

“Level of job satisfaction of public high school teachers: A survey”

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Abstract

This study was focused on the level of job satisfaction of the Public High School Teachers with the factors associated with it. The study was based on four selected categories: Compensation and Benefits, Leadership of Administrators, Social Relationship, and Work Environment.

The respondents of the study consisted of forty-one (41) teachers. This study utilized the descriptive method of research. Survey questionnaires were used to gather data and information. Interviews with the respondents were also done by the researcher to validate data gathered from the questionnaire.

The study yielded the following findings: The average age of the respondents is twenty-eight (28); the majority were females; married; with eight-point six (8.6) years average length of service experience; with Teacher I item position; with M.A. units educational attainment and a performance rating of very satisfactory. They were strongly satisfied with their Social relationships and satisfied only with their Compensation and Benefits, Leadership of Administrators, and Work Environment.

Keywords: Job Satisfaction, Compensation, and Benefits, Leadership, Social Relationship, Work Environment

Introduction

Job Satisfaction is the amount of pleasure or contentment associated with a job. Workers will have high job satisfaction when they have positive attitudes towards the job such as the work itself, recognition, and opportunity for advancement (Dubrin as cited by Tatar, 2020). It also refers to the set of favorable or unfavorable feelings with which employees view their work. Further, it is where an individual is evaluated from his point of view, on feelings and emotions about his job and work experience (Cotiangco, 2017). With its simplest definition, job satisfaction is the designation of how happy a worker is with his job.

Important theoretical contributions to our understanding of job satisfaction are the theories of Herzberg, Maslow, and Taylor. According to Herzberg, individuals are not contented with the satisfaction of lower-order needs at work but look for the gratification of higher-level psychological needs as to achievement, recognition, responsibility, advancement, and the nature of the work itself. Herzberg concluded that job characteristics related to what an individual does gratify one's needs on achievement, competency, status, personal worth, and self-realization, thus making him happy and satisfied (Surbhi, 2020)

On the other hand, Maslow's theory on the hierarchy of needs which is often portrayed in the shape of a pyramid includes Biological and Physiological needs, Safety needs, Belongingness and Love needs, Esteem needs, and Self-Actualization needs. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire higher-level needs (Hopper, 2020)

Taylor developed the theory of "scientific management". Scientific Management is a philosophy that deals with the relationship between people and work. The basis for this relationship was finding the "one best way" for doing a job and finding the proper person for each job. The goal was maximum output with minimum effort through the elimination of waste and inefficiency. Taylor believed that if both labor and

management embrace this philosophy, they would become teammates rather than adversaries, disregarding their traditional relationship and shaping in greater profits than before (Turan, 2015).

Several concepts and definitions about job satisfaction have also come out. For instance, a positive and healthy school culture translates into increased teacher job satisfaction and productivity. An individual joins an organization with physical and psychological expectations; that when realized would increase his efficiency and performance (Soberman as cited by Agawin, 2014). However, when these expectations do not meet with work conditions, job satisfaction does not occur, and as a result; the worker loses performance and efficiency and might even sabotage the job or quit it.

Teachers' job satisfaction was defined by Chakravorty as cited by Saracanalao (2015) as the fit between the abilities and skills of an individual, teaching demands, and requirements, including the holistic morale and positive effects. He also stressed that teaching is a career that mentors pursue by which better performance can be attained if the feeling of fulfillment is acquired. Fulfillment as an aspect of performance is anchored on a combination of needs, values, and talents. Satisfaction in one's career is the result of the attainment of values compared to one's needs. It is an attitude about a job or career. Among teachers, this fulfillment is important because it affects the behavior of teachers toward the school administration and organization.

McCornick as cited by Del Valle (2016) quoted that the work satisfaction of teachers was influenced by workloads and conditions of employment, relationships with students, as well as administration and senior staff. Teachers' responsibilities include filling the roles that were taken care of at home and elsewhere in the community beforehand (De Bruyne as cited by Calibara, 2016). Previous research into the job satisfaction of teachers suggests that the greatest fulfillment comes from helping children achieve and overcome their problems, and also from the personal growth that the profession may afford. The major sources of dissatisfaction are usually school leadership, pupil behavior, and infrastructure.

A key to job satisfaction for educators comes from both intrinsic and extrinsic sources (LaMattina as cited by Magomnay, 2016). It mentioned that interacting with students, learning new material, and learning new teaching methods are the intrinsic sources while recognition, support from other teachers, and evaluation by administration are the extrinsic sources.

Conceptual Framework

This study is anchored on the premise that job satisfaction leads to satisfactory teaching performance. As a public secondary school teacher, the researcher chooses this study because he believed that continuous commitment to the teaching profession begets contentment.

The selected independent variables for personal attributes of the Public High School Teachers are Age, Gender, Civil Status, Length of Service, Position, Educational Attainment, and Performance.

Age may influence teachers' job satisfaction level as individuals change their outlook from youth to adulthood and finally to maturity of life (Saracanalao, 2015). True enough because past researchers have observed that in the early stages of their careers, individuals are often willing to sacrifice their personal lives in the interests of their career progression.

However, as individuals advance in age to the maturity stage of their career, they place a greater emphasis on a balance between their work and family lives. Prior research found out that being married leads individuals to give their personal lives priority over their work. Similarly, being a parent increases the importance that individuals place on their family role. Some research indicates that a happy family life correlates with high levels of job satisfaction and objective career achievement. (Romeo, 2018)

Gender may account for a different job satisfaction level. Gender (also referred to as sex) is frequently investigated as a variable in studies of job satisfaction (Ermayan as cited by Abellanos, 2018). The literature is far from conclusive about the nature of the relationship. In a recent study of teachers in various types of schools, (McCornick as cited by Del Valle, 2016) reported that males were slightly more

satisfied than females.

Conversely, other studies have reported that females were more satisfied with a range of job dimensions (Debruyne as cited by Calibara, 2016). Stedham as cited by Juntahan (2012) found male headteachers to be more dissatisfied with aspects of work than their female counterparts. Rabuya (2019) quoted that female teachers (both primary and secondary) were more satisfied with working conditions than males.

The research of Rabuya (2019) showed that female teachers derived greater job satisfaction than their male counterparts. This is in line with the study of Ladebo as quoted by Puentispina (2017) illustrating that female teachers found their teaching jobs more satisfying than their male counterparts.

The factors affecting female job satisfaction are working environment, interpersonal relations, and supervision of boss (by the headteacher). For men salary and security of the job is most important. Men are more concerned with extrinsic rewards (most notably pay) while women focus more on intrinsic rewards like the satisfaction of teaching children (Puentispina, 2017).

Civil Status could also influence the teachers' level of job satisfaction. This is because one's needs are varied between a single and a married person. Redondo's (2009) study on job satisfaction and job performance among Physical Education, Health and Music of the Teachers revealed that married teachers are more serious and dedicated in their job than single ones. This is because married teachers have the family to be raised in, and they are much more mature, well-directed, and motivated.

Years of experience have also been referred to as tenure, the number of years teaching, and length of service. For this study, length of service is deemed the most appropriate term for variable describing groups categorized by years of experience in a particular role. McCornick as cited by Del Valle (2016) quoted a study that reported similar findings; satisfaction is high for early career teachers, steadily lower for those with between six- and 20-years' experience; and rising for teachers with more than 20 years experience.

Again, teachers with the most experience were more satisfied than their less experienced colleagues. As with age and gender, the results of previous studies regarding teachers are inconsistent. Soberman as cited by Agawin (2014) research found years of experience in teaching was a predictor of satisfaction with supervision and promotion, but the nature of the relationship was somewhat unclear. In a study of middle- and high-school teachers, Mertler quoted by Agawin (2014) reported fluctuating results.

Teachers with up to five years' experience and 11 or more years' experience reported higher job satisfaction than those with 6-10 years experience. Interestingly, the most experienced teachers were more satisfied than the least experienced.

Another attribute being considered as a variable indicator in this study is position. Position relates to employment classification in schools. Several positions exist in schools besides classroom teachers. In public schools, positioning is done through a certain guideline. As the position of a teacher goes higher, the scope of duties and responsibilities especially in administrative positions become more challenging and wider.

But despite this, a series of studies of Australian and English teachers identified that those in promoted positions were more satisfied with various aspects of work than classroom teachers (Tasnim as cited by Del Valle, 2016). There is, at present, a scarcity of systemic research comparing job satisfaction of non-teaching staff with teachers.

Educational Attainment is a term commonly used by statisticians to refer to the highest degree of education an individual has completed. Education is a continuous process that can be acquired through formal and non-formal forms. Teachers are not exempted from this because they serve as an agent of transmitting knowledge to the next generation.

Therefore, teachers should be updated with what is current and applicable to the present situation. As one proceeds to study a higher level of education, the well-versed and well oriented he/she is. This is because new knowledge is acquired and learned then which is later to be applied in one's work. No wonder apart from being offered higher education programs various seminars, training and workshops have been organized to meet these needs. However, in the public school setting educational attainment is not that important since the

upgrading of a teacher's educational qualification is not compulsory.

Performance is also considered as one variable. To evaluate the efficiency and effectiveness of teachers, performance ratings are taken. Performance rating is done by the teacher himself and to be checked and corrected by immediate supervisors like school principals, master teachers, or program heads to verify the validity of the teachers' given data.

The dependent variable of this study is the public high school teachers' job satisfaction level for the following four categories: Compensation and Benefits, Leadership of Administrators, Social Relationship, and Work Environment.

Compensation and Benefits deals on the employee's amount of money they receive from their work like salary and other benefits. Sick leaves, promotions, bonuses, and cash gifts are referred to as other benefits. Although salary is considered an extrinsic reward, employees are much more concerned with the concept of fairness and equality towards giving and providing compensation and benefits to every employee.

A low salary cannot bring job satisfaction. Salary must be consistent with the present socio-economic condition. It means one must cope with the cost of living with one's salary. The teachers' range of salary must have the capability to meet up one's basic needs in life because if it doesn't, they must look for other earning sources. They set an example that when their salary fails to afford their family expenditures, they go on looking for another source of income that somehow prevents them from giving their best efforts in teaching. Sometimes the teachers get more money from other teaching engagements than their salary from the school. As a result, their sincerity decreases from their job (teaching in school), and become irresponsible to their main job. Thus, a salary plays a vital role to create job satisfaction.

The leadership of Administrators is considered a variable that will affect the teachers' job satisfaction level in this study. The leadership of administrators deals with the administrator's way of supervising his/her subordinates. A good administrator promotes a good relationship with the persons working with him. Teachers' awareness over their supervisor/administrators' positive doing on duties and responsibilities inspires the subordinates to do it to their work as well. While an administrator who's deficient and an advocate on promoting chaos, confusions, and factions towards his subordinates' losses the teachers' satisfaction.

Social Relationship covers family support to the teachers, teacher-student relationship, the interpersonal relationship among the colleagues, headteacher–assistant teachers' relationship, and teachers' - guardian relationship attitudes of the school managing committee as well as the local elites. If such relation is good, people can be satisfied with the job; hence antagonistic relations may bring job dissatisfaction. Thus, the environment plays a vital role in the context of job satisfaction.

Cotiangco (2017) quoted that social support may take the form of emotional support (expressing concern, indicating trust, boosting esteem, listening), appraisal support (providing feedback affirmation), or information support (giving advice, making suggestions, providing direction). People who can serve as sources of social support at work include supervisors, co-workers, subordinates, customers, or other non-organizational members with whom an employee might have contact. For many employees, the opportunity for social interaction with friendly co-workers and supervisors adds greatly to the dimension of job satisfaction.

Work Environment refers to the infrastructure of the school building, classrooms, furniture, and other interior, teachers' rooms, toilets; especially, the playground of the students, computer facilities, and location of the schools. In a workplace, adequate facilities and other things that will aid to the ease of one's work are very important. The work environment helps the employee feels comfortable with his/her work and inspires him to do his job effectively and efficiently (Cotiangco, 2017).

Research Methodology

The researcher utilized the descriptive method with a set of questionnaires answered by the teacher-

respondents. The data gathered in the questionnaire were used to answer the three (3) problems in this study. A personal unstructured interview was also conducted by the researcher to confirm the data from the questionnaire.

The actual population of 41 teachers were the respondents in this study, no sampling procedure was employed; hence the total universe is the total number of respondents. The instrument used to gather the data and information of this study was the survey questionnaire for the respondent's profile and the adapted standard job satisfaction questionnaires from Keith Davis and Lera Fay Cotiangco.

The job satisfaction survey questionnaire utilized the following scoring scale in describing and interpreting the responses of the teacher-respondents:

A. For the Level of Job Satisfaction

Interval	Weight	Description	Interpretation
4.20-5.00	5	Strongly Agree	Strongly Satisfied
3.40-4.19	4	Agree	Satisfied
2.60-3.39	3	Neither Agree/Disagree	Neither Satisfied/Dissatisfied
1.80-2.59	2	Disagree	Dissatisfied
1.00-1.79	1	Strongly Disagree	Strongly Dissatisfied

The statistical tool used to analyze the data gathered to answer the problems stated for this study were the following: Frequency Counts and Percentage. This was used to describe the personal profile of the respondents in terms of age, gender, civil status, length of service, position, educational attainment, and performance rating. The quantitative data were tested at a 0.05 level of significance, with the application of the following statistical methods: Frequency count and percentage for Problem 1. Frequency count, percentage, the mean, and standard deviation for Problem 2. Frequency count, percentage mean, t-test, F-test, and z-test for problem 3.

Results and Discussions

Problem1. What is the profile of the public-school teachers in terms of Age, Gender, Civil Status, Length of service, Position, Performance Rating, and Educational Attainment?

Table I of the succeeding page shows that the majority of the respondents, sixteen (16) or over thirty-nine (39.02) percent belong to the age bracket of 30 years old and below. These teachers are the young group who are less experienced but have the desire to learn. This is the career development age as teachers in this stage are enthusiastic about receiving direction and supervision from school administrators. This group is motivated to learn for future advancement to the rank. The age bracket of 31-40 years old ranked second with 10 or 24.39% followed closely with 41-50 years old respondents. These are the adult group who are experienced and have developed a social relationship with their co-teachers.

There are thirty-two (32) or over seventy-eight (78.05) percent of female teachers. This data affirms that the teaching profession is still a women's world. The Civil Service Commission (CSC) as quoted by Cumaya (2012), eighty-four-point two (84.2) percent of the teachers' population were occupied by the female. It also re-affirms the Congressional Commission on Education study in 1993, concluding that female teachers covered 80.9 percent population resulting in a 1:4 male to female ratio. Filipinas dominated their male counterparts in the education and training sectors from primary (87%), secondary (76%), and tertiary education (56%) (Cumaya, 2012)

Table I. Distribution of Respondents According to their Profile

AGE		Frequency	Percentage
	30 years old and below	16	39.02%
	31 – 40 years old	10	24.39%
	41 – 50 years old	9	21.95%
	51 years and above	6	14.63%
	SUM	41	100.00%
GENDER		Frequency	Percentage
	Male	9	21.95%
	Female	32	78.05%
	SUM	41	100.00%
CIVIL STATUS		Frequency	Percentage
	SINGLE	12	29.27%
	MARRIED	26	63.41%
	WIDOWER	1	2.44%
	SEPARATED	2	4.88%
	SUM	41	100.00%
LENGTH OF SERVICE		Frequency	Percentage
	0 – 7 years	28	68.29%
	8 - 15 years	5	12.20%
	16 – 23 years	6	14.63%
	24 years and above	2	4.88%
	SUM	41	100.00%
POSITION		Frequency	Percentage
	Teacher I	30	73.17%
	Teacher II	7	17.07%
	Teacher III	3	7.32%
	Master Teacher I	1	2.44%
	SUM	41	100.00%
EDUCATIONAL ATTAINMENT		Frequency	Percentage
	4-year degree course holder	10	24.39%
	With M.A. units	23	56.10%
	C.A.R.	7	17.07%
	Full Fledge	1	2.44%
	SUM	41	100.00%
PERFORMANCE RATING		Frequency	Percentage
	Outstanding	9	21.95%
	Very Satisfactory	32	78.05%
	SUM	41	100.00%

Twenty-six or sixty-three (63.41) percent are married with over twenty-nine (29.27) being single and

four-point eighty-eight (4.88) percent of the respondents are single and separated respectively. Teaching in public schools with a permanent tenure is considered by married respondents as a secured profession for the life's sustainability of their family.

Consistent with the age bracket, length of service for zero to seven years got a majority percentage of sixty-eight point twenty-nine (68.29). The National Competency-Based Teacher Standards (NCBTS) classified teachers into Expert (Very competent and can support other teacher's improvement), Experienced (Competent in terms of Knowledge, Skills and Attitudes (KSA) but would benefit from further training and development), Developing (Fairly competent in KSA and need further training and development), Beginning (Lacking competence in KSA and require urgent training and development). The average length of service is 8.6 years.

The majority of the teacher respondent's current positions are a teacher I with 30 or 73.17% and followed by teacher II position with 7 or 17.07%. The third is teacher III positions with 3 or 7.32% and 1 for Master Teacher I. This is because the promotion of public-school teachers considered the educational qualification of a master's degree as one of its major requirements. The teacher-respondents with units in Graduate Studies totaled 23 (56.10%). This is followed with the degree holders of 10 or (24.29%) and ranking third are teacher-respondents with complete academic requirements (C.A.R.) for 7 or 17.07%. Teachers with a Master's Degree got the lowest single frequency or only 2.44%. This suggests that the teachers are aware of continuous growth by attending a normal education program.

Thirty-two or 78.05% of the teacher-respondents received a very satisfactory rating with only 9 or 21.95% for outstanding rating. This information suggests that the teachers did their respective jobs adequately well. They also exhibited the ability to adjust, learn and broaden their professional skills.

Problem 2. What is the level of job satisfaction of public high school teachers in terms of Compensation and Benefits, Leadership of Administrators, Social Relationships, and Work Environment?

Table II of the succeeding page shows the percentage distribution of the respondents on Compensation and Benefits. It yielded a mean of 4.14 with the corresponding interpretation of "satisfied". 5 out of 10 or 50% of the indicators were rated 'strongly satisfied' and the remaining 5 indicators were rated with "satisfied" only.

Getting the highest mean of 4.68 is indicator 2 "I am honored serving as a teacher up to the present" which implies that teaching is a fulfilling profession.

This supports Newstrom and Davies' premise (Cited by Abellanos, 2018) that employees tend to be satisfied with their job because they are happy doing things that make fuller use of their abilities. Indicator 6 "I am satisfied with the benefits (Bonuses/Clothing) given to me" closely follows with a mean of 4.32, reinforced the satisfaction level on compensation and benefits along with the number 5 indicator "my salary increase is based on the position that I have." Holding a meaningful job and performing it are important inputs to self-images that would make a worker happy.

Indicators 1 and 4 for "My salary is competitive with the other teachers" and "My salary is given to me on time" formed part of the strong categories concerning Compensation and Benefits. Indicator 9: "I enjoy the benefits like attendance, policies, medical benefits, etc.". Per our group discussion, the respondents pointed out that medical assistance was only partially availed. This is because clearances are signed after consultation by which no corresponding result or medical findings are released. Indicator 3: "My salary is just enough to support my needs".

Table II Responses on Compensation and Benefits

Description				Frequency		Percentage	
Strongly Satisfied (SS)				18		43.90%	
Satisfied (S)				21		51.22%	
Neither Satisfied/Dissatisfied (NSD)				2		4.88%	
Dissatisfied (D)				0		0.00%	
Strongly Dissatisfied (SD)				0		0.00%	
TOTAL				41		100%	
mean:	4.14	s.d.:	0.80	Interpretation:		Satisfied	
Indicators				Mean	s.d.	Interpretation	
1. Salary is competitive				4.24	0.70	Strongly Satisfied	
2. I am honored to serve as a teacher				4.68	0.52	Strongly Satisfied	
3. Salary is enough				3.71	0.98	Satisfied	
4. Salary is given on time.				4.22	0.79	Strongly Satisfied	
5. Salary increase is based on position				4.29	0.75	Strongly Satisfied	
6. Same benefits (Bonuses/Clothing) given				4.32	0.88	Strongly Satisfied	
7. Fringe benefits (GSIS/Pag-ibig) is proportionate				4.02	0.79	Satisfied	
8. Incentive is just				4.12	0.64	Satisfied	
9. Enjoyed benefits like attendance policies, medical benefits, etc.				3.63	0.89	Satisfied	
10. Given the opportunity for professional training				4.17	0.77	Satisfied	

This finding aligned with the study of Howes as cited by Romeo (2018) that money is the major extrinsic reward. Employees want to work in a system that is promoting just and fairness. Indicators 9 and 3 were rated least satisfied with a mean of scores of 3.63 and 3.71 respectively.

Table III. Responses on Leadership of Administrators

Description				Frequency		Percentage
Strongly Satisfied (SS)				15		36.59%
Satisfied (S)				21		51.22%
Neither Satisfied/Dissatisfied (NSD)				3		7.32%
Dissatisfied (D)				2		4.88%
Strongly Dissatisfied (SD)				0		0.00%
TOTAL				41		100%
mean	4.03	s.d.	0.82	Interpretation: Satisfied		
:		:		Satisfied		
Indicators				Mean	s.d.	Interpretation
1. Supervisor inspires in doing the task.				4.05	0.71	Satisfied
2. Supervisor informs teachers on salary and promotion.				4.20	0.87	Strongly Satisfied
3. Supervisor monitors and evaluates tasks for support.				4.00	0.81	Satisfied
4. Supervisor recognizes the work well done.				4.05	0.84	Satisfied
5. Supervisor radiates concern in clarifying goals				3.98	0.76	Satisfied
6. Supervisor recommends promotion.				4.29	0.75	Strongly Satisfied
7. Supervisor shows evidence of trust and confidence.				4.10	0.77	Satisfied
8. Supervisor shows how to do what one fails to comprehend.				3.90	0.89	Satisfied
9. Supervisor commends but does not demand respect.				3.90	0.92	Satisfied
10. Supervisor models equal treatment to all teachers.				3.80	0.98	Satisfied

Table III shows the percentage distribution of the respondent's Level of Job Satisfaction on Leadership of Administrators. It yielded a mean of 4.03 with the corresponding interpretation of "satisfied". Two out of the ten indicators or 20% got the rating of "strongly satisfied" level while 80% of the indicators were in the rating of "satisfied" level.

Taking the highest mean of 4.29 is indicator 6 "The principal/immediate supervisor recommends for promotion" followed closely with indicator 2 "The principal/immediate supervisor informs the teachers about the document requirements for salary and rank promotion" with a mean score of 4.20. These two indicators

are interpreted at with "strong satisfaction level". It implies that teachers perceived a strong leadership of their administrators for their competency in communicating to them. Newstrom and Davies (Cited by Abellanos, 2018) stated that managers' communication competency produces a significant impact on employees' performance and satisfaction levels. Indicator 10 "Supervisor models equal treatment to all teachers" was the least satisfied indicator with a mean of 3.80. The teacher-respondents claimed that favoritism is visible in the workplace, and they felt that their supervisor does not show equal treatment in handling administrative concerns.

Table IV. Responses on Social Relationship

Description				Frequency		Percentage	
Strongly Satisfied (SS)				18		43.90%	
Satisfied (S)				21		51.22%	
Neither Satisfied/Dissatisfied (NSD)				2		4.88%	
Dissatisfied (D)				0		0.00%	
Strongly Dissatisfied (SD)				0		0.00%	
TOTAL				41		100%	
mean : 4.23 s.d. : 0.67				Interpretation: Strongly Satisfied Strongly Satisfied			
Indicators				mean	s.d.	Interpretation	
1. Co-teachers are warm, friendly, and cooperative				4.37	0.54	Strongly Satisfied	
2. There is a sense of fun and family in the school.				4.34	0.57	Strongly Satisfied	
3. Teamwork in resolving conflicts and issues in school.				4.07	0.65	Satisfied	
4. Co-teachers trust each other in school.				3.90	0.74	Satisfied	
5. Sense of camaraderie attracts reports to school daily and on time.				4.29	0.68	Strongly Satisfied	
6. Co-teacher availability whenever support and assistance are needed.				4.34	0.66	Strongly Satisfied	
7. Take time to be with co-teachers, friends, and family.				4.24	0.80	Strongly Satisfied	
8. Easily fit with the people in the workplace.				4.51	0.55	Strongly Satisfied	
9. Upset with some co-teachers who misbehave.				3.90	0.83	Satisfied	
10. Consider the working environment of the school healthy.				4.32	0.52	Strongly Satisfied	

Table IV shows the percentage distribution of respondents' level of Job Satisfaction on Social

relationships. It yielded a mean of 4.23 with the corresponding interpretation of "strongly satisfied". Getting the highest mean of 4.51 is indicator 8 "I can easily fit with the people in my workplace" followed by indicator 1 "My co-teachers are warm, friendly and cooperative towards me" with a mean score of 4.37. This comprises the two indicators with a "strong satisfaction level". It implies that the teachers in the area have developed human relations.

This information suggests that the teacher respondents' social relationship with each other is in a very good condition since 7 out of 10 indicators or 70% has the interpretation of "strongly satisfied" and with 3 or 30% for "satisfied" interpretations. It suggests the presence of positive human relation practices in the area. The least satisfied indicators are numbers 4 and 9; "My co-teachers trust each other in school"; "I am upset with some of my co-teachers who misbehave like: always late, no lesson plan, and often absent" with a mean score of 3.90.

Lamattina as cited by Magomnay (2016) stated that teachers with low levels of satisfaction and morale can cause decreased productivity. Newstrom and Davies (Cited by Abellanos, 2018) stated that employees who have low satisfaction tend to be absent more often. Indicator 3 "I feel that we are a team in resolving conflicts and issues in school" is the second lowest-rated indicator with a mean score of 4.07. This implies that a sense of belongingness and recognition is being experienced by the teacher respondents.

Though as to trust and confidence for each other, attention is necessary to improve their relationship towards each other. It affirmed the study of Ivancevich as quoted by Cotiangco (2017) that for many employees, the opportunity for social interaction with friendly co-workers and supervisors adds greatly to the dimension of job satisfaction. Furthermore, Romeo (2018) stressed that teamwork is very essential in making an employee responsible and successful at work.

Table V shows the percentage distribution of the respondents in the Work Environment. It yielded a mean of 3.77 with the corresponding interpretation of "satisfied". Two out of ten or 20% of the indicators are "strongly satisfied". Five out of ten or 50% of the indicators got the descriptive interpretation of "satisfied" while three out of ten or 30% of the indicators were belongs to "neither satisfied/dissatisfied".

Getting the highest mean of 4.22 is indicator 1 "The school environment is generally clean" followed closely with indicator 6 "Morale and safety is not a problem in the school location" with the mean score of 4.20. The indicators are the two categories with a "strongly satisfied" level. It implies that teacher-respondents perceived strong satisfaction with their work environment in terms of cleanliness, safety, and security. This result agrees with the findings of Howes as cited by Romeo (2018) stating that a safe work environment and location are all important contributors to job satisfaction. A safe and clean environment are working conditions influencing workers satisfied to do their job efficiently.

Indicators 4 and 5; "The school assignment is far from home which entails difficulty in reporting on time; hence late or absent" and "Long travel from home to school and vice – versa makes me physically fatigued; hence effective and efficient service is oftentimes compromised" with the mean scores of 3.15 and 3.02 respectively. This information suggests that the location of school assignments thus bothers the teacher-respondents since it requires them to travel or leave their families at home for days due to work which often resulted in tiredness and stress.

Table V. Responses on Work Environment

Description	Frequency	Percentage
Strongly Satisfied (SS)	9	21.95%
Satisfied (S)	23	56.10%
Neither Satisfied/Dissatisfied (NSD)	9	21.95%
Dissatisfied (D)	0	0.00%
Strongly Dissatisfied (SD)	0	0.00%
TOTAL: 41		100%
mean : 3.77 s.d. : 0.96	Interpretation: Satisfied	

Indicators	Mean	s.d.	Interpretation
1. School environment is generally clean	4.22	0.69	Strongly Satisfied
2. Equipment inadequately maintained.	3.80	0.84	Satisfied
3. Existence of stressors.	3.83	0.77	Satisfied
4. School assignment is far from home.	3.15	1.28	Neither Satisfied/Dissatisfied
5. Long travel makes physically fatigue	3.02	1.27	Neither Satisfied/Dissatisfied
6. Morale and safety is not a problem	4.20	0.60	Strongly Satisfied
7. School conducive for the teaching-learning process.	4.12	0.68	Satisfied
8. Contented with the school facilities.	3.27	1.14	Neither Satisfied/Dissatisfied
9. Feel comfortable with work schedule.	4.00	0.81	Satisfied
10. The overall housekeeping system is in order.	4.10	0.62	Satisfied

Table VI Summary of Teacher – Respondents' Level of Job Satisfaction

Category	Overall Mean	Description
1. Compensation and Benefits	4.14	Satisfied
2. Leadership of Administrators	4.03	Satisfied
3. Social Relationship	4.23	Strongly Satisfied
4. Work Environment	3.77	Satisfied

Table VI shows the overall summary of teacher respondents' Level of Job Satisfaction. Three out of four categories: Compensation and Benefits, Leadership of Administrators, and Work Environment were rated by the respondents with "satisfied" only while the single category of Social Relationship is rated of "strongly satisfied".

Problem 3. Is there a significant difference in the level of job satisfaction of public high school teachers when grouped according to Age, Gender, Civil Status, Length of Service, Position, Educational Attainment, and Performance?

Table VII Job Satisfaction of Teacher Respondents by Age

JOB SATISFACTION	Group According to Age								test
	30 yrs		31 – 40 years		41– 50 years		51 yrs above		statistics
	Me	Sd	Mea	Sd	Mea	Sd	Mea	Sd	F test
Compensation and Benefits	4.0	0.64	4.02	0.37	4.31	0.50	4.44	0.58	5.25**
Leadership of	3.7	1.12	3.82	0.35	3.98	0.64	4.36	0.58	12.90**
Social Relationship	4.2	0.47	4.09	0.34	4.31	0.43	4.48	0.49	3.08*
Work Environment	3.8	0.60	3.97	0.35	3.90	0.48	4.30	0.47	1.78 ^{ns}

F Critical = 2.87 (0.05) and 4.38 (0.01)

* = Significant @ 0.05 level

n = 41

NS = Not Significant

** = significant @ 0.01 level

Table VII shows the statistics difference on Level of Job Satisfaction of Teachers Respondents by Age (Mean, SD, Test Statistics). Data revealed that the computed F value for the first three categories: Compensation and Benefits, Leadership of Administrators, and Social Relationship are greater than the tabular F value of 2.87 at a 0.05 level of confidence.

This means that the mean score of group ages: 30 and below, 31-40 years, 41-50 years, and 51 and above show a significant difference in their perception of job satisfaction level. Thus, the null hypothesis is rejected. Furthermore, it implies that the perceived level of Job Satisfaction of Teacher-respondents in the first three categories varies since as teachers mature and get older, needs, outlook, and aspirations in life change as

well.

For Compensation and Benefits, Age Group: 51 and above rated their level of job satisfaction as "Strongly Satisfied". The group registered a mean score of 4.44, followed by the age group: 41- 50 years with a mean score of 4.31 which is still within the range of the Job Satisfaction rating of "Strongly Satisfied".

On the other hand, those who were grouped in 30 years and below and 31- 40 years registered mean scores 4.05 and 4.02 respectively tilted to the descriptive interpretation of "Satisfied" only. This implies that the Teacher-respondents were proud of their job despite the low salary level. True enough as it aligns with the study of Bozkurt quoted by Cotiangco (2017) who found out that educators reach the highest job satisfaction level by their job's content and the lowest job satisfaction level by their salaries. Moreover, Age may influence teachers' job satisfaction level as individuals change their outlook from youth to adulthood and finally to maturity of life (Ripple cited by Saracanlao, 2015).

For Leadership of Administrators, Age group 51 and above rated their level of job satisfaction as "Strongly Satisfied". The group registered a mean score of 4.36. Age groups: 41 – 50 years, 31- 40 years, and 30 years and below registered a mean score of 3.98, 3.82, and 3.77 respectively which tilted to the descriptive interpretation of "Satisfied" only.

In the area of social relationships, the Age Group: 51 years and above rated their level of job satisfaction as "Strongly Satisfied". The group registered a mean score of 4.48, followed by the age group: 41- 50 years and age group: 30 years and below with a mean score of 4.31 and 4.29 which is still within the range of the Job Satisfaction rating of "Strongly Satisfied" while those who were grouped in 31- 40 years registered a mean score 4.09 which tilted to the descriptive interpretation of "Satisfied" only. This information suggests that as a person grows older, gained, and achieved success and more experience will lead to a higher level of satisfaction.

This supports the study of Gunbayi as cited by Balbon (2016) stating that senior teachers have higher job satisfaction levels versus the new teachers. Rabuya (2019) likewise found out that Teacher-respondents of his study who aged 51 and above showed higher job satisfaction levels compared to those aging 31 to 41 years old.

Work Environment is the single category that yields a lesser computed F value of 2.87 at a 0.05 level of confidence. This means that the scores of four (4) age groups have no significant difference in the perceived level of job satisfaction, thereby accepting the null hypothesis. The age group: 51 years and above got the highest mean of 4.30 belonging to the descriptive interpretation of "Strongly Satisfied" while the other three age groups had the mean scores belonging to the descriptive interpretation of "satisfied". This implies that in terms of Work Environment, the Teacher-respondents regardless of age have the common notion that cleanliness and orderliness in the workplace are factors that affect their level of job satisfaction. This finding negates the study of de Frias and Schaie as quoted by Balbon (2016) who found significant differences in a perceived work environment based on age, gender, and occupation type.

Table VIII. Level of Job Satisfaction of Teacher Respondents by Gender

JOB SATISFACTION	Grouped According to Gender				test
	Male		Female		statistics
	Mean	Sd	Mean	Sd	z test
Compensation and Benefits	4.13	0.60	4.16	0.48	0.68 ^{NS}
Leadership of Administrators	3.80	0.64	3.95	0.64	1.26 ^{NS}
Social Relationship	4.21	0.46	4.29	0.44	0.67 ^{NS}
Work Environment	3.77	0.64	3.98	0.42	0.66 ^{NS}
Z Critical = 1.64(0.05) and 2.33(0.01)	* = Significant @ 0.05 level			ns = not significance	
n = 41	** = Significant @0.01 level				

Table VIII shows the Statistics difference on the Level of Job Satisfaction of Teacher Respondents by Gender (Mean, SD, Test Statistics). Data revealed that the computed Z value of all four categories: Compensation and Benefits, Leadership of Administrators, Social Relationship, and Work Environment which are 0.68, 1.26, 0.67, and 0.66 respectively are lower than the tabular Z value of 1.64 at 0.05 level of significance. This means that the mean scores of both males and females do not show a significant difference as to job satisfaction level. Thus, the null hypothesis is accepted.

Furthermore, the data revealed that the perception of male and female Teacher-respondents towards the Level of Job Satisfaction in the four selected categories were universal since gender equality is advocated in this country. The findings in table 3.2 confirm the study of Himabindu (2010) which found out that sex or gender has no significant difference towards the teachers' job satisfaction. The study conducted in U.S. and Japan by Stedham as cited by Juntahan (2012) also revealed the same result. However, it negates the study of Crossman and Harris as cited by Agawin (2014) which reported that males were slightly more satisfied than females.

Table IX Level of Job Satisfaction of Teacher Respondents by Civil Status

JOB SATISFACTION	Grouped According to Civil Status								test
	SINGLE		MARRIED		WIDOWER		SEPARATED		statistics
	Mea	Sd	Mea	Sd	mea	Sd	Mean	Sd	F test
Compensation and Benefits	4.11	0.5	4.12	0.46	4.85	0.15	4.55	0.45	9.20**
Leadership of Administrators	4.05	0.7	3.77	0.66	4.85	0.15	4.55	0.45	14.53*
Social Relationship	4.28	0.4	4.22	0.41	5.00	0.00	4.50	0.45	35.62*
Work Environment	3.81	0.6	3.92	0.38	5.00	0.00	4.35	0.45	24.08*
F Critical = 2.87(0.05) and 4.38(0.01)					* = Significant @ 0.05 level of significance				
ns = not significance			n=41		** = Significant @ 0.01 level of significance				

Table IX shows the statistics difference on Level of Job Satisfaction of Teacher-Respondents by Civil Status (Mean, SD, Test Statistics). Data revealed that the computed tabular F-value for all four (4) categories: Compensation and Benefits, Leadership of Administrators, Social Relationship and Work Environment with the mean scores: 9.20, 14.53, 35.62, and 24.08 respectively are greater than the tabular F value at 0.05 level of confidence. This means that the civil status: single, married, widow/widower, and separated show a significant difference in their perception about Job Satisfaction level, thereby rejecting the null hypothesis.

For Compensation and Benefits, Widow/widower Teacher-Respondents rated their level of job satisfaction as "Strongly satisfied". The group registered a mean score of 4.85, followed by Separated Teacher-Respondents with a mean score of 4.55 which is still within the range of the Job Satisfaction rating of "Strongly Satisfied". On the other hand, Married and Single Teacher- Respondents registered the mean scores of 4.12 and 4.1 respectively which tilted to the descriptive interpretation of "Satisfied" only.

In the area of Leadership of Administrators, Widow/widower Teacher-Respondents rated their level of job satisfaction as "Strongly satisfied". The group registered a mean score of 4.85, followed by Separated Teacher-Respondents with a mean score of 4.55 which is still within the range of the Job Satisfaction rating of "Strongly Satisfied". On the other hand, Single and Married Teacher-Respondents registered the mean scores of 4.0 and 3.77 respectively which tilted to the descriptive interpretation of "Satisfied" only.

For Social Relationship, Widow/widower Teacher-Respondents rated their level of job satisfaction as "Strongly satisfied". The group registered a mean score of 5.00, followed by Separated Teacher-Respondents with a mean score of 4.50 which is still within the range of the Job Satisfaction rating of "Strongly Satisfied". As well as Married and Single Teacher-Respondents which registered the mean scores of 4.22 and 4.2 which

tilted a descriptive interpretation: “Strongly Satisfied”.

For Work Environment, Widow/widower Teacher-Respondents rated their level of Job Satisfaction as “Strongly satisfied”. The group registered a mean score of 5.00, followed by Separated Teacher-Respondents with a mean score of 4.35 which is still within the range of the Job Satisfaction rating of “Strongly Satisfied”. On the other hand, Married and Single Teacher-Respondents registered the mean scores of 3.92 and 3.8 respectively which tilted to the descriptive interpretation of “Satisfied” only.

This implies that the perceived level of Job Satisfaction of Teacher-respondents when grouped to civil status varies since every category connotes different priorities, needs, and wants in life. In the group discussion, the teacher-respondents admitted that singles tend to have lesser needs while the married ones have many concerns to attend to. This finding aligns with the study of Himabindu (2010) which revealed that marital status or civil status was a significant variable in the teachers’ job satisfaction.

Table X shows the statistics difference on Level of Job Satisfaction of Teachers-Respondents by Length of Service (Mean, SD, Test Statistics). Data revealed that the computed F value for the first two categories: Compensation and Benefits and Leadership of Administrators are greater than the tabular F value of 2.87 at a 0.05 level of confidence. This means that the mean score of the length of service: 0-7 years, 8-15 years, 16-23 years, and 24 and above years of teaching show a significant difference in their perception about job satisfaction level. Thus, the null hypothesis is rejected.

Table X. Statistics on Test of Difference on Level of Job Satisfaction by Length of Service

JOB SATISFACTION	Grouped According to Length of Service								test statistic s F test
	0 – 7 years		8 - 15 years		16 - 23 years		24yrs & above		
	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	
Compensation and Benefits	4.04	0.63	4.11	0.56	4.56	0.66	4.65	0.47	15.01**
Leadership of Administrators	3.76	0.93	4.18	0.36	4.29	0.80	4.38	0.52	13.78**
Social Relationship	4.19	0.49	4.26	0.41	4.58	0.49	4.48	0.55	2.08 ^{NS}
Work Environment	3.81	0.58	4.05	0.59	4.30	0.50	4.33	0.64	2.34 ^{NS}
F Critical = 2.87(0.05) and 4.38(0.01)									
* = Significant @ 0.05 level of significance									
NS = not significant n=41 ** = Significant @ 0.01 level of significance									

For Compensation and Benefits, Age group: 24 years and above the highest mean score of 4.65 followed by the age group: 16-23 years with a mean score of 4.56. Both have the interpretation of “Strongly Satisfied”. Respondents grouped under 8-15 years and 0-7 years got the ratings of 4.11 and 4.04 respectively falling under “satisfied”. The 24 years and above group yielded a mean score of 5.00 for six indicators.

For Leadership of Administrators, the Age: 24 years and above group has the mean score of 4.38 and interpretation of “Strongly satisfied” along with the 16-23 years group sharing a mean score of 4.29. On the other hand, Age group: 8-15 years and 0-7 years group registered the mean scores of 4.18 and 3.76 respectively tilting to the descriptive interpretation of “Satisfied” only. Result of the two indicators: Compensation and Benefits and Leadership of Administrators confirms the study of Mertler as quoted by Del Valle, (2016) who found out that the most experienced teachers were more satisfied than the least experienced.

The recent study by Crossman and Harris as quoted by McCornick as cited by Del Valle, (2016) reported similar findings, with satisfaction high for early career teachers, steadily lower for those with between six and 20 years experience, and rising for teachers with more than 20 years experience. Again, teachers with the most experience were more satisfied than their less experienced colleagues. Furthermore, Günbayı (2001) compared the age and seniority of teachers and their relationship with job satisfaction and found out that senior teachers have a higher job satisfaction level than juniors.

This implies that the Level of Job Satisfaction of Teacher-respondents when grouped according to

the length of service (work experience) varies in the issue of Compensation and Benefits and Leadership of Administrators. This is because the higher experience a teacher has his salary grade level and work orientation goes up and deepen respectively. The study of Himabindu (2010) revealed that experience is a significant variable to teachers' job satisfaction.

Social Relationship and Work Environment yielded a lesser computed F-value of 2.08 and 2.34 respectively. This means that the perception on the level of job satisfaction of Teacher-Respondents on Social Relationship and Work Environment has no significant difference, thus the null hypothesis is accepted. The 16-23 years group has the highest mean score for social relationships followed closely by the 24 years and above group.

Table XI. Statistics in Test of Difference on Level of Job Satisfaction by Position

JOB SATISFACTION	Grouped According to Position								test
	Teacher I		Teacher II		Teacher		Master		statistics
	Me	Sd	mea	Sd	Me	Sd	Mean	sd	F test
Compensation and Benefits	4.0	0.6	4.25	0.3	4.4	0.4	5.00	0.00	22.67**
Leadership of Administrators	3.8	0.9	3.91	0.5	4.3	0.5	5.00	0.00	149.56**
Social Relationship	4.2	0.5	4.13	0.3	4.3	0.5	4.85	0.00	2.51 ^{NS}
Work Environment	3.8	0.6	3.97	0.4	4.1	0.4	4.45	0.00	0.18 ^{NS}

F Critical = 2.87(0.05) and 4.38(0.01)

* = Significant @ 0.05 level

ns = not significance

n = 41

** = Significant @ 0.01 level

Table XI shows the statistics difference on Level of Job Satisfaction of Teachers-Respondents by Position (Mean, SD, Test Statistics). Data revealed that the computed F value for the first two categories: Compensation and Benefits and Leadership of Administrators are greater than the tabular F value of 2.87 at a 0.05 level of confidence. This means that the mean score of positions Teacher I, Teacher II, Teacher III and Master Teacher I show a significant difference in their perception about job satisfaction level. Thus, the null hypothesis is rejected.

For Compensation and Benefits, Teacher-Respondents of Master Teacher I positions rated their level of job satisfaction as "Strongly Satisfied". The group registered a mean score of 5.00. Teacher-Respondents of Teacher III and Teacher II positions had a mean score of 4.45 and 4.25 respectively the descriptive interpretation of "Strongly Satisfied". The Teacher-Respondents grouped under Teacher I positions got the rating of 4.08 interpreted as "satisfied". The Master Teacher I position rated all the ten (10) indicators with a mean score of 5.00.

For Leadership of Administrators, Master Teacher I and Teacher III positions registered a mean score of 5.00 and 4.32 respectively both with the descriptive interpretation of "Strongly Satisfied". Teacher I and Teacher II positions registered a close gap of 3.91 and 3.84 respectively falling under "satisfied". This implies that the teacher-respondents felt less satisfied with their administrators in promoting fairness and equality in the workplace.

Moreover, this finding confirms the study of McCornick as cited by Del Valle, (2016) that as the position of a teacher goes higher, the scope of duties and responsibilities especially in administrative positions become more challenging and wider. A series of studies done by Puentispina (2017) on Australian and English teachers stated that those in administrative posts were more satisfied with various aspects of work than classroom teachers. Furthermore, it also revealed that principals are more satisfied with their jobs than teachers. Principals' occupation of administrative positions is one possible reason for this result.

For Social Relationship and Work Environment, the computed F value was 2.51 and 0.18 respectively are lower than the computed value of 2.87 at 0.05 level of confidence. The hypothesis therefore

that there is no significant difference in the perception of Teacher-Respondents by position is accepted. Implications from this information suggest that perception on the level of job satisfaction do not differ significantly whether the Teacher-Respondents is in Teacher I, Teacher II, Teacher III, and Master Teacher I positions.

Per the interview conducted by the researcher, teacher-respondents expressed the school is an avenue of knowing teachers' personalities as well as getting to know more of their colleagues through their daily interactions despite hectic class schedules and paper works. Thus, with a healthy working relationship, the respondents feel that the atmosphere of their work environment is good.

Table XII revealed that by Educational Attainment (Mean, SD, Test Statistics). Data show that the computed value of the first two categories: Compensation and Benefits and Leadership of Administrators is greater than that of the tabular F-value of 2.87 at a 0.05 level of confidence. Therefore, the null hypothesis that there is no significant difference in the perception of Teacher-Respondents by Educational Attainment is rejected.

Table XII. Statistics Difference on Level of Job Satisfaction by Educational Attainment

JOB SATISFACTION	Grouped According to Educational Attainment								test
	Degree		With M.A.		C.A.R.		Full Fledge		statistic
	Me	Sd	Mea	Sd	Mea	Sd	Mea	Sd	F test
Compensation and Benefits	4.1	0.5	4.07	0.7	4.39	0.4	4.30	0.0	3.57*
Leadership of Administrators	4.3	0.5	3.71	0.9	4.00	0.7	3.95	0.0	10.81*
Social Relationship	4.4	0.4	4.19	0.4	4.36	0.5	4.00	0.0	2.72 ^{NS}
Work Environment	4.0	0.5	3.88	0.6	4.00	0.5	3.90	0.0	0.46 ^{NS}

F Critical = 2.87(0.05) and 4.38(0.01)

ns = not significance

n = 41

* = Significant @ 0.05 level

** = Significant @ 0.05 level

The respondents with C.A.R (Completed Academic Requirement) have the highest mean score of 4.39 for compensation and benefits. While the Degree Holder resulted in a highest mean score of 4.33 in the Leadership of Administrators category a little lower than the mean score of the CAR group but both groups were within the range of the same Job Satisfaction rating of "Strongly Satisfied".

Table 3.6 revealed that by Educational Attainment, the Teacher-Respondents with C.A.R (Completed Academic Requirement) for master's degree rated their Job Satisfaction as "Strongly Satisfied" relative to the area of Compensation and Benefits. The group registered a mean score of 4.39, followed by the Full-Fledged Master's Degree Holder with a mean score of 4.30, a little lower than the mean score of the CAR group but both groups were within the range of the same Job Satisfaction rating of "Strongly Satisfied". On the other hand, those who were the group in the BS degree and with M.A. units registered a mean score of 4.19 and 4.07 respectively which tilted to the descriptive interpretation of "Satisfied" only.

In the area of Leadership of Administrators, Teacher-Respondents with Degree holders rated their level of Job Satisfaction as "Strongly Satisfied". The group registered a mean score of 4.33. On the other hand, those who were group under CAR, Full Fledged Master's Degree Holder and with M.A. units, registered a mean score of 4.00, 3.95, and 3.71 respectively which tilted to the descriptive interpretation of "Satisfied" only.

For Social Relationship and Work Environment, the computed F value was 2.72 and 0.46 respectively which is not significant at 0.05 level of confidence. The hypothesis therefore that there is no significant difference in the perception of Teacher-Respondents by educational attainment is accepted. Implications from this information suggest that perception on the level of job satisfaction do not differ

significantly whether the Teacher-Respondents Educational Attainment is grouped under B.S. Degree Holder, With M.A. units, CAR, and Full-Fledged Master's Degree Holder.

In the group interview, the respondents revealed that their educational background does not interfere with the kind of socialization that they have with their peers as they treat themselves equally. Moreover, the healthy relationship that the respondents have resulted also in the belief that they are working in an environment that is accessible and beneficial to them regardless of their educational attainment. The findings in the issue of Social Relationship and Work Environment aligns with the study of Wiedmer as cited by Abellanosa (2018) that education level (educational attainment in this study) is not a significant factor that affects employee satisfaction.

Table 3.7 shows the Statistics difference on Level of Job Satisfaction of Teacher Respondents by Performance Rating. (Mean, SD, Test Statistics). Data revealed that the computed z-value of all four categories: Compensation and Benefits, Leadership of Administrators, Social Relationship, and Work Environment all lesser than the tabular z-value of 1.64 at 0.05 level of significance.

Table XIII. Level of Job Satisfaction by Performance Rating

JOB SATISFACTION	Grouped According to Performance Rating				test
	Male		Female		statistics
	Mean	Sd	Mean	Sd	z test
Compensation and Benefits	4.49	0.48	4.06	0.44	1.19 ^{NS}
Leadership of Administrators	4.27	0.54	3.82	0.67	1.05 ^{NS}
Social Relationship	4.51	0.47	4.21	0.40	0.98 ^{NS}
Work Environment	4.28	0.53	3.84	0.46	1.39 ^{NS}
Z Critical = 1.64(0.05) and 2.33(0.01)	* = Significant @ 0.05 level of significance				
ns = not significant	** = Significant @ 0.01 level of significance				
n = 41					

This means that the Teacher-Respondents' perception on the level of satisfaction on performance rating does not have a significant difference. Furthermore, it implies that since the organization is imposing the same training, seminars, and workshops, the Teacher-respondents perceived that everyone has an equal opportunity for acquisition of knowledge, skills, and development. The finding in table 3.7 supports the study of Magomnay (2016) who found out that there is no relation between job performance and leadership behavior. Furthermore, it negates the findings of Abellanosa (2018) who found out that there is a high relation between task performance and work environment. Thus, the null hypothesis is accepted.

On The Respondents' Profile

The average age of the respondents is twenty-eight (28) years old. Married, with eight-point six (8.6) years average length of service. The majority of these teachers were in Teacher I item position and have earned M.A. units with a descriptive rating of very satisfactory performance.

On Level of Job Satisfaction

Respondents were satisfied only with Compensation and Benefits, Leadership of Administrators, and Work Environment and strongly satisfied in the single category of Social Relationship.

No significant difference was disclosed on Job Satisfaction Level of Teacher-Respondents by gender and performance. Strong significant differences were disclosed on the job satisfaction level of respondents by civil status. Significant differences for the three categories of Compensation and Benefits, Leadership of Administrators, and Social Relationship were disclosed by age. Likewise, significant differences were disclosed by the length of service, position, and educational attainment for the first two categories (Compensation and Benefits and Leadership of Administrators) only.

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