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## **FACTORS ASSOCIATED WITH JOB SATISFACTION AND PERFORMANCE OF THE PUBLIC SECONDARY SCHOOL TEACHERS IN SULU**

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### **I. INTRODUCTION**

Improving the quality of education in Sulu is a great challenge for the local educators especially the top administrators of the DepEd-Sulu. The current state of quality education in the elementary and secondary level is very deplorable. The major factors affecting the quality education are the unstable peace and order condition, the lack of school facilities, poor supervision of the school operation, and the lack of incentives in terms of promotion, recognition, salary increase and other fringe benefits of among committed teachers. Giving proper incentives is the practical way to motivate the teachers to perform their tasks efficiently. Without it, teachers' performance is always affected and quality education will come to naught. It is believed that teachers' performance is an offshoot of job motivation which thereby promotes job satisfaction and effective performance. It is also clear that teachers' performance is linked with the improvement of students' performance. In Sulu, students' performance is very poor as reflected in the outcome of the National Achievement Test (NAT) of the students.

This paper takes the premise of improving job satisfaction and performance as the basic step of improving teachers' performance which in turns helps improving the students' performance that will lead to promote quality education in the Province of Sulu. This paper is also guided with the theoretical framework based on the work of Arnold, as posited by Mangubat (1977) which iterates that an individual's academic background, social and economic status, his prospects for more education, and desires for advancement are emotions that are inherent among workers and could, therefore, influence job satisfaction. Moreover, the general objective of the study is to explore the factors –both positive and negative- affecting job satisfaction and performance of the secondary school teachers in the Division of Sulu.

This study was based on survey. Quota sampling, adopted questionnaire, statistical analysis and library works are the principal research instruments used in this study. There were 139 secondary school teachers, 300 fourth year students, and 30 school administrators of the different secondary schools selected who served as respondents. Moreover, frequency counts and percentages, weighted mean, simple correlation, and multiple regressions were used to treat the data of the study.

### **II. FACTORS ASSOCIATED WITH JOB SATISFACTION AND PERFORMANCE OF THE SULU TEACHERS**

Job satisfaction, in this study, refers to the teachers' feeling of contentment and joy in teaching which is accompanied by the conviction that there is no better profession than teaching. It is variable that denote what might be called the teachers' contentment with his situation and it is a function congruence of needs and expectations as perceived by the Sulu teachers. Corollary, teaching performance indicates the effectiveness of the teacher in the field where he/she is appointed to teach. This also pertains to teachers' job performance indicated by the attendance, technical skills, quality of work, initiative and communication. In this study, it refers to

the effectiveness of the Sulu teachers in in terms of the presentation of the lesson, development of lesson, expected student behavior and wrap-up.

### Profile of the Respondents

Table 1 provides the results of the respondents' profile. The following distribution was found: Age - the majority (60.4%) ranged 32 years old and above; Gender - the majority (51.8 %) were females; Monthly income - the majority ( 61.9%) had an income of 10,000 pesos and below; Educational attainment - the majority (88.5%) were taking up master's degree; Length of service - the majority (37.4%) had served for 4 to 9 years; Rank - the majority (69.8%) were Teacher I; Work status - Majority (62.6%) were permanent teachers; Teaching load - the majority (47.5%) had 4-6 preparations or load.

Table 1. Profile of Respondents

Characteristics		Frequency	Percent
Age	21 yrs. and below	2	1.4
	22-26	18	12.9
	27-31	35	25.2
	32 above	84	60.4
Sex	Male	67	48.2
	Female	72	51.8
Marital Status	Married	44	31.7
	Single	95	68.3
Monthly Income	10,000 and below	86	61.9
	10,010-13,000	42	30.2
	13,010-16,000	9	6.5
	16,010- above	2	1.4
Educational Attainment	Bachelor's degree	16	11.5
	Master's degree	123	88.5
Length of Service	3 and below	26	18.5
	4-9	52	37.4
	10-15	35	25.2
	16-20	8	5.8
	21 and above	18	12.9
Rank	Teacher I	97	69.8
	Teacher II	25	18.0
	Master Teacher I	8	5.8
	Master Teacher II	9	6.5
Employment Status	Non-Permanent	52	37.4
	Permanent	87	62.6
Number of Preparations/ Loads	3 subjects and below	62	44.6
	4-6	66	47.5
	7 and above	11	7.9

### Leadership Behavior of the Administrators as rated by the secondary school teachers

Revealed in Table 2 are the results of the leadership behaviors of the administrators as rated by the teachers. The overall mean for leadership behaviors was 2.84. This means that the administrators sometimes demonstrated the leadership behaviors described in the study. The teachers attested that their administrators sometimes created a motivating school environment, worked toward the attainment of school goals and objectives, encouraged the teachers to make use of their potentials, demonstrated examples of high standards and productivity, and emphasized power through people rather than that by people. The administrators' authority was based more on professional knowledge and competence rather than on

position and rules. They sometimes facilitated, guided, coached the faculty members to improve performance; sometimes provided support for the teachers, and created a culture of teamwork and encouraged innovations.

With the administrative approaches to problem -solving and decision making the mean was 2.86. This indicates that the administrators sometimes encouraged discussion and accepted inquiries pertaining to school practice, shared information and made the decision with faculty and staff, solved school problems with school personnel and community members, tried to seek more opinions before solving important problems, followed consensus and inclusive way of decision making and opposed to top -down and non -participatory approaches; sometimes accepted conflict as normal and used it as a basis change.

It was also revealed that the administrators sometimes promoted a friendly atmosphere with the teachers maintained an “open -door policy” as the mean was 2.97. They sometimes showed flexibility in dealing with teachers’ behavior, listened to teachers’ personal and official problems, showed real concerns for teachers’ welfare and growth, shared instructional aids with the teachers, and promoted teamwork among peers in the school.

Further, the administrators sometimes participated in group discussions, conferences, seminars, and symposia related to school activities; sometimes made sure that teachers have considerable autonomy and discretions of planned curriculum and organized instructions within an overall framework. They sometimes used teams for planning and implementation as opposed to the traditional chains of command; sometimes created an environment that is safe, supportive, and conducive for learning.

As to community relations, the mean was 2.76. The administrators sometimes encouraged the active participation of the parents, community members, students, teachers and staff, and sometimes empowered parents, teachers and community members in decision making about the school, linked a variety of health and human services with the school, got along with the principals, colleagues, students, and other public officials. They sometimes demonstrated a sense of responsibility and self-confidence, strictly observed rules affecting public service, participated actively in community -related programs, conducted community surveys and gave suggestions for community -related programs, conducted community surveys, gave for community development and initiated projects like sports, health, and sanitation, etc. Further, the administration was sometimes involved in local businesses with the school.

The above findings resonate with the report of Aydin, Sarier, & Uysal, (2013). The researchers demonstrated that the principal’s role must change from that of the top -dependent supervisor to a facilitator, architect, steward, instructional leader, coach, and strategic teacher. This means that traditional boss -workers leadership is not valid for successful school management. Cetin, Basim, & Karatas, (2011) further highlights that managing change in a school is one of the most complex tasks of school leadership, and therefore points out that school leaders need to understand the change process in order to lead and manage change effectively. This involves school leaders working with teachers to create a high achieving learning environment.

Table 2. Leadership Behavior of the administrators as rated by the secondary school teachers

Leadership Behavior	Mean	Description Interpretation
Ways of Leading and Managing	2.94	Sometimes
Approaches to Problem Solving and Decision Making	2.86	Sometimes
Interpersonal Relationship	2.97	Sometimes
Organizational Effort	2.93	Sometimes
Community Relations	2.76	Sometimes
Overall mean	2.89	Sometimes

**Mean:** Never=1.00-1.49; Seldom=1.50-2.49; Sometimes = 2.50-3.49; Often= 3.50-4.49; Always= 4.50-5.00

### Personal and Professional Characteristics and Job Satisfaction in Terms of Present Work

As shown in Table 5, the teacher's combined contribution of personal and professional characteristics such as age, sex, marital status, monthly income, educational attainment, length of service, employment status and the number of preparations or teaching load did not significantly influence the present work of the secondary school teachers in the Division of Sulu. This finding is attested by the result of multiple regression analysis (f-Value = 1.247,  $p=0.290$ ). Thus, it declares that the teachers' personal and professional characteristics do not significantly influence teachers' present work. Moreover, it was further noted that the independent variables mentioned, such as employment status was considered to be a significant predictor of job satisfaction in terms of their present work. The result further denotes that as the teachers feel more secure in the job being permanent, the higher is their level of satisfaction in their present work.

The Weberian Model of Bureaucracy emphasized the need for employees to have a security of tenure to ensure their maximum security in the organization. Also, Maslow's Hierarchy of Needs placed security or safety next to physical needs. Security needs refer to the things that help employees to secure themselves from the danger of losing health, wealth, or job. With this theory, the security of tenure or employment status of the public -school teachers, therefore, has a significant influence on the teacher's present job. Moreover, Stoll-Lollis (2015) posited that teachers need a work environment which provides security, challenge, and opportunities for self-development throughout their entire career cycle.

### The Personal and Professional Characteristics and Job Satisfaction in terms of Present Pay

The relationship between personal and professional characteristics and teacher's job satisfaction in terms of present pay is shown in Table 3. The multiple regression analysis concluded that the combined contribution of teachers' age, sex,

marital status, monthly income, length of service, academic rank, employment status and the number of preparations/ teaching load does not have a significant influence on teachers' job satisfaction in terms of present pay ( $F$ -value = 1.281,  $p$  = 0.253). It further noted that none of the independent variables mentioned influenced the teachers' job satisfaction in terms of present pay if their contribution is taken singly.

The finding explicitly views that the teachers are contented enough with their monetary incentives in their profession. This might probably be because the respondents were from the province, and the costs of living is lower relative to living in the urban areas. According to Spilt, Koomen, and Thijs (2011), there is still a need to improve extrinsic rewards and benefits of teachers in order to attract good people to the profession.

### **Personal and professional characteristics, and the job satisfaction in terms of administrators' supervision**

As presented in Table 3, the multiple regression analysis shows that the combined contribution of teachers' personal and professional characteristics such as age, sex, marital status, monthly income, educational attainments, length of service, academic rank, employment status and the number of preparations of teaching load ( $F$  = 1.592 ns,  $p$  = 0.802) do not significantly influence the level of teachers' job satisfaction in terms administrators' supervision. 10 mentioned independent variables was found to influence the teachers' level of job satisfaction if their contribution is taken singly.

According to Halpin and Kieffer (2015), it is indeed a fact that the leadership style of the effective administrator is characterized by genuine balance and concern for the goals of the school organization and the personal goals of the individual staff members. Effective administrators take time out of their busy schedules to listen to teachers' ideas or suggestions and attempt to see the value of their ideas. They solve problems by sharing information with their teachers, and by involving them also in setting goals and objectives. The administrators who believe that educators have personal goals which must be satisfied are usually aware of their role as an educational leader. The administrators who perform in this manner are usually identified as democratic leaders, and their leadership styles enable them to create a desirable motivational school climate (Grossman, Loeb, Cohen, and Wyckoff, 2013)

### **Personal and Professional Characteristics and the Teacher's job Satisfaction with Colleagues**

The result of the multiple analysis given in Table 3 denotes that the combined contribution of the personal and professional characteristics of the teachers does not significantly influence their job satisfaction in terms of the people on the present job ( $F$ -value = 0.938,  $p$ =0.495). However, from among the variables, the employment status served as the significant predictor of teacher satisfaction considering the people on the present job ( $t$ -value = 2.137,  $p$ = 0.034). The result further indicates that the teachers with permanent status had a higher level of satisfaction with regard to the degree of acceptance by their colleagues. The greater the mentoring and team

teaching, the greater their feeling of acceptance, and the higher is their tolerance of each other's shortcomings.

It is a common belief that permanent teachers are often regarded as superior to non-permanent teachers. As a result, they can be easily accepted by peers in the profession. Besides, in the school organization, a strong force of coordination is not only a must but a primordial responsibility of everyone. Hence, the need to strongly adopt the concept of mentoring and team teaching is really vital in secondary school.

In academic institutions, the employment status of the teachers usually varies. Some are permanent and while others are probationary. Still, there are lots of volunteer teachers. There are also newly recruited teachers. Ingersoll (2012) points out that the newly recruited teachers should have a buddy to guide him in preparing lessons acquainting them to some school works. Maslach and Leiter (2017) affirm that the newly recruited faculty members should only be given normal teaching loads because they are not yet familiar with the task. Very often, the permanent teachers slack toward their work assignments on the basis that the administrator cannot easily recommend them for any adjudication like termination because they are protected by civil service rules. However, an optimistic probationary teacher is willing to handle advisory class, participate in community activities, implement school rules and regulations, maintain students' discipline in school because they consider them as their springboard for permanent status (Skaalvik and Skaalvik, 2014).

### **The Personal and Professional Characteristics and the Teachers' Job Satisfaction in Terms of Safety and Working Conditions**

The result of the multiple regression analysis in Table 3 indicates that the teachers' level of job satisfaction in terms of safety and working condition is influenced by the combined contribution of their personal and professional characteristics (F-value = 3.763,  $p= 0.000$ ). However, among the characteristics, the teachers' employment status (F-value = 3.004,  $p=0.0003$ ) and the number of preparation/teaching load (F-value = 3.004,  $p=0.002$ ) were found as best predictors of the level of job satisfaction in terms of safety and working conditions. Besides, the result signifies that permanent teachers have a lower level of job satisfaction regarding safety and working conditions as compared to non-permanent teachers. Moreover, it was also noted that the greater number of preparations or teaching load the teachers do have, the lower is their level of job satisfaction in terms of safety and working conditions.

According to Maslach and Leiter (2017), as teachers move toward middle age, the security of employment status tends to become a factor of increasing importance while they are also craving from their freedom for external threat and danger. It is an instinct of a person to ensure safety in life e.g. security from sickness, threat and danger, maintenance, and savings by having a permanent status job. Relatively, in Herzberg's Two Factor Theory, he classified job security as satisfier for one's life in a work environment. Hence, employment status is an important factor because it could create dissatisfaction, if not properly attended to especially on safety and working conditions.

On the other hand, the determination of teachers' preparations and workload is also critical as it reflects the administrators' attitudes towards teachers. Teachers who have more preparations and workload are expected to develop low morale and therefore affect their working conditions. Moreover, Virtanen et. al., (2017) pointed out that aside from the regular load, teachers must be compensated for extra teaching load. This ensures their security in terms of monetary reward. The researchers further highlight that the teaching assignment must be reasonable and accepted by the faculty members. Therefore, the number of preparations or teaching load is a vital component for the teachers' satisfaction in terms of safety and working conditions.

### **The Personal and Professional Characteristics and the Overall Job Satisfaction**

The relationship of the combined contributions of teachers' personal and professional characteristics and the overall job satisfaction. The result of the multiple regression analysis attests that the overall job satisfaction of the secondary school teachers is not significantly influenced by the combined contributions of their personal and professional characteristics such as age, sex, marital status, monthly income, educational attainment, length of service, rank, employment status, and the number of preparations or teaching load ( $F$ -value = 0.618,  $p$  = 0.780). Taken singly, none of the teachers' personal and professional characteristics demonstrated a significant influence on overall job satisfaction.

### **The Administrators' Leadership Behavior and the Job Satisfaction in terms of Present Work**

The results of multiple regression analysis on administrators' ways of leading and managing, approaches to problem - solving and management, interpersonal relationship, organizational effort, and community relations are provided in Table 3. The result reveals that the administrators' leadership behavior significantly influences the teacher's job satisfaction in terms of present work ( $F$ -value = 8.256,  $p$  = 0.000). It was further observed from among those variables that the leadership style is the most significant predictor in terms of teacher's present work ( $t$ -value = -3.063,  $p$  = 0.003). The result further revealed that the administrators who have lower performance in terms of leading and managing do influence the teachers' present work. The lower is the administrators' performance, the lower the satisfaction of the teachers in terms of their present work.

Further, it is a fact that the educational trend today is swiftly moving at a faster rate. Teachers' work is constantly changing to keep pace with their dynamism. It, therefore, demands the school managers to provide a leadership model for teachers who can create a motivating school environment, demonstrate examples of high standard and productivity, facilitate, coach, guide faculty members to improve performance and create a culture of teamwork within the organization. According to Westergård, Ertesvåg, and Rafaelsen (2018), the concept of school leadership concentrates on two areas: the leader's strategic vision about the direction of the organization, and the leaders' non-coercive skill at drawing subordinates into the active pursuit of the strategic vision. Pianta (2016) explained that a leader is not a



president of the organization or head of the department, but one “who can see all around the situation; one who sees it as related to certain purposes and policies; one who sees it evolving into the next situation. The leader is an expression of a harmonious and effective unity that is able to organize the experience of the group and transform it into power. Pianta (2016) further stressed that leaders are not only born but can be made through education and training in the organization and management. Thus, leadership is for the man with the knowledge of the situation, who understand its total significance and who can see things through.

#### **The Administrators’ Leadership Behavior and the Job Satisfaction in terms of present pay**

Table 3 illustrates the relationship between the administrators’ leadership behavior and teachers’ job satisfaction in terms of present pay. The result of multiple regression analysis revealed that administrators’ ways of leading and managing, approaches to problem -solving and management, interpersonal relationship, organizational effort, and community relations do not significantly influence the level of teachers’ satisfaction in terms of present pay ( $F$  - value = 0.700,  $p$  0.05). It was also further noticed that none of the combined independent variables mentioned have influence over teachers’ present pay.

#### **The Administrators’ Leadership Behavior and the Teachers’ Job Satisfaction in Terms of Administrative Supervision**

As indicated in Table 3, the administrators’ leadership behavior significantly influenced the teachers’ job satisfaction in terms of administrators’ supervision. The result is further attested by multiple regression analysis ( $F$  - value = 28.038,  $p$ = 0.000).

From among the independent variables mentioned, organizational effort served as the significant predictor of teachers’ satisfaction in terms of administrators’ supervision ( $t$  -value = 5.313,  $p$ = 0.0000). The result connotes that the greater the degree of the administrators’ performance on organizational effort, the higher the teachers’ satisfaction in terms of supervision. Sancar (2009), the author found those school principals and expressed overall job satisfaction of teachers in North Cyprus was positive. He emphasized that the predictors (‘consideration’ and ‘initiation of structure’ behavior) together showed a high relationship with the overall teacher job satisfaction. Further, beta coefficients revealed that the perceived ‘consideration’ behavior of state school principals make a great contribution to the prediction of teachers’ expressed job satisfaction, however, ‘initiation of structure’ behavior had no influence with the expressed teacher job satisfaction on its own. By relative order of importance, it could be said that ‘consideration’ behavior is more important in predicting overall teacher job satisfaction than ‘initiation of structure’ behavior of school principals.

#### **The Administrators’ Leadership Behavior and the Teachers’ Job Satisfaction with Colleague**

As portrayed in Table 3, the result of the multiple regression analysis delineates the teachers' level of job satisfaction with their colleagues is significantly (t-value = 2.609, p. = 019) influenced by administrators' leadership behavior (F- value = 8.326, p = 0.000). Among the independent variables, community relations were found to be the best predictor. Relatively, teachers usually reacted to the leadership style of the principals. Their reactions became the school climate. The administrators gained the loyalty and commitment of the teachers by emphasizing power through people, encouraging teachers to harness their potential, guiding, and coaching faculty members to improve performance.

The presence of the PTA and its role in creating school climate paved the way to smooth interpersonal relations among teachers, parents, and stakeholders. As shown in Table 3, the administrators' behavior such as ways of leading and managing, organizational effort, and community relations influenced teachers' colleagues in the present job. Several studies attest to the relationship between leadership behavior in creating a conducive school atmosphere and teachers' job satisfaction. For example, Basaka and Ghoshb, (2011), Ghavifekr and Pillai (2016), and Nurmi and Kiuru, (2015) showed that job satisfaction is significantly connected with different areas of the school environment and locus of control. In a stepwise regression analysis, the researchers reported that job satisfaction can be significantly predicted by the locus of control and maximum domains of the school environment.

#### **The Administrators' Leadership Behavior and the teachers' Job Satisfaction in terms of Safety and Working Conditions**

The results of the administrators' approach to problem solving and management are presented in Table 3. The finding indicates that the administrators' approach to problem-solving and management is significantly related to safety and working condition variables (F = 2.537, p = 0.031). This means the safety of the teachers greatly lies in the decisions of the administration. Teachers could only rely on the administration if it follows the consensus and inclusive way of decision making. Reckless decisions on the part of the administration will be detrimental to the teachers (Cameron & Lovett, 2015).

Table 3. Multiple Regression analysis of the relationships between variables

Relationships	Multiple	F-value	Probability
Relationship between the personal and professional characteristics and the job satisfaction in terms of present work	0.208	1.217 ns	0.290
Relationship between the personal and professional characteristics and the job satisfaction in terms of present pay	0.286	1.281 ns	0.253
Relationship between the personal and professional characteristics and the job satisfaction in terms of administrator's supervision	0.199	1.592 ns	0.802
Relationship between the personal and professional characteristics and the job satisfaction with colleagues on present job	0.248	0.938 ns	0.495
Relationship between the personal and professional characteristics and the job satisfaction in terms of safety and working conditions	0.456	3.763*	0.000
Relationship between the personal and professional characteristics and the overall job satisfaction	0.208	1.217 ns	0.290
Relationship between the administrator's leadership behavior and the job satisfaction	0.487	8.256*	0.000
Relationship between the administrator's leadership behavior and the job satisfaction in terms of present work	0.160	0.700 ns	0.625
Relationship between the administrator's leadership behavior and the job satisfaction in terms of administrator's supervision	0.716	28.038*	0.000
Relationship between the administrator's leadership behavior and the job satisfaction with colleagues in the present job	0.488	8.326*	0.000

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Relationship between the administrator's leadership behavior and the job satisfaction in terms of safety and working condition	0.295	2.537*	0.031
Relationship between the personal and professional characteristics and the job performance	0.263	1.067 ns	0.392
Relationship the leadership administrative behavior and the performance	0.261	1.941 ns	0.092

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### **Respondents' characteristics and job Performance**

The relationship between the personal and professional characteristics and job performance of the teachers is given in Table 3. The multiple regression analysis attested that the combined contribution of the teacher's age, sex, marital status, monthly income, educational attainment, length of service, academic rank, number of preparations, or teaching load do not significantly influence their job performance (F-value =1.067, p=0.392). In addition, none of the mentioned independent variables was found to influence the teachers' performance if their contribution is taken singly. In contrast to this finding, Hasbay and Altındag (2018) earlier documented that respondent characteristics such school type, employee number, foundation year of institution, teachers' age, teachers' gender, educational status, total operation time, and operation time in teacher current institution have a correlation with teachers' performance.

### **The Administrators' Leadership Behavior and the Performance of the teachers**

Presented in Table 3 includes the relationship between the administrator's leadership behavior and the performance of secondary school teachers. The multiple regression analysis confirmed that the combined contributions of administrator's leadership behavior such as: a way of leading and managing, approaches to problem - solving and decision making, interpersonal relationship, organizational effort, and community relations do not affect significantly the performance of the secondary school teachers (F -Value = 1.941, p= 0.092). It could also be observed that the individual contributions of the administrative factors do not significantly affect the teachers' performance. This could be because the administration only sometimes performed their duties. This means the presence or absence of the administrators made no difference in the work output of the teachers. Opposed to this, Anastasiou and Papakonstantinou (2014) posit that factors that have a positive effect on teachers' work performance included the provision of ethical rewards, good working conditions, motivation by the school principal, and participation in school administration and decision making.

### **III. LEVEL OF JOB SATISFACTION AND PERFORMANCE OF THE SULU TEACHERS**

The overall mean for job satisfaction was 3.67, with an interpretation of 'satisfied'. This means that the teachers were happy with their work. According to them, they are content with their present work (with a mean of 3.91) assignment or load in school; they were not overburdened with preparing lesson plans, reports, attending to students' academic problems, promoting healthy classroom and maintaining students' discipline in school. Besides, they also felt their present salaries commensurate to their position (mean of 3.72). They were pleased with their bonuses and other incentives offered periodically; assistance and benefits extended in terms of loans, Medicare, retirement, and the like were appreciated. However, they shared that their salaries were not enough to pay for social obligations e.g. weddings, birthdays parties, funerals, and other social functions.

In the area of supervision, the teachers felt satisfied (mean = 3.54) with how their bosses monitored their performance, classroom observations, a delegation of responsibilities, conflict resolution, interpersonal relationships, personal and assistance in attaining school goals and objectives. However, dissatisfied with the supervisors' approach to reprimanding teachers, and how their bosses helped in finding opportunities for their promotion.

Further, the teachers were satisfied (mean = 3.85) with their relationship with colleagues. They were satisfied with the degree of acceptance of their colleagues, the applicability of mentoring and team teaching, the loyalty and commitment of co-teachers to work with, the spirit of sharing personal and work-related problems, the spirit of common concerns to any circumstances, the expression of positive feelings in dealing with co-teachers, the willingness to assume group roles, the willingness to extend help in times of crisis, how they tolerated each other's shortcomings and the feelings of being loved by co-teachers.

Moreover, the teachers felt neutral (mean of 3.33) in terms of safety and working conditions. They are neutral regarding the peace and order situation in their area of assignment, their freedom from harassment and threats from the people in the community, their accessibility and means of transportation to their workplace, the availability of school sports and laboratory facilities and equipment, availability of school laboratory facilities and equipment, availability of school references and other reading materials. However, they felt satisfied in terms of their freedom from harassment and threats from their students and the attractiveness of the classrooms and its surroundings.

In line with this finding, the study of Hasbay and Altındag (2018) reveals that teacher performance is affected mostly by management factors, followed by the working environment and then wages. Wages did not seem to show any effects that directly increased teacher performance. The study emphasized that the right attitude of school management, together with effective communication and career investments and developments for teachers has a greater bearing on teachers' job satisfaction. Consequently, the performance of teachers is increasing when the right working conditions in which teachers feel comfortable and under no pressure are

provided. Similarly, Dedebali, K. (2010) pointed out that satisfaction precedes productivity, and that a happy teacher is a productive teacher. This means school management should design an environment that is physically, mentally, socially, economically, and spiritually satisfying to bring out the best in teachers. This is supported likewise, by Klassen, and Chiu (2010) who pointed out that job satisfaction and performance have a reciprocal relationship. A teacher who is satisfied tends to be motivated to work and is productive.

Table 4: Level of job satisfaction of secondary school teachers

Area	Mean	Description Interpretation
A. Present Work	3.91	Satisfied
B. Present Pay	3.72	Satisfied
C. Supervision	3.54	Satisfied
D. People on Present Job	3.85	Satisfied
E. Safety and Working Condition	3.33	Satisfied
Overall Mean	3.67	Satisfied

**Mean:** Very Dissatisfied=1.0-1.49; Dissatisfied=1.50-2.49; Neutral = 2.50-3.49; Satisfied= 3.50-4.49; Very Satisfied; 4.50-5.00

Table 5 portrays the level of performance of the teachers. The overall mean for the teachers' performance was 3.44, interpreted as 'good'. This was below the standard performance expected. The teachers had the highest score for the Presentation of the lesson (mean = 3.49). However, its descriptive interpretation did not differ from other dimensions. Parallel to this result is the finding of Baluyos, Rivera, and Baluyos (2019). In the study by Baluyos, Rivera, and Baluyos, the overall performance of teachers indicated that the teachers were good in the teaching-learning process, in initiating activities that promote parents and community members' participation, and in updating themselves through attending seminars, workshops, and conferences.

However, teachers were excellent or outstanding in monitoring and evaluating pupils' progress and providing remedial instructions for slow learners beyond class hours. Oluremi, (2015) suggests that teacher's performance could be improved through attitude modification, work motivation, and favorable organizational culture in schools. Contrary to this result very good performance of teachers is observed in lesson planning. The most dominant factor that affected the teachers' performance and innovation was competence.

Table 5. Level of job performance of secondary school teachers

Expected Behavior	Mean	Verbal Description
Presentation of the lesson	3.46	Good
Development of the lesson	3.44	Good
Expected student behavior	3.43	Good
Wrap-up	3.41	Good
Overall Performance	3.44	Good

**Mean:** Poor = 1.00 – 1.49; Fair =1.50 – 2.49; Good = 2.50 – 3.49; Very Good = 3.50 – 4.49; Outstanding = 4.50 – 5.00

#### IV. DEGREE OF RELATIONSHIP BETWEEN JOB SATISFACTION AND PERFORMANCE OF THE SECONDARY SCHOOL TEACHERS IN SULU

In school, teachers exhibit different levels of performance. When a teacher performs his assigned task, it is always associated with the degree of satisfaction. As indicated in Table 6, the overall correlation between teachers' level of job satisfaction and job performance was weak ( $r = 0.214$ ). I also observed that no significant relationship exists between the two variables. This means for secondary school teachers job satisfaction is never a predictor of job performance. This seems to oppose the report of earlier literature that job satisfaction of a precursor of job satisfaction (Gil -Flores, 2017; Cameron & Lovett, 2015; Liu, & Werblow, 2019).

Table 6: The Degree of Relationship between job satisfaction and performance of the secondary school teachers

Job Satisfaction Variables	Correlation Coefficient	Probability
Present Work	0.260	0.002*
Present Pay or salary	0.089	0.297ns
Supervision	0.269	0.001*
Safety and Working Condition	0.234	0.005ns
People on Present Job	0.217	0.010ns
Overall Correlation	0.214	0.063 ns

ns = not significant at 5% level; \* = significant at 5% set level

#### *Comparison of the Teachers' Performance of the Administrators, themselves and Students*

Table 7 portrays the mean comparison of teachers' performance as rated by the administrators and the students. The result shows a significant difference between the teachers' performance as rated by the administrators and the students. The areas include presentation of the lesson with (F -value = 37.864); development of the lessons (F -value = 53.39); expected student behavior (F -value = 17.636); wrap up (F - value = 20.081) with the overall  $p = 0.000$ . For the presentation of the lesson, the rating given by the students was comparable to that of the administrators. The same observation was seen in the areas of the development of the lesson, expected student behavior, wrap up, and finally the overall teachers' performance.

Table 7: Comparison of teachers' performance as rated by themselves, the administrators, and the students

Area	Group Ratings			F-value	Probability
	Administrators	Self	Students		
A. Presentation of the Lesson	3.16	3.9	3.32	37.864*	0.000
B. Development of Lesson			3.26	53.39*	0.000
C. Expected Student Behavior	3.25	1	3.29	17.636*	0.000
D. Wrap-up		3.8	3.37	20.081	0.000
		5			
		3.74			

	3.43	3.76			
	3.20				
Overall performance	3.26	3.83	3.28	50.595*	0.000

\* = Significant at 5% set level of significance 1/ in a row, means with common letter do not differ significantly by Scheffe's test

## V. CONCLUSION

Quality education should start with improving job satisfaction as the key to improve performance which in turn trickles down to quality education. Low teachers' performance will always redound to low students' performance. The fact, that our students have continuously suffered with the low passing rate in the national examination because of the low performance of the teachers. When the teachers are not highly motivated, it is assumed that they too are not highly satisfied with their work which in turns affects the students' performance.

Given all the findings, the following conclusions can be drawn: The administrators were rated 'frequent' in the performance of their responsibilities specifically in the areas of leading and managing, approaches to decision making, interpersonal relationship, organizational effort, and community relationship. The secondary school teachers were satisfied with their present pay, supervisors and their colleagues. And they are neutral with their safety and working conditions. The secondary school teachers were rated "good" in the presentation of the lesson, expected student behavior, and wrap up. Teachers' personal and professional characteristics did not significantly influence their performance. The administrators' leadership behavior is significantly related to the job satisfaction of the teachers. There is a significant relationship between job satisfaction and performance of the secondary school teachers in the Division of Sulu.

To improve educational output specifically on teaching performance, secondary school teachers need to keep pace with the educational advancement through in-service training. The school administrators should maximize their efforts to improve teachers working conditions and ensure that teaching loads and assignments are distributed equitably. To ensure the smooth operation of the school specifically on dealing with conflict, the school administrators should improve their problem solving and decision -making skills.

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