

Teachers' Job Satisfaction and School Academic Achievement

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Abstract: The study analyzed the relationship between teachers' job satisfaction and academic achievement in the elementary schools in Leyte Division, Philippines. The study adopted a descriptive research design. It utilized the job satisfaction survey questionnaire and the National Achievement Test results. The statistical tools included the weighted mean and Pearson correlation coefficient. It was revealed that teachers were satisfied with their job assignments. Whereas, academic achievement showed an average mean percentage score (MPS), indicating an achievement that is moving towards mastery. Moreover, it was disclosed that there was no significant relationship between teachers' job satisfaction and school academic achievement. To enhance the level of teachers' job satisfaction and further improve school academic achievement, school administrators may consider strategic initiatives that support teachers' career development. Thus, it is suggested that school heads should look into the personal and professional well-being of teachers. Future studies, including additional variables such as teachers' information and communication technology (ICT) literacy skills and ICT facilities, should correlate it with school achievement.

Keywords: Effectiveness, Efficiency, Management, Morale, Performance

1. Introduction

The introduction of School-Based Management (SBM) and its validation on the level of practice and Result-Based Performance Management System (RPMS) have made the teachers' job even more difficult. The reason behind this is that they have to document every activity that they have conducted in school, which has given them an additional heavy workload, especially for teachers who are not computer literate. Most of them admitted that the preparation of their innumerable Means of Verification (MOV) document in their performance evaluation has made their teaching career more uncomfortable because instead of devoting their time solely in preparation for the lessons of the day, they have to allocate part of their time to crafting the MOV needed in SBM and performance evaluation. As a result, the about-to-retire and soon-to-retire teachers were asking their school heads if the bill on reducing the

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retirement age of public-school teachers from 60 to 55 was approved into law because they wanted to avail themselves of the said legislation in order to run away from pressure from the Department of Education (DepEd).

A successful education system is dependent on a high-quality teaching staff. In order to develop this high-quality teaching staff, one must look at factors associated with teacher quality and retention. It is confirmed in the study of Duina and Lenz [1] that there is a strong link between job satisfaction and teacher retention. Further, it was found that job satisfaction played a key role in teachers' decisions to stay in or leave the profession. Their study suggested that support was among the primary factors that led to job dissatisfaction [1].

Likewise, in the study of Jackson [2], it is also recognized that student behavior, classroom management, accessibility of resources, and relationships with all stakeholders have an impact on teacher job satisfaction. Jackson [2] believed that teacher satisfaction has a large effect on school effectiveness and outcomes, which are the key elements in improving school performance. Further, the said performance is the level of achievement of teachers at a particular time when carrying out their duties and functions compared to the expected work results and the targets to be achieved [3]. Therefore, the concept of teachers' job satisfaction, which has been heavily studied, is an important issue for educational leaders.

The study by Ghavifekr et al. [3] showed that teachers are not satisfied with the growing workload, which causes them to have less time to coordinate creative activities. The National Union of the Teaching Profession (NUTP) claims that the extra data entry work and the new teaching system hinder quality teaching. Therefore, the role of a principal in exercising positive job behavior by not overemphasizing paper work would benefit teachers' classroom instruction and students' academic achievement.

In the 21st century, teachers are playing greater roles and are given bigger commitments in the profession. These increased responsibilities and higher expectations do take their toll on them, especially when they feel that they have not been fairly compensated. Job satisfaction is indeed crucial, not only in determining the faithfulness of an employee to an organization, but more importantly, it is the main indicator of an individual's level of commitment and productivity in the profession [4][5].

Moreover, Karimi and Nouri [6] asserted that Herzberg's theory helps researchers understand job satisfaction within the educational context. Further, this theory of job satisfaction explains satisfaction and motivation within the workplace. It identifies hygiene and motivating factors. Hygiene can be considered an extrinsic factor, while motivators are considered an intrinsic factor. Extrinsic factors include school policy, administration, supervision, salary, interpersonal relationships with co-teachers and the school head, job security, and working conditions in school. Intrinsic factors, on the other hand, consist of achievement, recognition, the teaching work itself, responsibility, advancement, and growth of teachers.

The aforementioned theory, research findings, situations, and the low fulfillment of some teachers were the main reasons why the researchers conducted this study. They were also very curious to find out if the teachers' job satisfaction could affect the school's academic achievement. Specifically, this study sought to answer the following questions:

1. What is the extent of the teachers' job satisfaction in the central schools?
2. What is the level of the school's academic achievement?
3. Is there any significant relationship between teachers' job satisfaction and the school's academic achievement?

2. Methodology

The purpose of this study was to identify and interpret the teachers' job satisfaction and school academic achievement. Thus, this study used a descriptive research design because it was concerned with the conditions of relationships that existed, practices that prevailed, and effects that were being felt.

This research work was conducted during the school year 2015-2016. Twenty-five schools, five from each of the five congressional districts of the Leyte Division, and the respondents constituted two hundred sixty-one (261) teachers who gave their perceptions on job satisfaction. A survey questionnaire was the main tool for gathering research data.

Further, it utilized a 4-point scale: 4 – Strongly Agree (SA), 3 – Agree (A), 2 – Disagree (D), 1 – Strongly Disagree (SD). The researchers made a formal request from the Schools Division Superintendent of Leyte Division, asking permission to administer the questionnaire to the respondent schools, and utilized the National Achievement Test (NAT) results in the study.

3. Results and Discussion

This section presents the data that was statistically treated, analyzed, and interpreted. First is the level of teachers' job satisfaction, followed by the level of school academic achievement. Then, a relationship was assessed between the teacher's job satisfaction and the school's academic achievement.

3.1 Level of Teachers' Job Satisfaction

The data showcased in Table 1 is the level of teachers' job satisfaction. The twenty-eight (28) job satisfaction statements got a grand mean of 3.04, which was interpreted as satisfied and implies that teachers were satisfied with their profession. Additionally, the following job satisfaction statements got a very satisfied response from the teachers: "My job allows me to learn new things" with a mean of 3.60, "I respect the knowledge, skills, and abilities of the person to whom I report" with a mean of 3.50, and "I look forward to coming to work" with a mean of 3.30. The statement "My school provides tools and resources to support my career development" got the lowest rank with a mean of 2.70.

Table 1. Teachers' Job Satisfaction

Statements	Mean	Interpretation
My job allows me to learn new things.	3.60	Highly Satisfied
I respect the knowledge, skills, and abilities of the person to whom I report.	3.50	Highly Satisfied
I look forward to coming to work.	3.30	Highly Satisfied
The person that I report praises people when they do a good job.	3.20	Satisfied
My job makes good use of my skills and abilities.	3.20	Satisfied
My school encourages creativity and innovation.	3.20	Satisfied

My administration holds individuals accountable for being productive.	3.10	Satisfied
Overall, I enjoy my job.	3.10	Satisfied
I have the authority at my job to independently do what needs to get done.	3.10	Satisfied
Individual accomplishments are recognized at my school.	3.10	Satisfied
The amount of stress that I feel is reasonable.	3.10	Satisfied
Given my number of years at this school, workload, and education, I am fairly compensated.	3.10	Satisfied
The person I report to has realistic expectations about what I can achieve.	3.00	Satisfied
My school provides opportunities for career development.	3.00	Satisfied
The person I report to is open to new ways of doing things.	3.00	Satisfied
I have a reasonable level of job security at my school.	3.00	Satisfied
My school supports me in developing new skills.	3.00	Satisfied
My administration is interested in the health and well-being of those who work here.	3.00	Satisfied
Qualified employees get promoted at my school.	3.00	Satisfied
I consider myself a satisfied employee.	3.00	Satisfied
My school conducts business in an ethical manner.	2.90	Satisfied
I am satisfied with the recognition I receive for doing a good job.	2.90	Satisfied
I am satisfied with the education and training I am provided for my present job.	2.90	Satisfied
Qualified employees get promoted at my school.	2.90	Satisfied
Taken together, my compensation, benefits, and work environment are comparable to similar jobs in other educational organizations in this area.	2.80	Satisfied
I am satisfied with the benefits available to me.	2.80	Satisfied
I am satisfied with our performance review system.	2.80	Satisfied

My school provides tools and resources to support my career development.	2.70	Satisfied
Grand Mean	3.04	Satisfied

These findings indicate that teachers responded positively to the strange tasks that were entrusted to them, had great respect for their superiors, and had a positive outlook towards their teaching job. The result also indicates that the schools were not assertive enough to provide teachers with an opportunity for personal growth and professional development. The outcome of this investigation is comparable with the result of the study of Cansoy [7], which discloses that school principals' administrative behaviors that encourage participation and are flexible, sharing leadership at school, and exhibiting individual-oriented and supportive leadership behaviors were revealed to enhance teachers' job satisfaction.

3.2 Level of School Academic Achievement

The figures shown in Table 2 were the NAT results of the schools included in the research. The data reveal that the academic performance of the schools in Leyte Division included in this study was moving towards mastery, with an average Mean Percentage Score (MPS) of 84.19%. One school from Area IV got the highest MPS of 96.24% with a mastery level descriptive equivalent of mastered. More than half of the schools got a mastery level equivalent of moving towards mastery, and the school that got the lowest MPS of 71.11% was also from Area IV.

Table 2. Level of School Academic Achievement

Area & School	NAT MPS	Interpretation
IV _A	96.24%	Mastered
IV _B	95.14%	Closely Approaching Mastery
III _A	94.89%	Closely Approaching Mastery
V _A	93.89%	Closely Approaching Mastery
II _A	93.06%	Closely Approaching Mastery
I _A	89.09%	Closely Approaching Mastery
II _B	88.79%	Closely Approaching Mastery
II _C	87.10%	Closely Approaching Mastery
V _B	86.62%	Closely Approaching Mastery
V _C	86.03%	Closely Approaching Mastery
II _D	85.59%	Moving Towards Mastery
V _D	85.51%	Moving Towards Mastery

IV _C	85.48%	Moving Towards Mastery
IV _D	85.45%	Moving Towards Mastery
III _B	82.32%	Moving Towards Mastery
III _C	81.28%	Moving Towards Mastery
I _B	80.68%	Moving Towards Mastery
V _E	78.47%	Moving Towards Mastery
II _E	78.09%	Moving Towards Mastery
I _C	78.05%	Moving Towards Mastery
III _D	77.29%	Moving Towards Mastery
I _D	75.66%	Moving Towards Mastery
III _E	74.48%	Moving Towards Mastery
I _E	74.40%	Moving Towards Mastery
IV _E	71.11%	Moving Towards Mastery
Grand MPS	84.19%	Moving Towards Mastery

This outcome indicates that the schools with high MPS followed their respective best practices in order to excel in the assessment test administered by the National Education Testing and Resource Center (NETRC). Their best practices included the following: excellent instruction, regular instructional supervision of the principal, the conduct of remedial classes on least learned skills, the conduct of concept reviews on NAT competencies on Saturdays, and peer tutoring. The less-performing schools pointed out the following factors for their low performance in the said test: large class size and the presence of non-readers and non-numerates in Grade 6 classes.

3.3 Relationship Between Teachers' Job Satisfaction and School Academic Achievement

Table 3 manifests the correlation between teachers' job satisfaction and school academic achievement. The result of the Pearson correlation coefficient analysis revealed that there was no significant relationship between job satisfaction and school academic achievement, which means that the job satisfaction of teachers did not influence the academic achievement of the school.

Table 3. Relationship Between Teachers' Job Satisfaction and School Academic Performance

Variable	School Academic Achievement r-value	p-value	Interpretation
Job Satisfaction	-0.152 ^{ns}	0.468	not significant

ns – not significant

* - significant at $\alpha < 0.05$

** - highly significant at $\alpha < 0.01$

This result matched the research results of the study by Iqbal *et al.* [8] on the relationship between teachers' job satisfaction and students' performance. Their research unveiled that the indicators of job satisfaction had an insignificant relationship with students' test scores; that is to say, students' performance showed no significant correlation with teachers' job satisfaction.

Likewise, the study by Ejimofor [9] on teachers' job satisfaction, their professional development and the academic achievement of low-income kindergartners showed that teachers' general job satisfaction is not significantly associated with students' academic achievement. This means that no significant associations were found between teachers' professional development and students' academic achievement.

4. Conclusion and Recommendations

The conclusions and recommendations are presented based on the revelations of the study. Accordingly, it was found that the majority of the teachers were satisfied with their jobs. In terms of school academic achievement, most schools in this study were classified as moving towards mastery and attained a grand MPS of 84.19%. Lastly, there was no significant relationship between teacher job satisfaction and school academic achievement. In light of the foregoing, the following recommendations are forwarded: First, the elementary school principals should discover new ways to efficiently implement their leadership styles and management skills in order to enhance the level of teacher job satisfaction and further improve school academic achievement. Second, a solid intervention program to improve the National Achievement Test (NAT) result should be conducted, especially in schools that did not meet the 75% MPS target set by the Department of Education (DepEd).

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