

Examining the Link Between Job Satisfaction and Teaching Performance: A Correlational Analysis

¹Clarissa Paglinawan Deslate & ²Mel Tersol Pallada

Abstract

Job satisfaction and work performance are crucially associated to an organization's success. This study investigated the level of job satisfaction and teaching performance of 30 elementary school teachers in the Philippines. It also determined the relationships between job satisfaction, teaching performance, and the teachers' socio-demographic profile. Data were collected through the validated research instruments which were divided into three parts: the personal profile of the teachers used to identify their sex, age, length of service, educational attainment, teaching position, and rank; teachers job satisfaction to measure supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition; and teachers teaching performance used to measure teaching skills and strategies, classroom management, subject competence and professional growth, interpersonal relationship, and contribution to the total school development. Mean, frequency count, Pearson r, and Cramer V were the statistical tools used through Statistical Package of Social Sciences (SPSS). Findings revealed that teachers have high satisfaction with their job. Work itself and the career advancement were indicators that were most highly satisfied. However, teachers expressed dissatisfaction with supervision of the school. The supervisor that turns one teacher against another was the lowest indicator. It revealed that teachers are highly performing with their jobs especially in the aspect of interpersonal relationships. This study indicated that there were no significant relationships among teachers' profile, job satisfaction, and teaching performance.

Keywords: *Job Satisfaction, Work Performance, Supervision, Teachers and Interpersonal relationship*

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About the authors:

¹Corresponding author. 1Sampaguita St. Brgy. Andagao, Kalibo, Aklan, 5600 Philippines, clarissa.deslate@deped.gov.ph

²Master Teacher II at Kalibo Pilot Elementary in the Division of Aklan, Philippines

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Introduction

The success of a high-quality education is greatly influenced by teachers. The quality of the teaching-learning process might be impacted when a teacher is unhappy with their position. When teachers are happy in their employment, their job satisfaction and work performance for the educational institution are higher (Shila and Sevilla, 2015). Additionally, according to Shehnaz Tehseen & Noor UIHadi (2015), if teachers are happy in their jobs, they stay longer and work more, which reduces their desire to quit and boosts productivity.

One must be aware of the contributing aspects when looking for excellent teachers. One of these crucial components is job satisfaction. The implications of job satisfaction are numerous and profound. According to current research, teachers are less prone to stress and burnout (Skaalvik & Skaalvik, 2011). According to Urruttia, Borja, Castillo, and Magana's (2019) study, job happiness is greatly influenced by support for career progression and professional growth as well as appreciation of accomplishments. Hence, this study would look at the connections between teachers' performance, satisfaction with work, and socio-demographic characteristics.

Methodology

Descriptive-correlational research methodology was utilized in this study. Brown (1992) claims that descriptive-correlational analysis defines the variables and the relationships that develop spontaneously between and among them. This design's goal is to describe how variables relate to one another and determine causal linkages. This method can be used to explain the relationship between two phenomena when the researcher has no control over the independent, dependent, or outcome factors.

The researcher adapted and modified the survey questionnaire lifted from P. Lester (1987) entitled Teacher Job Satisfaction Questionnaire.

Part I generates information on the personal profile of the respondents. Part II Teacher Job Satisfaction Questionnaire (TJSQ) is a 62-item questionnaire with nine constructs adapted and modified from (Lester, 1987) to assess teachers' job satisfaction. A five-point scale ranging from 5 (always) to 1 (never) will be used to solicit responses.

Part III generates answers on the Job Performance of the Teacher.

Based on the reliability testing, it showed that the Instructional/Teaching Proficiency had garnered 0.869 or Good result, Delivery of Learning got 0.906 or Excellent result, and the Teachers' Readiness got 0.951 or Excellent result. Items with factor analysis of .50 and above were

included in the instrument while those below .50 were discarded. The Cronbach's alpha of the instrument with a reliability index of .70 and above were considered reliable (Gay, Mills & Airasian, 2009).

Data collected were processed and analyzed using the SPSS computer programme. The obtained data for the study were subjected to appropriate frequency, descriptive, and inferential statistics.

The researcher ensured the anonymity of the respondents by using codes to conceal their real identity. All the information disclosed by the respondents will be treated with utmost confidentiality. Letter of informed consent will be given to the participants to orient them on the purpose of the study and for them to know their participation.

Findings

Teachers are satisfied with their job. Most of them highly favors the teaching work itself as matter of job satisfaction. Second to the highest, career advancement is highly favored by teachers in order to be satisfied with their work. On the contrary, teachers expressed dissatisfaction on the school head's supervision. Also, teachers somewhat moderately satisfied with the pay or money remuneration.

In their teaching performance as teachers, they perceived themselves as very highly performing teachers. In the area of interpersonal relationship, teachers thought themselves as very highly competent. Although, teachers are somewhat fairly confident in the area of teaching skills and strategies, they are still highly competent.

There is no significant relationship between the socio-demographic profile of teachers and their job satisfaction. The correlation is mostly weak to negligible. This reveals that the teachers' profile of the teachers does not influence the teachers' job satisfaction.

There is no significant relationship between the socio-demographic profile of teachers and their teaching performance. The correlation is mostly weak to negligible. This reveals that the teachers' profile of the teachers does not influence the teachers' work performance.

There is no significant relationship between the job satisfaction and their teaching performance of the elementary teachers. The correlation is mostly weak to negligible. This reveals that the job satisfaction does not influence the teachers' work performance.

Conclusion

Teachers are fairly satisfied with their job because they have high regard towards the work of a teacher and its career advancement, however, teachers are low satisfaction towards school head's supervision specifically when it comes to his or her faculty. Furthermore, it is important to note that teachers express dissatisfaction towards immediate supervisor who turns one teacher against another. This implies that teaching is believed to be the noblest profession of all in spite of miscommunication or misunderstanding amongst teachers and school heads.

Teachers are very highly performing especially to the interpersonal aspect of teaching because teachers are fair and impartial with learners. This suggested teachers' understanding of diversity of learners – a capacity to identify individual differences and varied learning styles and personalities of their learners. Also, teachers excels in communicating with their co-teachers, learners' parents, staff, and stakeholders.

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