and Resources	0.094	0.878%	Low
Overall Extent of Influence		0.044	0.192%	Very Low

Note. r^2-value as extent of influence interpreted as Very Low = 0.00

Salary demonstrates low influence across four domains: leading strategically at 2.253 percent, managing school operations and resources at 2.080 percent, focusing on teaching and learning at 0.022 percent, and building connections at 5.562 percent. Promotion shows low influence on leading strategically at 3.429 percent and managing school operations and resources at 9.823 percent. Career development registers low influence on leading strategically at 0.487 percent and managing school operations and resources at 4.503 percent, while benefits and incentives reflect low influence on leading strategically at 0.974 percent and managing school operations and resources at 0.878 percent. Overall, job satisfaction demonstrates a very low extent of influence on job performance, accounting for only 0.192 percent of performance variation.

The results indicate that although certain job satisfaction components show measurable influence on leadership and operational performance domains, the degree of influence remains consistently low. This pattern suggests that improvements in salary, promotion opportunities, career development, benefits, and management policy contribute only marginally to how Teachers-in-Charge perform their duties. The highest influence observed, though still low, appears in managing school operations and resources, particularly under promotion and management policy, indicating that institutional recognition and administrative structures slightly reinforce operational effectiveness. However, performance in instructional and developmental domains shows minimal responsiveness to satisfaction variables, revealing that these areas depend more on professional commitment, competence, and contextual demands rather than motivational rewards.

It can be inferred that the low and very low degrees of influence occurred because Teachers-in-Charge function primarily under role-based obligations and institutional mandates rather than satisfaction-driven motivation. Their responsibilities require consistent performance regardless of personal satisfaction with compensation, incentives, or career advancement. Contextual factors such as workload, geographic assignment, and limited administrative support further diminish the impact of satisfaction on performance outcomes. Overall, the results confirm that while job satisfaction plays a role, Teachers-in-Charge performance is largely shaped by structural and situational demands, leading to only minimal influence on job performance.

This outcome supports the finding of Lumanug and Dimla (2021), who noted that job satisfaction contributes to performance but is often overshadowed by external work demands, similar to the very low influence observed here. Fatima et al. (2023) reported that administrative pressures significantly shape school leaders' performance, which aligns with the weak influence of satisfaction among TICs. Darwin and Mudjisusatyo (2023) emphasized that leadership performance is more closely tied to organizational expectations than to personal satisfaction, reflecting the low r value in the table. Likewise, Regala (2020) found that job performance is heavily influenced by managerial duties and compliance requirements, supporting the minimal effect of job satisfaction detected in this study.

The results align with Herzberg's Two-Factor Theory, where satisfaction influences motivation but may not strongly drive performance when external responsibilities dominate, explaining the very low influence observed. The Theory of Performance by Bacon and Elger supports this finding by asserting that performance is shaped by the interaction of skills, context, and environmental demands, which may overshadow satisfaction. Locke's Discrepancy Theory further explains that satisfaction influences behavior only when discrepancies between expectations and experiences are substantial, which appears minimal among TICs. Weiner's Attribution Theory clarifies that TICs may attribute performance primarily to external factors such as duty and compliance rather than internal attitudes, resulting in the negligible influence indicated by the r and r^2 values.

Conclusions

1. Teachers-in-Charge in Garchitorena District are Very Highly Satisfied with their jobs, particularly in terms of management policy and career development.
2. Their overall job performance is Very Satisfactory, with strongest performance in managing school operations and resources.
3. Job satisfaction has a weak but significant relationship with job performance and exerts a very low degree of influence, indicating that TIC performance is primarily driven by professional obligations and contextual demands rather than satisfaction alone.

Recommendations

1. Strengthen leadership development programs focusing on mentoring, professional networking, and reflective practice for Teachers-in-Charge.
2. Provide targeted organizational support, including workload management and administrative assistance, particularly for TICs in island and remote schools.
3. Review compensation and incentive structures to ensure equitable recognition of TIC leadership responsibilities.
4. Conduct further studies involving larger samples and additional variables to deepen understanding of teacher-leadership dynamics in rural contexts.

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