
Job Commitment, Satisfaction, and Teachers' Performance: Basis for Retention Program

Dennis R. Viernes, Dr. Pepa V. Pontillas, Dr. Braziel L. Ongcachuy,
Dr. Gerlinda G. Corpuz, Vergenito B. Samson Jr.
PHINMA Cagayan de Oro College, Philippines

Abstract. Employment satisfaction relates to a person's general feelings about their employment, whereas job commitment is the degree of excitement an employee has for the tasks they are assigned at work. Furthermore, the performance of educators pertains to their capacity to fulfill their responsibilities and duties throughout the educational process. The purpose of the study, which was carried out in the Division of Cagayan de Oro City for the School Year 2023–2024, was to evaluate teachers' performance as well as their devotion to their jobs. Through random sampling, 420 teachers were chosen as responders, and information was gathered using a survey that had been approved. Inferential statistical methods including the mean, standard deviation, and Pearson Product Moment Correlation Coefficient were used to examine and interpret the acquired data. The results showed that teachers demonstrated high levels of performance, job satisfaction, and commitment. In terms of career commitment, there was a strong correlation between teachers' performance and their job commitment; however, there was no such relationship for organizational, service, or work commitments. Furthermore, there was no discernible link discovered between teachers' performance and work satisfaction. The study recommends rewarding teachers for their efforts and accomplishments with incentives and perks in order to improve their performance in the workplace and job happiness.

Keywords: job commitment, job satisfaction, teachers' performance, retention

Introduction

The success and performance of an organization are significantly influenced by the dedication and job happiness of teachers. The research project intends to solve two issues in the Cagayan de Oro City Division. Between 2019 and 2022, there will be a significant teacher turnover, with 60 educators departing the workforce before they reach retirement age. There isn't a thorough knowledge of the precise causes of this early departure for these phenomena. Second, even though the study acknowledges the significance of job dedication and satisfaction, it does not precisely explain the particular factors influencing these categories in the Division's environment. With an emphasis on determining the causes of early departures, the research topic thus becomes to quantitatively examine and quantify the elements impacting job commitment and satisfaction among teachers in the Division of Cagayan de Oro City. The results are intended to provide insightful information about issues related to retention in the educational field.

Teachers and administrators alike have seen commitment and job satisfaction as essential components of a successful educational system. It is a general opinion on one's work or career in relation to certain aspects, and it may be connected to particular results. Teacher commitment and job happiness may have a significant impact on students' learning. Policies that impact teachers, their work, and the working environment they are in have a significant impact on how well and efficiently teachers perform in a school system. Whether they work in public or private schools, teachers' pleasure and commitment are critical to success in the education industry.

To be more precise, investing in education is a wise and effective way to try to raise the caliber of human resources. The standard of education has a significant impact on the caliber of future civilization and human resources. It can be realized by a suitable process that is

affected by both internal and external variables. Teachers' productivity and quality as the process's motivator is one of the most important components of high-quality education (Suyatno et al., 2019). When a teacher is extremely happy with their work environment, it might boost his quality and increase his commitment to their profession. In this manner, educators are able and eager to get high-quality learning for high-quality instruction. In the event that there isn't any intrinsic incentive, they are unhappy. Highly contented workers are more productive and efficient in their work or services.

Literature Review

Job Commitment

A worker that is committed to their job will approach their work with a positive attitude and a purpose of assisting the organization in reaching its objectives. Find out more about job commitment, how to monitor progress, and how it impacts employment. Those that have a strong commitment to their organizations maintain their positions because they need the work and because they are required to (Abdullah & Othman, 2021). Regardless of whether they operate in developed or developing nations, in private or public sectors, or in broad daylight, job satisfaction is a problem for all enterprises. Numerous scientists and specialists have developed the concept of job satisfaction from various angles.

One of the most widely used definitions for authoritative research, according to Gardi (2021), describes job satisfaction as an enjoyable or pleasant emotional state that arises from an evaluation of one's job or work experiences. Some have defined it as an individual's level of satisfaction with their employment, regardless of whether they enjoy it or not (Anwar & Abdullah, 2021). A good attitude about a job that arises from assessing its attributes is referred to as job satisfaction. It is thought of as a general perspective on an item, the work. Any combination of environmental, physiological, and psychological factors can contribute to job satisfaction. A person who is highly content with their work has positive emotions, whilst an individual who is not satisfied with their work experiences negative emotions. Job satisfaction is a happy state that arises from one's professional experience and activity. Organizational commitment can be viewed as a means of enhancing job satisfaction because it pertains to an employee's positive attitude toward the company rather than her personal position.

Organizational Commitment

An individual's mental attachment to the organization is known as organizational commitment. The idea behind many of these researches was to find ways to improve the way experts felt about their work so that workers would ultimately become more committed to their company. Work factors like turnover, hierarchical citizenship behavior, and employment execution are all predicted by organizational commitment. A portion of the components—such as authority appropriation, work shakiness and employability, strengthening, and part stretch—seem to be connected to workers' sense of organizational commitment (Abdullah & Othman, 2019). It is a sentimental bond and engagement with an institution. Employee commitment is the bond between an employee and the company that motivates them to continue working for and with the company in order to achieve its objectives.

Furthermore, an individual's behavior within the organization structure within the context of behavior and commercial relations in organizations is represented by organizational commitment, which is defined as a growth in the desire to stay in the organization structure. Reluctance to depart from the organization for a variety of reasons can be interpreted as a sign of devotion, commitment to the organization, and endeavor to accomplish its goals. It conveys the fundamental psychological feelings that a person has toward the company and indicates the adoption of distinctive organizational characteristics (Abdurrezzak & Ustuner, 2020).

Employee commitment will result in good performance, minimal attrition, brief absences, and the anticipated outcomes (Arifin et al., 2019). According to Gardi et al. (2020), employees believe that losing organizational membership is extremely costly, and emotional quotient is mostly irrelevant. The level of concern team members have for their workplace is reflected in their organizational commitment. High levels of commitment can improve team morale, boost workplace productivity, and make it easier for a business to accomplish its goals. For instance, the company might have spent money educating a worker who thereafter feels morally obligated to work hard at their job and stick around. The relationship that workers have with their organization is known as organizational commitment in the workplace.

Service

Those who are committed to offering top-notch personalized service understand the importance of their profession and how it helps people—internally and externally. to commit or involve oneself. This could entail participating in the department, holding committee positions, and interacting with the local community. Dedicated service providers are aware that their job has significance and can essentially guarantee that the client will come back repeatedly, regardless of whether they are the mailroom clerk or the one dealing with the client (Hill, 2021).

Eight national education standards are cited by Zena (2020) and Cahyono (2020) as references for curriculum development, teachers and other education people, facilities and infrastructure, management, and funding. Content, procedure, graduation competency, and educational assessment standards are all included in this curricular standard. Thus, it can be said that there are five components that must be present in order for education services to be considered high-quality: curriculum, teachers and other educational staff, buildings and infrastructure, management, and funding.

Work

Employee commitment to their work is influenced by high organizational engagement and employee satisfaction levels. Superior performance is the outcome of strong employee dedication, and this raises productivity, staff retention, profitability, and corporate culture. Strong commitments are the result of hard work, persistence, and dedication. Workers may need some time to become fully committed to a company. It is the duty of a management to establish an atmosphere that expedites this process and facilitates workers' commitment of time and resources to the business.

Furthermore, it is crucial to establish an atmosphere that rewards devotion and commitment for a number of reasons. Devoted workers, for instance, assist the business in achieving its objectives and maintaining focus on its mission. A dedicated team makes sure the business keeps its standing in the market and its reputation. Additionally, it increases the sense of value that employees have, which boosts retention rates. Creating a devoted team guarantees that workers use firm resources for worthwhile and productive endeavors. Additionally, this study discovered a strong positive correlation between emotional intelligence and work attitude. Positive feelings significantly improve one's attitude toward completing things. Zaid et al. (2020) acknowledge this claim in their demonstration of how disturbed emotions can cause a task to be disrupted. Norazmi et al. (2019), who assert that a happy attitude ensures stable emotions when completing tasks, concur with that viewpoint as well. It is the sense of accountability one feels for the objectives, vision, and mission of the organization they work for.

Career

The degree of drive an individual has to continue working toward the job path they have selected and are now pursuing is known as their career commitment. The instruments from Blau (2018) are used to measure career commission variables. These indicators include the degree of motivational strength among employees to continue in their current profession, the perceptions of employees regarding how ideal their work is, and the consideration of employees to switch professions based on salary received. Job performance is negatively and significantly impacted by career development. This implies that the drop in work performance will be impacted by teachers' improved career development. According to Suastina et al. (2021) and Wardhani and Wijaya (2020), career development has a good and significant impact on job performance. However, Nuriyah, Qomariah, and Setyowati (2021) reported a different outcome, stating that career growth had no appreciable impact on job performance.

Job Satisfaction

The degree of happiness or fulfillment a person experiences at work is known as job satisfaction. When employees have good attitudes about their jobs, such as the work itself, recognition, and opportunities for progress, they will be very satisfied with their jobs (Tatar, 2020). It also describes the range of positive or negative emotions that workers have about their jobs. An employee's affective responses to their work, derived from a range of factors, provide the definition of job satisfaction (Jiménez Figueroa et al., 2020). The combination of inner and external factors determines job satisfaction. Extrinsic elements include management, working environment, coworkers, pay policies, procedures, status, and personal life, whereas intrinsic factors include accomplishment, recognition, responsibility, progress, growth, and the job itself (Rahman et al., 2019). Given that life satisfaction can predict positive affect, goal attainment, efficacy support, and work conditions, the literature suggests that there may be a bidirectional relationship between job satisfaction and life satisfaction (Marcionetti & Castelli, 2022).

Four significant points were identified by Xiao's (2018) study: the personality traits of teachers, the features of schools, the qualities of the work environment, and the characteristics of the region. The factors that most significantly impacted rural teachers' job satisfaction were age when teaching, education level, pay, work intensity, additional training and advancement opportunities, school administration, the teachers' place of origin, and societal pressure. A few studies found that job satisfaction among rural teachers was between mediocre and low, with reduced satisfaction with pay, opportunities for advancement and training, stress levels at work, and working conditions.

Compensation and Benefits

Benefits and compensation include both material and immaterial rewards including advancement, work-life balance, and recognition. It can also mean all the benefits that workers receive in exchange for their effort. This includes monthly payments of salaries, commissions, and bonuses as well as other direct financial benefits. Another name for this would be guaranteed salary. Financial perks including benefits, leaves, retirement plans, education, and employee services that are not covered by financial pay but are a part of the social contract between the company and the workforce are referred to as indirect financial compensation. Opportunities for recognition, advancement in one's career, and workplace amenities are examples of non-financial pay.

Teachers' performance is also influenced by their level of job satisfaction. The work environment, corporate culture, and leadership style all have an impact on instructors' performance. The impact of organizational climate, work environment, and leadership style on teachers' performance might be mitigated by job happiness. Possibilities for advancement, deference, compensation, benefits, and oversight are all factors in job happiness. Similarly, the

performance of teachers' jobs includes initiative, communication, technical proficiency, quality of work, and attendance. Important foundations for policy recommendations to enhance teachers' job satisfaction and performance were provided by the instructors' job performance and satisfaction as well as any relationships between and among factors. The performance of school teachers and their level of job satisfaction were significantly correlated (Abdurahman, 2020).

Leadership and Administrators

Administrator leadership is one aspect that may have an effect on the level of job satisfaction among the instructors in this study. A crucial aspect of an administrator's leadership is how they manage their staff. Positive relationships are fostered between people under a competent manager's direction. By exhibiting for them the admirable tasks that administrators and supervisors carry out, teachers inspire their staff members to accomplish well at work. Teachers are not happy with an inept administrator that promotes chaos, misunderstandings, and splits among staff members.

According to Arifin et al. (2018) and Kuswoyo et al. (2018), there is no discernible relationship between leadership style and job satisfaction because, while schools are facing challenges due to increased accountability requirements and the need for adequate resources, a typical administrative and leadership framework has evolved. Because of this, administrative dispositions are essential to a school's success and ought to serve as the cornerstone for any academic institution looking to generate transformational leaders. Stated differently, the way school leaders handle their many tasks is greatly influenced by their personality qualities, especially when it comes to their leadership abilities (Kerrisey & Edmondson, 2020).

Social Relationship

Social relationships include the guardian relationships between instructors and students, the head teacher and assistant teachers, and the attitudes of the school management committee and the local elites about these interactions. They also include the interpersonal relationships among coworkers. Because fulfilling relationships can make people happy at work, competition might cause them to become dissatisfied with their careers. Thus, the environment plays a crucial role in the context of job satisfaction. This is consistent with Ezeugbor, who was mentioned by Obiekwe and Ezeugbor (2019), who stated that a principal's incompetence in managing the school could result in a bad attitude from the instructors toward their work, absenteeism, and a lack of commitment to teaching and completing responsibilities.

Determining the relationship between secondary school teachers' dedication and the job competencies of principals became crucial as a result of these circumstances. Supervisors, coworkers, subordinates, customers, and other non-organizational individuals that an employee may interact with can all be sources of social support at work. Being able to interact socially with friendly coworkers and managers greatly increases the job satisfaction of a number of professions.

Work Environment

According to Blase & Blase (2019), schools need to foster a collaborative culture. Teachers feel appreciated and encouraged when they are able to work together, exchange ideas, and solve problems as a team. Overall job satisfaction is increased in collaborative environments because they foster a sense of belonging and lessen feelings of loneliness. One's work environment consists of the physical circumstances, social dynamics, and location where tasks can be performed. These elements may have an impact on workers' general well-being, relationships with coworkers, and health. In the global context, teacher data from thirty-five

(35) countries revealed a favorable relationship between teacher job satisfaction and student discipline as well as working conditions in teaching and learning environments.

An essential component of the teaching-learning process, the teacher deals with a variety of work-related issues, including work adjustment. To ensure greater work happiness and performance, it is important to understand their adjustment issues, job contentment, and work performance. An organization's success or failure is often determined by the type and caliber of its workforce, which is why it is imperative that workers, including teachers, have appropriate motivation and job satisfaction. Moreover, job satisfaction is a crucial component of every successful business since happy employees who enjoy their jobs, are treated fairly, have opportunities for advancement, receive awards, and have decent compensation structures are more likely to contribute to the success of the company. Additionally, instructors will be more content if they have the chance to be recognized for their efforts, have decision-making authority over their job, organize their responsibilities, contribute to productivity, and, most importantly, feel that their supervisor is offering them constructive criticism and direction (Javillonar, 2020).

Teachers' Performance

The standard of citizens is determined by the standard of their education, which in turn is determined by the standard of their teachers. Thus, for long-term and sustainable nation-building, improving teacher quality and maintaining high teaching standards should be of the utmost significance. Nonetheless, a variety of circumstances affect how well a person performs his task. This also applies to teachers. It highlights the necessity of conducting study on the factors influencing teachers' job performance as a result. The impact of IPCRF on work performance has been the subject of numerous studies in the past (Rachman, 2021). But this study focused on three factors—work satisfaction, anxiety, and teaching attitude—that affected the IPCRF rating. The effects of performance review have varied. If the teachers receive an exceptional review, it can boost pleasure and foster a good attitude in their learning station; on the other hand, some teachers who receive a negative rating may feel anxious, which can create an uncomfortable learning environment.

In order to accomplish teaching goals, Suheny (2020), Supriadi (2020), and Kadiyono (2020) define teacher performance as the capacity of educators to establish a communicative, cognitive, and psychomotor learning environment for their students. This capacity is demonstrated by the teachers' ability to plan lessons up to the evaluation and follow-up stages. Thus, it can be inferred from the above description that an instructor's behavior or work in carrying out learning activities, beginning with planning, carrying out, and assessing learning, is an expression of their competencies in each area of specialization.

Content Knowledge and Pedagogy

Peters-George (2021) found a statistically significant relationship between teachers' overall pedagogical topic knowledge and their performance in terms of learners' achievement. The results might be used by educators, legislators, and administrators to improve math instructors' pedagogies through professional development, which would ultimately raise student achievement and effect societal change.

The study's findings also showed that teachers' use of effective teaching techniques was restricted and their comprehension of fundamental pedagogy was lacking. Al-Samarrai (n.d.) conducted studies in the Philippines to assess the standard of elementary education. The results of the study demonstrated that in order for instructors to improve student learning outcomes and their own competencies, they require high-quality professional development opportunities. The study by Morallo and Abay (2019) on the gaps in excellent teaching by evaluating teachers' needs to create a framework for an extension program on professional development for teachers

provided support for it. The major conclusions of the study indicated that professional development training in content knowledge and pedagogy is highly required, as agreed upon by the majority of instructors. The study's findings suggest that teachers can effectively use instructional pedagogies to impart content knowledge during lessons, but they also suggest that teachers should take part in professional development programs in the field of research to increase their understanding of how to apply research-based knowledge in the teaching-learning process. Thus, although the elementary school teachers in the Buhi District possess sufficient competence, they require ongoing professional development to enhance and perfect their teaching skills (Morallo & Abay, 2019).

Diversity of Learners' Curriculum and Planning and Assessment and Reporting

Tolentino (2022) contends that the idea of student diversity needs to be highlighted since it has an impact on both students' and teachers' performance. While learners require appropriate activities, support, and guidance to acquire the knowledge and skills necessary for their development and future endeavors, teachers will be evaluated on their ability to create activities that meet the needs and capacities of their students.

Curriculum planning is crucial and related to teachers' performance, according to Gepila Jr.'s (2019) study. Teachers must prepare a set of activities as well as strategies and techniques to be used in the teaching and learning process in order to maximize the learning and performance of their students. It can also be used to create a series of remedial tasks for students who are having difficulty. Within the realm of education, assessment entails the collection, analysis, and utilization of data pertaining to the approaches and outcomes of education. It can be applied in a wide range of situations and formats. It can be used to pinpoint a student's areas of strength or weakness, monitor and document progress, and decide on the most effective course of action for them to follow within a customized curriculum. Enhancing student learning is the main goal of assessment and reporting, even if formative, summative, and diagnostic tests can be carried out in many different ways. It must accurately communicate the curriculum's goal in order to accomplish this (Llego, 2019; Masters, 2022).

Community Linkages, Professional Engagement, Personal Growth and Professional Development

Llego (2018) asserts that as the classroom is where teachers hone their management, instructional design, and teaching methodologies, it plays a critical role in both teachers' and students' performance. The performance evaluation of the teachers includes these elements. He continued by saying that in order to enable teachers to impart their knowledge and abilities to the community, school administrators are now pushing them to participate in professional development events and form relationships with local businesses. Teachers can also take advantage of this to network and later rally support for the programs they want to create and run. This would further help the teachers in expanding their networks and support structures, which is necessary for the plans and activities to materialize and be successfully carried out.

Consequently, acquiring the skills and knowledge necessary to increase your productivity at work is the aim of professional development. Improving social and communication skills as well as emotional stability are the main goals of personal development. Instructors must be knowledgeable in this area since it provides them with the means to advance both personally and professionally, including the skills and information necessary for a future promotion. Most importantly, the domain gives educators the tools they need to fulfill the expectations of their professions (Llego, 2019). Teachers can improve the quality of teaching and learning by updating their knowledge, honing their craft, and acquiring new teaching strategies through professional development. According to Zey's idea, teacher development is

the process by which educators get new skills, keep up-to-date on current knowledge, and learn new teaching methods in order to improve the caliber of instruction (Melinyo, 2022).

Statement of the Problem

The study investigated the level of job commitment, satisfaction and teachers' performance in the Division of Cagayan de Oro City during the School Year 2023-2024. The results of the study were the basis for the retention program. It specifically answered the following questions:

1. To what level are the respondents' job commitment in terms of organizational, service, work, and career?
2. How do respondents assess the level of job satisfaction based on compensation and benefits, leadership of administration, social relationship and work environment?
3. What is the teachers' performance level considering the content knowledge and pedagogy, learning environment, diversity of learners' curriculum and planning and assessment and reporting, community linkages and professional engagement and personal growth and personal development?
4. Is there a significant relationship between the respondents' level of job commitment and teachers' performance?
5. Is there a significant relationship between job satisfaction and teachers' performance?
6. Is there a significant relationship between the respondents' level of job commitment and satisfaction?
7. Based on the findings of the study, what retention program can be designed?

Theoretical Framework

Our understanding of job satisfaction has greatly benefited by the theoretical contributions of Herzberg and Maslow. Rather than being content with the satisfying of lower-order demands at work, Herzberg contends that people seek the fulfillment of higher-level psychological needs connected to achievement, recognition, responsibility, advancement, and the character of the work itself. According to Herzberg, a person's employment features should be such that their work fulfills their demands for accomplishment, competency, status, personal worth, and self-realization, all of which lead to happiness and satisfaction (Surbhi, 2020). On the other hand, wants for safety, love and belonging, esteem, self-actualization, and biology and physiology are all included in Maslow's theory of the hierarchy of needs, which is sometimes depicted as a pyramid. According to Maslow's theory, before a person has a strong desire for higher-level requirements, their most basic needs must be satisfied (Hopper, 2020).

The Motivator-Hygiene Theory by Herzberg provided the framework for the investigation. His Motivator-Hygiene Theory is also known as Herzberg's Two Factor Theory. It claims that work contentment and unhappiness are the two extremes of the continuum. An employee needs to meet the motivational elements—remuneration and perks, success, and acknowledgment—in order to be content with his job. People in the workforce naturally become less involved in their work when they are unhappy, which can lead to burnout or job desertion (Budiharso & Tarman, 2020; Toropova, Myrberg & Johansson, 2021). Research on teachers' job satisfaction and retention typically take into account personal characteristics like age and sex as well as professional qualities and teacher motivation factors like self-effectiveness in teacher preparation.

Scope and Limitations

This study's scope includes a comprehensive analysis of teachers' performance, job dedication, and job satisfaction in Cagayan de Oro City's Schools Division for the 2023–2024 school year. This study focuses on teachers' performance, job dedication, and job happiness. It

also suggests a retention strategy to improve instructors' abilities. Participants in this study were elementary school instructors from Cagayan de Oro City Division schools, representing a range of educational backgrounds. To guarantee an accurate representative of the teaching population, the survey only included teachers from public schools.

Methodology

Research Design

In this study, descriptive research was used. In other words, the descriptive research design method helps address the what, when, where, and how questions related to the research problem rather than the why (Voxco 2021). It is a type of research design that aims to systematically obtain information to describe a phenomenon, situation, or population. This approach is appropriate for their current research on teachers' performance, job satisfaction, and commitment in the two districts of the Cagayan de Oro City Division. It is expected that this method will result in an accurate and genuine representation of a situation. For this study, information would be collected, tallied, and calculated in order to determine the consequences of the results. The data would also need to be analyzed and interpreted. In order to enhance the study, interviews would also be undertaken. A retention program would be developed using the data from the findings.

Study Setting

West Districts I and II of the Division of Cagayan de Oro City were the study's locations. West City Central School, Macanhan Elementary School, Sacred Heart Village Elementary School, and Fr. Balulang Elementary School, Upper Carmen Elementary School, William Masterson, SJ. Elementary School. Bulua Central School, Camp Evangelista Elementary School, Iponan Elementary School, Pagatpat Elementary School, and Canitoan Elementary School are the schools that make up the West II district. The Department of Education has mandated that all students in grades 1 through 6 get a high-quality education from these schools. Fr. With 2800 students, William F. Masterson SJ Elementary School has 53 teachers and one (1) principal. The school was next to the Department of Education headquarters at Upper Balulang, Masterson Avenue. There are 1650 students enrolled at Macanhan Elementary School, including one (1) principal and fifty-six teachers. The schools are situated in Cagayan de Oro City, Macanhan, and Carmen. There is one principal at Upper Carmen Elementary School and thirty teachers. The school may be found in Cagayan de Oro in Upper Carmen. Balulang Elementary School is another, with fifty-five teachers and one (1) principal. The school is located in Cagayan de Oro's Balulang. Sacred Heart Village Elementary School was situated in Cagayan de Oro City's Dagong Zayas Carmen neighborhood. There are 41 teachers and one principal at the institution. Next is West City Central School, which is Cagayan de Oro City's second-largest elementary school and has around 165 teachers and three principals.

At that time, there were three (3) principals and 125 teachers working at the largest school in the West II district. Situated within Camp Evangelista, Patag Cagayan de Oro, was the Camp Evangelista Elementary School. There is one (1) principal and fifteen (15) teachers at Iponan Elementary School. Pagatpat Elementary School is a Cagayan de Oro City institution with fifteen (15) teachers and one (1) principal. Canitoan Elementary School is a school situated in Pagatpat, Cagayan de Oro. It employs fifteen instructors and one principal. The school was in Cagayan de Oro City, specifically in Canitoan.

Study Population and Sampling Technique

The respondents for the study on job commitment, job satisfaction, and teachers' performance in Cagayan de Oro City Division included teachers employed in the Division for the 2023–2024 school year. The level of education offered in the area is greatly influenced by the teachers. The division is renowned for its dedication to teaching as well. Teachers from elementary schools in West I and II districts, representing a range of educational levels, were among the responders. The survey included teachers from a variety of topic areas in order to record their performance, job dedication, and level of satisfaction. There was participation from both young and seasoned educators, which allowed for a variety of viewpoints, including those of the instructional leaders. By applying Slovincs' method with a five percent error margin, a sample size of four hundred twenty (420) respondents was selected from the total population of six hundred sixteen (616) in the schools. In order to obtain the proper number of responders in each school, random sampling was used. To do this, the computed sample size of the entire population was divided.

Table A: Distribution of Respondents

Schools	Population	Sample Size
West I District		
West City Central School	165	83
Macanhan Elementary School	56	42
Balulang Elementary School	55	42
Upper Carmen Elementary School	30	26
Sacred Heart Village Elementary School	31	27
Fr. William Masterson, SJ, Elementary School	53	53
West II District		
Bulua Central School	125	72
Camp Evangelista Elementary School	36	30
Iponan Elementary School	15	14
Canitoan Elementary School	35	29
Pagatpat Elementary School	15	14
TOTAL	616	420

Research Instruments

The purpose of the research questionnaire in this study is to collect useful data regarding teachers' performance in the Division of Cagayan de Oro City as well as their job commitment and satisfaction. The survey is broken down into four sections. The first section is an updated and modified version of the Decano and Vallejo (2019) survey, which evaluated teachers' job commitment in their study, Job Commitment, Satisfaction, and Teaching Performance on Public and Private Secondary School Teachers in Northern Aurora, Philippines. It consists of effort, career commitment, service, and organization. The questionnaire's second section covers topics including pay and benefits, management and leadership, interpersonal connections, and workplace atmosphere that are linked to job satisfaction. This survey was created using an adaptation of Davis and Cotiagco's (2017) Level of Job Satisfaction of Public High School Teachers: A Survey. The following scoring system was used in the job satisfaction and commitment questionnaire: highly agree, agree, disagree, and strongly disagree. The performance of teachers is evaluated in the third section using the Individual Performance Commitment and Review Form (IPCRF). It is made up of important outcome areas such as pedagogy and topic knowledge, learning environment, curricular variety,

planning, assessment, reporting, and community connections, as well as professional involvement and personal development. An in-depth interview was done for the final section of the questionnaire in order to obtain comprehensive information regarding the research study. It would provide a richer comprehension of the viewpoints and insights of the participants.

Statistical Treatment of Data

The data collected for this investigation was analyzed using the following statistical instruments. In this study, descriptive statistics like mean and standard deviation as well as inferential statistics like the Pearson Product Moment Correlation were used. In order to assess job commitment in terms of organizational, service, work, and career for Problems 1, 2, and 3, mean and standard deviation were used. Additionally, job satisfaction was assessed in relation to pay and benefits, administrative leadership, the work environment, and teachers' performance levels in light of pedagogy, content knowledge, learning environments, and social relationships.

In order to ascertain the significant relationship between job commitment and teachers' performance, the significant relationship between job satisfaction and teachers' performance, and the significant relationship between job commitment and job satisfaction, Pearson Product Moment Correlation is utilized in Problems 4, 5, and 6.

Ethical Consideration

Ensuring the confidentiality and anonymity of the educators involved in this study is crucial. If teachers are given the assurance that their identities and personal information will be kept private, they could be more willing to participate honestly and openly. The following moral obligations must be fulfilled: Obtained informed consent from all instructors who would be involved and made sure they understood the goal of the research, the procedure for gathering data, and the intended use of their personal information. This is to guarantee that people can opt out of the study at any moment without repercussions.

During data analysis and reporting, teachers were instructed to alter or erase any personally identifying information, such as names, school names, or contact information. Participants may be assigned pseudonyms in order to conceal their true identities. In order to prevent data from unintentionally being revealed to unauthorized parties, information was secured through secure storage, the use of encryption where needed, and access restrictions. An Institutional Review Board (IRB) or ethics committee must grant ethical approval in order to guarantee that the data management practices and research design adhere to moral principles.

Results and Discussion

Problem 1: To what level is the respondents' job commitment in terms of organizational, service, work and career?

Table 1: Distribution of Respondents' level in Job Commitment in terms of Organizational

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I am willing to put extra effort to help the organization be successful.	3.73	0.445	Strongly Agree
I have a good understanding on the direction of organization.	3.46	0.513	Strongly Agree
I am open to taking on various job assignments to support the organization's smooth operation.	3.26	0.522	Strongly Agree
I am committed and loyal to this organization.	3.40	0.558	Strongly Agree

The success of my organization is a matter of deep concern to me.	3.49	0.500	Strongly Agree
I clearly understand how my job contributes to the organization's goals and objectives.	3.50	0.501	Strongly Agree
I am working in a well-managed organization.	3.36	0.508	Strongly Agree
I would definitely stay in this organization.	3.37	0.512	Strongly Agree
Overall	3.44	0.507	Strongly Agree

Legend: 3.26-4.00 = Strongly Agree /Very High 1.76-2.50 = Disagree/ Low
 2.51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 1 shows the respondents' level of job commitment in terms to **organizational**. Overall, in terms of organizational was very high, as indicated with the mean of 3.44 (SD=0.507), described as **Strongly Agree**. This suggests that the respondents are dedicated to completing the assigned tasks or the work itself. Factors related to internal third parties, such as managers or coworkers, external third parties, such as unions or clients, or health have an impact on organizational commitment inside the organizational approaches (Coyle-Shapiro et al., 2020).

The indicator **I am willing to put extra effort to help the organization be successful** obtained the highest mean of 3.73 (SD=0.445), described as **Strongly Agree**. This indicates that the responders' work responsibilities are focused on making a positive impact on the school. Going above and above in one's work is a sign of a strong work ethic and commitment to the company. Organizational commitment, according to Luthans (2018), demonstrates allegiance and consideration for the organization's success. Employee commitment will lead to the desired outcomes for the organization: excellent performance, low attrition, and short absences.

The indicator **I am open to taking on various job assignments to support the organization's smooth operation** got the lowest mean rating of 3.26 (SD=0.522), described as **Strongly Agree**. This indicates that the respondents are not burdened with multitasking and additional designations, which are typical of teachers because the latter are required to assume extracurricular responsibilities for the benefit of the school, such as participating in local or national interschool activities. According to a study by Napitupulu et al. (2021), a teacher's dedication to teaching is what drives them to demonstrate sincerity and use their full range of skills when completing duties at school.

Table 2: Distribution of Respondents' Level in Job Commitment in terms to Service

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I have the necessary skills to teach the students.	3.75	0.445	Strongly Agree
I am committed to promoting student learning and engagement in my teaching.	3.66	0.473	Strongly Agree
I am encouraged to be creative and innovative to meet my students' needs.	3.61	0.488	Strongly Agree
I am willing to offer excellent service to the school.	3.59	0.497	Strongly Agree
I can do my work to my best ability without supervision.	3.58	0.498	Strongly Agree
I am serious with the responsibilities assigned to me.	3.64	0.481	Strongly Agree
I am more concerned with ensuring student learning and well-being are equally important to me.	3.67	0.487	Strongly Agree
I am proud of the quality service offered to the students at this school.	3.52	0.541	Strongly Agree

Overall	3.63	0.489	Strongly Agree
---------	------	-------	----------------

Legend: 3.26-4.00 = Strongly Agree /Very High 1.76-2.50 = Disagree/ Low
2.51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 2 shows the respondents' level of job commitment in terms to service. As indicated by the overall results, the respondents' level of **job commitment in terms of service** was Very High, with an overall mean of 3.63 (SD = 0.489) described as **Strongly Agree**. This suggests that the responders are sincere about their work and are driven only by their decision to pursue the career. Hill (2021) asserts that those committed to provide top-notch personalized service understand the importance of their profession and how it helps people—internal and external—to achieve their goals.

The indicator **I have the necessary skills to teach the students** obtained the highest mean rating of 3.75 (SD=0.445), described as **Strongly Agree**. This suggests that the responders have completed their schooling and received training in the subject of teaching, making them teachers by profession. Emotional attachment to one's work is what defines commitment, and it is this attachment that connects dedication to the heart. A genuine dedication to one's profession will guarantee that every assignment is accomplished with passion, and in the process, outstanding and flawless customer service will be provided. Provenzano (2023) asserts that critical thinking abilities are necessary in all subject areas, both within and outside of the classroom, in order to give students the opportunity to consider their views and talk about the significance of doing so.

On the other side, the indicator **I am proud of the quality service offered to the students at this school** got the lowest mean rating of 3.52 (SD=0.541) described as **Strongly Agree**. This suggests the respondents' trust and allegiance to their place of employment. This further indicates that the teacher-respondents conduct their duties in accordance with the school's strategic plan, which they believe will provide positive outcomes. Since quality is the main issue in the field of education, numerous researchers have carried out a variety of studies on the subject (Bismala & Manurung, 2021). One of the elements that affects student satisfaction is quality. The ability of the service provider to satisfy the demands and preferences of the client while meeting their expectations is referred to as service quality.

Table 3: Distribution of Respondents' Level of Job Commitment in terms of Work

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I work hard for the school to achieve the objectives.	3.75	0.432	Strongly Agree
I find my work as a teacher fulfilling and motivating.	3.49	0.500	Strongly Agree
I ensure timely classroom delivery is a priority for me.	3.69	0.475	Strongly Agree
I work harmoniously with my colleagues.	3.60	0.506	Strongly Agree
I spend time with the students in their activities.	3.54	0.504	Strongly Agree
I understand that the goal of our life is to be work- oriented.	3.60	0.514	Strongly Agree
I complete my task on time with dedication and accuracy.	3.60	0.505	Strongly Agree
I recognize that my teaching career holds significant value to me, thus, I give importance to nurturing other aspects of my life for personal growth and fulfillment.	3.48	0.514	Strongly Agree
Overall	3.59	0.494	Strongly Agree

Legend: 3.26-4.00 = Strongly Agree /Very High 1.76-2.50 = Disagree/ Low
2.51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 3 shows the respondents' level of job commitment in terms to work. Overall, results show the respondents' level of job **commitment in terms of work** was very high, as

indicated by the overall mean of 3.59 (SD = 0.494), described as **Strongly Agree**. This suggests that demonstrates a person's commitment, allegiance, and accountability to their job and organization. An employee's level of excitement for the tasks assigned at work is referred to as their job commitment. It is the sense of accountability one has for the objectives, vision, and mission of the group they are a part of. Question Pro (2022) asserts that a strong work ethic might result in chances for professional development and a passion for one's work.

The indicator **I work hard for the school to achieve the objectives** obtained the highest mean rating of 3.75 (SD=0.432), described as **Strongly Agree**. This suggests that the responders are driven in their job because they work hard to complete their assignments in a way that benefits the institution. This suggests even more that the teachers' work atmosphere at the school is conducive to their success. At the core of the education 2030 Agenda is the provision of high-quality education for all. Teachers who are motivated, well-trained, appropriately compensated, and certified are needed to accomplish this goal (UNESCO, 2017). Teachers want to define smart goals and objectives that support their professional development and are in line with the mission and vision of the school, according to LinkedIn.

Meanwhile, the indicator **I recognize that my teaching career holds significant value to me, thus, I give importance to nurturing other aspects of my life for personal growth and fulfillment** got the lowest mean rating of 3.48 (SD=0.514), described as **Strongly Agree**. This suggests that the responders are dedicated to expanding their knowledge and skills through training and programs that do just that. Teaching is an amazing profession that involves imparting knowledge, promoting personal development, and shaping the minds and destinies of children. Superior performance from highly committed employees boosts profitability, staff retention, productivity, and corporate culture (Smith & Johnson, 2024).

Table 4: Distribution of Respondents' Level of Job Commitment in terms of Career

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I consider teaching as one of my top priorities in life	3.60	0.546	Strongly Agree
I am proud to be in the teaching profession.	3.73	0.444	Strongly Agree
I am deeply invested in my role as a teacher.	3.55	0.516	Strongly Agree
I am extremely glad that teaching aligns well with my skills and interests	3.56	0.564	Strongly Agree
I consider teaching as a rewarding career.	3.62	0.538	Strongly Agree
I feel it would be difficult for me to leave my profession.	3.46	0.603	Strongly Agree
I try to do my best to help my non-performing students.	3.64	0.481	Strongly Agree
I know what I need to do in attaining my goal as a teacher.	3.62	0.490	Strongly Agree
Overall	3.60	0.523	Strongly Agree

Legend: 3.26-4.00 = Strongly Agree /Very High 1.76-2.50 = Disagree/ Low
 2.51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 4 shows the respondents' level of job commitment in terms to **career**. Overall, results show that the respondents' level of job commitment in terms of **career** was very high, as indicated by the overall mean of 3.60 (SD = 0.523), described as **Strongly Agree**. This indicates that the respondents' degree of job dedication in terms of career was quite high overall, according to the data. This suggests that the responders, who are teachers, are dedicated to advancing their professions, which suggests that this inspires them to perform better at work. This is consistent with research findings by Suastina et al. (2021) and Wardhani and Wijaya (2020), who found that career development significantly and favorably affects job performance.

The indicator **I am proud to be in the teaching profession** obtained the highest mean rating of 3.73 (SD=0.444), described as **Strongly Agree**. This suggests that the teachers are dedicated to their work. The dynamic field of teaching promotes lifelong learning and development. The Secretary-General of the United Nations stated that education is essential for both individual growth and the future of societies when he unveiled a 2020 policy brief. Education is more important than ever as the great equalizer in a world where inequality levels are unsustainable (Guterres 2020). In addition to being essential to sustainable global development, teachers are among the most significant and potent agents for equity, access, and quality in education (UNESCO, 2021).

The indicator **I feel it would be difficult for me to leave my profession** got the lowest mean rating of 3.46 (SD=0.603), described as **Strongly Agree**. This demonstrates the teacher responders' commitment to their chosen field of teaching. This assertion is overwhelmingly agreed upon by the instructor responders. This suggests that they are willing to carry out the responsibilities of the work. It could be necessary to reevaluate one's identity and take some time to become used to a new one after leaving the industry. A great sense of purpose and the chance to positively influence people's lives or society at large may be provided by the profession. In addition to having significant financial consequences (OECD, 2020), replacing teachers has a negative effect on pupils' academic achievement (Schleicher, 2018; Sorensen & Ladd, 2020).

Table 5: Summary of the Respondents' Level of Job Commitment

Variables	Mean	SD	Interpretation
Organizational	3.44	0.507	Very High
Service	3.63	0.489	Very High
Work	3.59	0.494	Very High
Career	3.60	0.523	Very High
Overall	3.56	0.503	Very High

Legend: 3:26-4:00 = Strongly Agree /Very High 1:76-2.50 = Disagree/ Low
2:51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 5 shows the summary of the respondents' level of job commitment. Overall, results show that the respondents' level of **job commitment** was **Very High** as indicated by the overall mean of 3.56 (SD=0.503). This suggests that the teacher responders exhibit the highest level of dedication to their work overall. The high scores assigned to each indicator serve as an expression of this. Given the high degree of dedication demonstrated by the outcomes, Tatar (2020) correctly cites Dubin's assertion that people are most satisfied with their work when they have a good outlook on it, acknowledgment, and opportunities for advancement within the organization.

The variable **Service** obtained the highest overall mean rating of 3.63 (SD=0.489), interpreted as **Very High**. This suggests that they are aware of the significance of their work. In this study, service commitment is defined as the duration of time instructors agree to pay for a specific service, if any, as specified in the contract. According to Zou and Migacz (2022), a breakdown in service occurs when frontline staff members fail to maintain their dedication to provide exceptional customer service. Hoang and associates. Furthermore, the data from (2022) supported the notion that committed employees work harder, longer hours, and with greater effort.

The variable **Organizational** got the lowest overall mean rating of 3.44 (SD=0.507), interpreted as **Very High**. This demonstrates the responders' dedication to the goals of their company. Teachers are more likely to form a strong commitment when they perceive that their

school values and supports them. When a worker is willing to go above and beyond what is expected of them by the organization and deliver the best possible service, that worker is demonstrating their dedication. Stated differently, employee commitment represents the level of reliance, allegiance, and extra effort that a worker performs on behalf of the company (Pahi et al., 2022).

Problem 2: How do respondents assess the level of job satisfaction based on compensation and benefits, the leadership of the administration, social relationships, and the work environment?

Table 6: Distribution of Respondents' Job Satisfaction based on Compensation and Benefits

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I receive a sufficient salary for my everyday expenses.	3.42	0.622	Strongly Agree
I am satisfied with timely payment of salary.	3.28	0.578	Strongly Agree
I am well paid in proportion to my ability.	3.20	0.647	Agree
I am happy with the financial compensation I received.	3.08	0.649	Agree
I entered the teaching profession because of its good pay.	3.01	0.638	Agree
I am satisfied with the fringe benefits such as clothing allowance, bonuses and cash gift.	3.13	0.766	Agree
I am given incentives for the extra work rendered.	2.74	0.846	Agree
I enjoyed benefits like service credits, annual medical checkup and hospitalization expenses related to work injuries.	2.75	0.879	Agree
Overall	3.08	0.703	Agree

Legend: 3:26-4:00 = Strongly Agree /Very High 1:76-2.50 = Disagree/ Low
2:51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 6 shows the respondents' level of job satisfaction based on compensation and benefits. Overall, results show that the respondents' level of job satisfaction based on **compensation and benefits** was high as indicated by the overall mean of 3.08 (SD=0.703) described as **Agree**. According to the findings, 80% of the participants are happy with their standing as teachers. Together, pay and benefits make up a crucial part of an organization's total rewards program, which influences morale, productivity, and employee loyalty. Reddy (2020) asserts that the quality of the organization's current pay performance management programs determines how benefits and compensation affect worker performance and organizational efficacy.

The indicator **I receive a sufficient salary for my everyday expenses** obtained the highest mean rating of 3.42 (SD=0.622), described as **Strongly Agree**. This indicates that the responders who are teachers are content with their pay grade and the teaching level that goes along with it. This suggests that the teachers' strong job commitment rating is influenced by their income satisfaction. Therefore, this would suggest that the teachers were happy with their pay. The amount of money teachers earn for performing their professional obligations may have a direct correlation to how satisfied they are with their institution (Polite, 2021).

On the contrary, the indicator **I am given incentives for the extra work rendered** got the lowest mean rating of 2.74 (SD=0.846), described as **Agree**. Even if the results did not yield a particularly high grade, it can be concluded from the results that teachers who responded to the survey agreed that receiving extra work is a motivator. Zayed et al. (2022) claim that one

may determine an employee's motivation and level of job satisfaction by looking at their salary. This suggests that an employee's degree of job satisfaction is directly correlated with their level of motivation at work.

Table 7: Distribution of Respondents' Job Satisfaction based on Leadership of Administrators

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I am delighted with the task that assigned by my school head.	3.49	0.631	Strongly Agree
I am pleased on the suggestions or feedback offered in improving instruction.	3.52	0.584	Strongly Agree
I am given assistance when I encountered problems in school.	3.45	0.614	Strongly Agree
I am recognized and appreciated on the work well done.	3.40	0.551	Strongly Agree
I am satisfied how the rules and regulations being implemented.	3.36	0.642	Strongly Agree
I am satisfied with the equal treatments of the teachers and personnel.	3.45	0.586	Strongly Agree
I am happy with my involvement in school decisions.	3.51	0.588	Strongly Agree
I am contented with the supportive and democratic manner of supervision.	3.44	0.530	Strongly Agree
Overall	3.45	0.591	Strongly Agree

Legend: 3:26-4:00 = Strongly Agree /Very High 1:76-2:50 = Disagree/ Low
 2:51-3:25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 7 shows the respondents' level of job satisfaction based on leadership of administrators. Overall, results show that the respondents' level of job satisfaction based on the **leadership of administrators** was very high, as indicated by the overall mean of 3.45 (SD = 0.591), described as **Strongly Agree**. This demonstrates that the respondents' extremely high job satisfaction is attributable to the agency's or school's leadership style, and we can assume that this further strengthened their dedication to their jobs. It's interesting to note that studies by Putrayana et al. (2018) and Aziizah (2018) show that a leader's style significantly influences a worker's job happiness, which helps them perform successfully and effectively.

Moreover, the indicator **I am pleased on the suggestions or feedback offered in improving instruction** obtained the highest mean rating of 3.52 (SD=0.584), described as **Strongly Agree**. The outcome is consistent with the administrators' high job satisfaction rating. However, the indicator is all-inclusive because the respondents' reception of the feedback might be either good or negative. Joseph (2023) asserts that feedback is essential to all systems that are growth-oriented. Teachers gain a great deal from feedback that is not critical in nature, but rather focused on developing their professional skills, refining their methods of instruction, and eventually raising the standard of instruction.

The indicator **I am satisfied how the rules and regulations being implemented** got the lowest mean rating of 3.36 (SD=0.642), described as **Agree**. This suggests that even while the respondents highly value the administrative leadership in their jobs, the school's execution of some policies and procedures that support teachers' dedication to their careers may need to be reviewed. Additionally, Toropova et al. (2020) showed a correlation between teachers' job satisfaction and school working circumstances. More precisely, the variables most strongly associated with teacher job satisfaction and, thus, raising self-efficacy were workload, cooperation among teachers, and instructor views of student discipline in the classroom.

Table 8: Distribution of Respondents' Job Satisfaction Based on Social Relationship

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I am satisfied with the warm and friendly atmosphere in the school.	3.38	0.559	Strongly Agree
I feel the school management team fosters open communication and collaboration with teachers	3.30	0.548	Strongly Agree
I am contented with the team work in resolving conflicts and issues in the school.	3.20	0.620	Agree
I am happy in the respect and trust of my colleagues.	3.28	0.545	Strongly Agree
I am well-pleased with my co-teachers availability whenever support and assistance are needed.	3.27	0.509	Strongly Agree
I find my interactions with my school head, colleagues, and students enriching and fulfilling.	3.34	0.499	Strongly Agree
I feel I have positive and productive relationships with students, parents, and the community.	3.37	0.487	Strongly Agree
I am fulfilled and satisfied to work overtime to help my school head and colleagues.	3.25	0.518	Agree
Overall	3.30	0.536	Strongly Agree

Legend: 3:26-4:00 = Strongly Agree /Very High 1:76-2.50 = Disagree/ Low
 2:51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 8 shows the respondents' level of job satisfaction based on social relationships. Overall, results show that the respondents' level of job satisfaction based on **social relationships** was very high, as indicated by the overall mean of 3.30 (SD = 0.536), described as **Strongly Agree**. The fact that social ties received an overall high ranking as a measure of job happiness suggests that respondents identify with their coworkers and teachers and that their capacity to identify with others is highly correlated with job satisfaction. According to management studies, employees react by being more devoted and loyal to leaders who consistently display trustworthy relationships (Simha & Pandey, 2020).

Moreover, the indicator **I am satisfied with the warm and friendly atmosphere in the school** obtained the highest mean rating of 3.38 (SD=0.559), described as **Strongly Agree**. This indication suggested that the teacher respondents' high degree of job commitment stems from a welcoming and supportive work environment. This suggests even more of the respondents' coworkers' camaraderie. A safe and orderly atmosphere is another important component of a positive school climate, and rules and punishment are instruments that principals and teachers employ to make that happen, according to Education Week (2020).

The indicator **I am contented with the team work in resolving conflicts and issues in the school** got the lowest mean rating of 3.20 (SD=0.620), described as **Agree**. This indicates that these educators have positive relationships with one another and are well-aware of workplace tensions and challenges. Since teacher work satisfaction is directly linked to goal fulfillment and the efficient operation of learning activities, relevant parties should give it careful consideration (Novitasari et al., 2020; Nugroho et al., 2020).

Table 9: Distribution of Respondents' Job Satisfaction Based on Work Environment

Indicators	Mean	SD	Description
<i>As a teacher...</i>			
I am satisfied with a clean and comfortable working area in the school.	3.43	0.579	Strongly Agree
I am satisfied with the public transportation options available to get to school.	3.23	0.605	Agree
I am satisfied how the policies are communicated and implemented.	3.23	0.472	Agree
I am satisfied on the sufficient resource materials and tools for teaching.	3.09	0.614	Agree
I feel adequately supported in maintaining and using ICT equipment in the classroom.	3.04	0.614	Agree
I am satisfied with the constructive feedback and guidance from my school head.	3.24	0.485	Agree
I am satisfied on the positive attitude of students to teachers. school head, personnel and stakeholders.	3.24	0.554	Agree
I am satisfied on the all-out support of parents to the school.	3.23	0.493	Agree
Overall	3.22	0.552	Agree

Legend: 3:26-4:00 = Strongly Agree /Very High 1:76-2.50 = Disagree/ Low
 2:51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 9 shows the respondents' level of job satisfaction based on work environment. Overall, results show that the respondents' level of job satisfaction based on **work environment** was high as indicated by the overall mean of 3.22 (SD=0.552) described as **Agree**. In the meantime, it was discovered by Bernardo et al. (2019) and Fayzall et al. (2020) that factors influencing job satisfaction include pay, workspace, and amenities. Because of their job discontent, teachers in every school will not achieve at their best, and their relationships with colleagues will remain strained.

Meanwhile, the indicator **I am satisfied with a clean and comfortable working area in the school** obtained the highest mean rating of 3.43 (SD=0.579), described as **Strongly Agree**. This suggests that a tidy and comfortable workspace at school might have a big impact on teachers' job happiness. Dija Ziane (2021) asserts that well-kept schools convey a message of concern for people. A tidy space fosters a supportive learning environment. In the long term, using correct cleaning techniques is an investment because they benefit the community in addition to providing the property with the essential maintenance.

However, the indicator **I feel adequately supported in maintaining and using ICT equipment in the classroom** got the lowest mean rating of 3.04 (SD=0.614), described as **Agree**. This implies that ICT in education has a history of upending educational practices and that, in order for students to be internationally competitive, they must possess a particular level of proficiency with specific ICT tools. Wilson et al. (2020) found that ICT training significantly improves instructors' technical proficiency even after just one session.

Table 10: Summary of the Respondents' Level of Job Satisfaction

Variables	Mean	SD	Interpretation
Compensation and Benefits	3.08	0.703	Very High
Leadership of Administration	3.45	0.591	Very High
Social Relationship	3.30	0.536	Very High
Work Environment	3.22	0.552	High
Overall	3.26	0.595	Very High

Legend: 3:26-4:00 = Strongly Agree /Very High 1:76-2.50 = Disagree/ Low
 2:51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 10 shows the summary of the respondents' level of job satisfaction. Overall, results show that the respondents' level of **job satisfaction** was **Very High** as indicated by the overall mean of 3.26 (SD=0.595). This suggests that leaders make sure educators have the tools they need to do their jobs well. This entails having enough money, supplies, technology, and chances for professional growth. Teachers are more likely to be satisfied with their jobs when they perceive that their administration is supporting them.

The variable **Leadership of Administration** obtained the highest overall mean rating of 3.45 (SD=0.591), interpreted as **Very High**. This suggests that the positive leadership of their school administrators has a significant impact on the job satisfaction of teacher responses. Job satisfaction is strongly influenced by administrative leadership. Effective leaders foster a healthy work atmosphere and increase employee happiness by placing a high priority on clear communication, support, empowerment, trust, development opportunities, and effective dispute resolution.

Academic Leadership (2023) asserts that managing a school necessitates a certain set of abilities and perspective. Especially for heads of small schools, aspiring heads, and those just starting out in their careers, headship offers unmatched opportunities for transformational leadership and professional development. As the school's leader, you are crucial to its success. The scope and objectives of the organization may have a substantial impact on their duties. But regardless of what is said in the job description, it is essential to know how to manage and lead an effective administrative team. Interestingly, research by Yusuf (2016), Aziizah (2018), and Putrayana et al. (2018) demonstrates that a leader's approach significantly affects an employee's job happiness, which in turn enables them to work successfully and efficiently.

On the other hand, the variable **Compensation and Benefits** got the lowest overall mean rating of 3.08 (SD=0.703), interpreted as **High**. This suggests that the degree of job satisfaction among the teacher respondents is significantly influenced by their pay and benefits. Pay is crucial in the workplace because it enables workers to participate effectively and efficiently to generate outputs. Twenty percent of the respondents said in the results of the in-depth interview that their pay did not match the workload and that the prices of the commodities were excessive. Frustrated teachers staged walkouts and protests over the contentious subject of teacher pay in a number of states in 2018 and 2019. Teachers are often paid by school districts according to their length of service and degree of education. A system that has long been criticized by individuals who believe it is unjust to pay very talented educators the same as mediocre educators with comparable experience.

Problem 3: What are the teachers' performance levels considering the following: content knowledge and pedagogy, learning environment, diversity of learners' curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and personal development?

Table 11: Distribution of Respondents on Performance Considering Content Knowledge and Pedagogy

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
Apply knowledge of content within and across curriculum teaching areas.	3.71	0.500	Strongly Agree
Use research-based knowledge and principles of teaching and learning to enhance professional practice.	3.60	0.563	Strongly Agree
Display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	3.62	0.515	Strongly Agree
Use effective verbal and non-verbal classroom communication strategies to support learners' understanding, participation, engagement and achievement.	3.61	0.614	Strongly Agree
Overall	3.63	0.548	Strongly Agree

Legend: 3:51-4:00 Strongly Agree/Outstanding 1.51-2.50 Disagree/Satisfactory
2:51-3:50 Agree/Very Satisfactory 1.00-1.50 Strongly Disagree/Needs Improvement

Table 11 shows the respondents' level of performance considering content knowledge and pedagogy. Overall, results show that the respondents' level of performance considering **content knowledge and pedagogy** was outstanding as indicated by the overall mean of 3.63 (SD=0.548) described as **Strongly Agree**. Content knowledge refers to the body of knowledge –facts, theories, principles, ideas, vocabulary– which teachers must master to be effective. Teachers should have a deep understanding of the subject they teach and corresponding curriculum (subject content knowledge). Undoubtedly, teachers are to provide knowledge and skills to the young generation and give them the possibility for a better future (Mostafavi et al., 2022; Rezai et al., 2022).

The indicator **Applied knowledge of content within and across curriculum teaching areas** obtained the highest mean rating of 3.71 (SD=0.500), described as **Strongly Agree**. This suggests that educators must teach all students in accordance with the norms of the present day, possess a thorough understanding of the subject matter while remaining flexible, and be able to assist students in developing conceptual maps, connecting ideas, and clearing up misconceptions. Llego (2018) asserts that since the classroom serves as a venue for teachers to hone their management, instructional, and strategy-giving abilities, it is crucial to both teachers' and students' performance.

The indicator **Used research-based knowledge and principles of teaching and learning to enhance professional practice** got the lowest mean rating of 3.60 (SD=0.563), described as **Strongly Agree**. This demonstrates the instructors' attempt to go above and beyond the expectations of their curriculum by conducting research to broaden their expertise. Rezai et al. (2022) define research-based teaching as having students conduct autonomous, open-ended research for their courses. This facilitates the internalization and practice of research techniques and methodologies, including the development of accurate question formulation and the processing and supervision of a research process. Pupils develop their capacity for self-reliance, cooperation, handling uncertainty, and organization.

Table 12: Distribution of Respondents on Performance Considering Learning Environment

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
School environment is generally clean.	3.80	0.404	Strongly Agree
Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures.	3.54	0.599	Strongly Agree
Maintained learning environments that promote fairness, respect and care to encourage learning.	3.70	0.458	Strongly Agree
Maintained learning environments that nurture and inspire learners to participate, cooperate and collaborate in continued learning	3.67	0.599	Strongly Agree
Applied a range of successful strategies that maintain learning environments that motivate learners to work productively by assuming responsibility for their own learning.	3.66	0.416	Strongly Agree
Overall	3.67	0.495	Strongly Agree

Legend: 3:51-4:00 Strongly Agree/Outstanding 1.51-2.50 Disagree/Satisfactory
2:51-3:50 Agree/Very Satisfactory 1.00-1.50 Strongly Disagree/Needs Improvement

Table 12 shows the respondents' level of performance considering learning environment. Overall, results show that the respondents' level of performance considering **learning environment** was outstanding, as indicated by the overall mean of 3.67(SD=0.495) described as **Strongly Agree**. This indicates that the respondents' performance level while taking the learning environment into consideration was excellent overall, according to the results. According to this, a classroom where students are interested in and accountable for their education and feel comfortable enough to participate fully in both group and individual activities is one that promotes positive learning.

The indicator **School environment is generally clean** obtained the highest mean rating of 3.80 (SD=0.404), described as **Strongly Agree**. This suggests that the teacher respondents believe their schools are generally clean, which adds to their job satisfaction and the effectiveness of their instruction. A conducive learning environment should be demonstrated by both the physical and social aspects of the learning area, where students feel accepted and encouraged to be themselves.

On the other hand, the indicator **Established safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures** got the lowest mean rating of 3.54 (SD=0.599), described as **Strongly Agree**. This suggests that the teacher responders are knowledgeable about how to organize the classroom to provide a productive and secure learning environment. Ileuma (2023) asserts that secondary school teachers in Nigeria place a high value on school safety as part of their professional obligations. It emphasizes the significance of physical safety measures in schools, such as building layout, emergency preparation, security technology, staffing, maintenance, communication, and student monitoring.

Table 13: Distribution of Respondents on Performance Considering Diversity of Learners' Curriculum, Planning and Assessment and Reporting

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents.	3.79	0.405	Strongly Agree
Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	3.59	0.585	Strongly Agree
Adapted and implemented learning programs that ensure relevance and responsiveness to the needs of all learners.	3.70	0.457	Strongly Agree
Utilized assessment data to inform the modification of teaching and learning practices and programs.	3.66	0.623	Strongly Agree
Overall	3.69	0.517	Strongly Agree

Legend: 3:51-4:00 Strongly Agree/Outstanding 1.51-2.50 Disagree/Satisfactory
2:51-3:50 Agree/Very Satisfactory 1.00-1.50 Strongly Disagree/Needs Improvement

Table 13 shows the respondents' level of performance considering diversity of learners' curriculum, planning and, assessment and reporting. Overall, results show that the respondents' level of performance considering **diversity of learners' curriculum, planning and assessment and reporting** was outstanding as indicated by the overall mean of 3.69 (SD=0.517) described as **Strongly Agree**. This means that in order to meet the individual needs of every student, teachers use diversified instructional methodologies. The standards define explicitly what teachers should know, be able to do, and value in order to attain competency, improved student learning outcomes, and, ultimately, high-quality education (Gepila, 2020). They also give assessments of professional learning, competent practice, and effective engagement.

The indicator **Designed, adapted and implemented teaching strategies that are responsive to learners with disabilities, giftedness and talents** obtained the highest mean rating of 3.79 (SD=0.405), described as **Strongly Agree**. This shows that the teacher respondents are very committed to meeting the many needs of their pupils, including the needs of brilliant and talented children as well as those with impairments. This suggests that the educators are aware of how to address multiple intelligences and are able to recognize each student's unique demands. Their stated efforts to comprehend the unique demands of each learner provide more proof of this devotion (Gronlund, 2018). It is essential to identify and address these various requirements in order to establish an inclusive learning environment where all students can succeed.

Meanwhile, the indicator **Adapted and used culturally appropriate teaching strategies to address the needs of learners from indigenous groups** got the lowest mean rating of 3.59 (SD=0.585), described as **Strongly Agree**. This suggests that the teacher-respondents make use of the resources at their disposal to understand the various learning needs of students in light of their respective cultures, customs, and practices. Burgess (2019) claims that the majority of research papers were small-scale, locally focused qualitative case studies that demonstrated effective initiatives that supported and/or involved indigenous kids in the classroom—many of which had these objectives as their primary goal.

Table 14: Distribution of Respondents' Performance Considering Community Linkages, Professional Engagement, Personal Growth and Personal Development

Indicators	Mean	SD	Description
<i>As a teacher, I...</i>			
Maintained learning environments that are responsive to community contexts.	3.79	0.405	Strongly Agree
Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers.	3.54	0.603	Strongly Agree
Complied with and implemented school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.	3.70	0.457	Strongly Agree
Applied a personal philosophy of teaching that is learner-centered.	3.69	0.594	Strongly Agree
Adopted practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	3.57	0.587	Strongly Agree
Set professional development goals based on the Philippine Professional Standards for Teachers.	3.70	0.459	Strongly Agree
Maintained learning environments that are responsive to community contexts.	3.66	0.627	Strongly Agree
Overall	3.66	0.533	Strongly Agree

Legend: 3:51-4:00 Strongly Agree/Outstanding 1.51-2.50 Disagree/Satisfactory

2:51-3:50 Agree/Very Satisfactory 1.00-1.50 Strongly Disagree/Needs Improvement

Table 14 shows the respondents' level of performance considering community linkages, professional engagement, personal growth and personal development. Overall, results show that the respondents' level of performance considering **community linkages, professional engagement, personal growth, and personal development** was outstanding, as indicated by the overall mean of 3.66 (SD = 0.533) described as **Strongly Agree**. This suggests that the teacher responders are taking use of additional opportunities for multi-level personal and professional development. Llego (2019) claims that in order for teachers to share their knowledge and skills with the community, school administrators are now pushing them to participate in professional development activities and form connections with the community. These activities, along with professional development, are in line with the growing recognition of the value of ongoing learning for educators (OECD, 2018).

Meanwhile, the indicator **Maintained learning environments that are responsive to community contexts** obtained the highest mean rating of 3.79 (SD=0.405) described as **Strongly Agree**. This suggests that the teacher responders use group learning activities to facilitate interaction among students. Educational psychology, according to Cawthon (2023), looks into issues of equity and access to education from a variety of angles.

On the other side, the indicator **Reviewed regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers** got the lowest mean rating of 3.54 (SD=0.603), described as **Strongly Agree**. The fact that teacher-respondents are actively reviewing regulations to ensure compliance with the Code of Ethics for Professional Teachers demonstrates their degree of dedication to their vocation. It is essential to take into account current laws and rules pertaining to the teaching profession as well as the obligations outlined in the Code of Ethics for Professional Teachers while evaluating practice. Every teacher is

required by Article 1V Section 2 to maintain the greatest standards of high-quality education, to prepare themselves as much as possible for a career in teaching, and to always give their utmost when practicing their profession.

Table 15: Summary of the Teacher-Respondents' Level of Performance

Variables	Mean	SD	Interpretation
Content Knowledge and Pedagogy	3.63	0.548	Very High
Learning Environment	3.67	0.495	Very High
Diversity of Learners' Curriculum and Planning and Assessment and Reporting	3.69	0.517	Very High
Community Linkages and Professional Engagement and Personal Growth and Personal Development	3.66	0.533	Very High
Overall	3.66	0.523	Very High

Legend: 3:26-4:00 = Strongly Agree /Very High 1:76-2.50 = Disagree/ Low
 2:51-3.25 = Agree/ High 1.00-1.75 = Strongly Disagree /Very Low

Table 15 shows the summary of the teacher-respondents' level of performance. Overall, results show that the teacher-respondents' **level of performance** was outstanding as indicated by the overall mean of 3.66 (SD=0.523), interpreted as **Very High**. According to the material, teacher effectiveness can be evaluated from a range of angles, including professional development and learning. In order to accomplish teaching goals, Suheny (2020), Supriadi (2020), and Kadiyono (2020) define teacher performance as the capacity of educators to establish a communicative, cognitive, and psychomotor learning environment for their students. This capacity is demonstrated by the teachers' ability to plan lessons up to the evaluation and follow-up stages.

The variable **Diversity of Learners' Curriculum and Planning and Assessment and Reporting** obtained the highest overall mean rating of 3.69 (SD=0.517), interpreted as **Very High**. According to this evidence, there is a considerable correlation between teachers' performance and the knowledge they have received about the diversity of learners. According to Tolentino (2022), the notion of learner variety needs to be prioritized because it has an impact on both teachers' and students' performance. While learners require appropriate activities, support, and guidance to acquire the knowledge and skills necessary for their development and future endeavors, teachers will be evaluated on their ability to create activities that meet the needs and capacities of their students.

However, the variable **Content Knowledge and Pedagogy** got the lowest overall mean rating of 3.63 (SD=0.548), interpreted as **Very High**. This speaks to the ability of the teacher to carry out purposeful education that is grounded in current research and developmentally appropriate. In order to produce high-quality learning outcomes, this takes into account teachers' competency in Mother Tongue, Filipino, and English during the teaching and learning process, in addition to the necessary abilities for using technology, teaching methodologies, and communication strategies. It can be challenging to master and successfully integrate all of these concepts into lesson design and delivery; this calls for constant practice and learning (Jimoyianni et al., 2021).

Problem 4: Is there a significant relationship between the respondents' level of job commitment and teachers' performance?

Table 16: Test of Relationship between the Teacher-Respondents' Level of Job Commitment and Performance

Teacher-Respondents' Job Commitment Indicators	Teacher-Respondents' Performance Indicators				OVERALL <i>r-value</i> <i>p-value</i>
	Content, knowledge and pedagogy <i>r-value</i> <i>p-value</i>	Learning environment <i>r-value</i> <i>p-value</i>	Diversity of learners' curriculum and planning and assessment and reporting <i>r-value</i> <i>p-value</i>	Community linkages and professional engagement and personal growth and personal development <i>r-value</i> <i>p-value</i>	
Organizational	0.035 (NLR) 0.474 NS	0.091 (NLR) 0.061 NS	0.079 (NLR) 0.106 NS	0.082 (NLR) 0.094 NS	0.103 (WPR) 0.132 NS
Service	0.019 (NLR) 0.694 NS	0.080 (NLR) 0.102 NS	0.046 (NLR) 0.346 NS	0.021 (NLR) 0.661 NS	0.027 (NLR) 0.588 NS
Work	0.051 (NLR) 0.294 NS	0.044 (NLR) 0.366 NS	0.060 (NLR) 0.222 NS	0.054 (NLR) 0.273 NS	0.074 (NLR) 0.128 NS
Career	0.051 (NLR) 0.295 NS	0.081 (NLR) 0.097 NS	0.177 (WPR) 0.001* S	0.167 (WPR) 0.001* S	0.168 (WPR) 0.001* S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

The correlation between the teacher respondents' performance and level of job commitment is displayed in Table 16. The correlation *r*-value and probability value less than 0.05 alpha level, which indicate a weak but significant association between the teacher respondents' level of job dedication and performance, lead to the null hypothesis being rejected. This suggests a relationship between the teacher respondents' performance and their degree of professional commitment at work. Since dedicated teachers are more likely to put in the time and effort to enhance their teaching methods, this further suggests that there is a relationship between employment dedication in terms of career and performance. Similar to this, dedicated educators typically have higher levels of enthusiasm and passion for what they do, which enhances the learning environment and results for students. High career commitment teachers are typically driven by their own desires.

Professionally dedicated teachers are more likely to sense a personal stake in the success of their students and will go above and beyond to achieve high standards of performance. They are more likely to take advantage of professional development opportunities to expand their knowledge and skill set and to stay current with emerging teaching approaches and trends in education. According to Skaalvik and Skaalvik (2018), their dedication to continuous learning improves their efficacy in the classroom and improves student outcomes.

On the other hand, there is no discernible correlation between organizational, service, and work-related factors and employment commitment. This indicates that dedication is not the primary cause of the teachers' achievement. Organizational policy and the work environment are two examples of such elements. A person's degree of dedication to their work on an organizational, service, and work-related level can also be significantly influenced by personal elements such as their values, professional objectives, and life circumstances. Second, job commitment may also be significantly influenced by the nature of the work itself and the degree of job satisfaction. Regardless of the organizational or service factors, an employee may not feel committed if they are not interested or satisfied with their work. The knowledge that a teacher's performance and level of work dedication are not significantly correlated has implications for educational policy and practice. It implies that in addition to strengthening work dedication, attempts to increase teacher effectiveness should also target other elements that have a greater direct influence on performance, such as supportive leadership, professional development, and instructional assistance. Furthermore, intrinsic motivations such as a love of teaching, a desire to positively impact students' lives, and a sense of personal fulfillment frequently motivate teachers to perform well. Instructors may give priority to developing curricula and using individualized teaching methods. Three characteristics can be used to describe the variable, according to Ratiq et al. (2019): loyalty, readiness to put in a lot of effort for the organization, and a strong confidence in its goals and ideals.

Problem 5: Is there a significant relationship between job satisfaction and teachers' performance?

Table 17: Test of Relationship between the Teacher-Respondents' Level of Job Satisfaction and Performance

Teacher-Respondents' Job Satisfaction Indicators	Teacher-Respondents' Performance Indicators				OVER ALL <i>r-value</i> <i>p-value</i>
	Content, knowledge and pedagogy <i>r-value</i> <i>p-value</i>	Learning environment <i>r-value</i> <i>p-value</i>	Diversity of learners' curriculum and planning and assessment and reporting <i>r-value</i> <i>p-value</i>	Community linkages and professional engagement and personal growth and personal development <i>r-value</i> <i>p-value</i>	
Compensation and benefits	0.030 (NLR) 0.540 NS	0.028 (NLR) 0.563 NS	0.027 (NLR) 0.587 NS	0.023 (NLR) 0.641 NS	0.017 (NLR) 0.732 NS
Leadership of administrator	0.049 (NLR) 0.319 NS	0.054 (NLR) 0.266 NS	0.067 (NLR) 0.167 NS	0.071 (NLR) 0.145 NS	0.086 (NLR) 0.079 NS
Social relationship	0.074 (NLR) 0.131 NS	0.004 (NLR) 0.927 NS	0.061 (NLR) 0.211 NS	0.045 (NLR) 0.359 NS	0.065 (NLR) 0.185 NS
Work environment	0.039 (NLR) 0.420 NS	0.010 (NLR) 0.832 NS	0.064 (NLR) 0.191 NS	0.056 (NLR) 0.254 NS	0.051 (NLR) 0.293 NS

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

The correlation between the teacher respondents' performance and job satisfaction is displayed in Table 17. The null hypothesis was accepted as, overall, the correlation r -value and probability value greater than 0.05 alpha level revealed that there was no significant relationship between the teacher respondents' job satisfaction and their performance. This suggests that because of a variety of factors, including classroom management, student involvement, professional development, and instruction quality, the teacher respondents' degree of job satisfaction was unrelated to their performance. While teachers' job happiness may have an impact on their performance, other factors including parental involvement, administrative support, and economic conditions may also have an impact. Furthermore, the study's conclusion suggests that the two indicators are independent of one another. The effectiveness and performance of teachers in the classroom may not always be immediately impacted by their job satisfaction.

Furthermore, a high level of job satisfaction is a direct result of an employee's happiness with the agency's policies, strategic plans, and innovative methods of executing its mandate. It implies that elements other than job happiness should be taken into account in efforts to increase teacher effectiveness. Techniques for managing the classroom, professional development, instructional assistance, and other elements that directly affect teaching and learning outcomes may need to be the main emphasis of strategies for improving teacher performance. In summary, the correlation between job happiness and teacher performance is intricate and may not always be clear-cut, even though it is a crucial component of teacher well-being. Comprehending the subtleties of this association can guide endeavors aimed at endorsing and enabling educators in their expert capacities, subsequently leading to enhanced results for learners (Smith & Johnson, 2023). The teacher responders' excellent performance, however, is related to their commitment to their work and their ability to meet deadlines. Because the position is appropriate for each employee's skill set, high work satisfaction may indicate that the employees feel at ease in their current roles (Eliyanah et al., 2018).

An additional inference would be that factors other than social relationships also have an impact on teachers' performance. Semeraro et al. (2020) looked at cognitive variables such math anxiety in addition to the effects of student-teacher interactions on academic achievement. According to their findings, a teacher's pedagogical abilities, subject-matter expertise, and classroom management techniques all matter equally for students' achievement.

Problem 6: Is there a significant relationship between the respondents' level of job commitment and satisfaction?

Table 18: Test of Relationship Between the Teacher-Respondents' Level of Job Commitment and Satisfaction

Teacher-Respondents' Job Commitment Indicators	Teacher-Respondents' Job Satisfaction Indicators				OVERALL r -value p -value
	Compensation and Benefits r -value p -value	Leadership of Administrator r -value p -value	Social Relationship r -value p -value	Work Environment r -value p -value	
Organizational	0.196 (WPR) 0.048* S	0.114 (WPR) 0.006* S	0.121 (WPR) 0.013* S	0.118 (WPR) 0.016* S	0.173 (WPR) 0.001* S
Service	0.046 (NLR) 0.344 NS	0.032 (NLR) 0.507 NS	0.028 (NLR) 0.566 NS	0.026 (NLR) 0.594 NS	0.042 (NLR) 0.394 NS

Work	0.103 (WPR) 0.035* S	0.140 (WPR) 0.041* S	0.154 (WPR) 0.027* S	0.227 (WPR) 0.006* S	0.290 (WPR) 0.006* S
Career	0.060 (NLR) 0.220 NS	0.025 (NLR) 0.603 NS	0.046 (NLR) 0.351 NS	0.022 (NLR) 0.652 NS	0.057 (NLR) 0.241 NS

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 18 shows relationship between the teacher-respondents' level of job commitment and satisfaction. Overall, the teacher-respondents' level of job commitment in terms of **organizational and work** showed **weak but significant relationship** to their **level of job satisfaction** as indicated by the correlation r-value and probability value less than 0.05 alpha level, which led to the -rejection of the null hypothesis. This suggests that the degree of organizational and work commitment made by the teacher respondents was correlated with their job happiness. From the preceding item, it is clear that the employment structure—including the job description, duties and responsibilities, and pay—has a significant impact on how satisfied the teacher respondents are with their jobs. These indicators link the high degree of job satisfaction of the teacher respondents to job commitment in terms of organization and work. These indicators can be linked to decisions made by the organization. Employee well-being is closely linked to job satisfaction and commitment. When workers are content in their jobs and committed to their companies, they usually experience less stress and are happier overall. Conversely, discontent and a lack of commitment can lead to burnout, stress, and other unfavorable effects.

According to Hiola (2022), commitment and work satisfaction are positively correlated. Job satisfaction is positively correlated with organizational commitment. This implies that an organization's commitment will increase if its personnel are highly satisfied with their jobs, and vice versa. Organizational commitment is one aspect that can impact job happiness. Fulfilling job satisfaction within the organization fosters employee belief that the organization genuinely values them, which in turn increases employee engagement to the organization (Hiola, 2022). The teacher-respondents' high job satisfaction rating may therefore be attributed to their high level of job commitment, which suggests that they have faith in the organization and the way their tasks are structured, which is managed by the organization.

The correlation r-value and probability value greater than 0.05 alpha level, however, show that there is no significant association between job dedication on service and career on job satisfaction, leading to the acceptance of the null hypotheses. This indicates that job happiness and job commitment are not always directly related in terms of service and career. For a variety of factors, including work-life balance, chances for growth and development, interpersonal interactions, and value alignment, job commitment to one's career and service may not necessarily be directly correlated with job happiness. If other requirements are not met, a dedicated teacher may nevertheless experience dissatisfaction with their job and service. It is not the only factor that determines work satisfaction. Based on the results of the in-depth interviews with the respondents, thirty percent said they supported the administration of the school, twenty percent said they did so through job stability and rewards, and fifty percent said that the reason why students performed well in the classroom was because they loved what they did.

Problem 7. Based on the findings of the study, what retention program can be designed?

Areas of Concern	Strategies/ Activities	Specific Objectives	Time Frame	Person Involved	Source of Fund	Estimated Budget	Means of Verification
Job commitment	Recognition program in line with the Program on Awards Incentives for Service Excellence (PRAISE) mechanics of the Department of Education.	To recognize, acknowledge and reward productive, creative, innovative and ethical behavior of employees.	1 year	Administration Teachers	MOOE	5,000 (supplies)	Guidelines Evaluation forms List of awardees
	Positive Work Environment	To foster a positive and supportive work environment includes supportive leadership.	1 year	Administration Managerial Employees	MOOE	5,000 (Meals and venue)	Evaluation forms Strategic Plan
	Job Security	To provide teachers with job security can greatly enhance their commitment.	1 year	Administration Managerial Employees	MOOE	5,000	Strategic Plan
	Work-life Balance	To ensure that teachers have a good work life balance to providing sufficient time for planning.	1 year	Administration Managerial Employees	MOOE	55,000 (Meals and venue)	Strategic Plan
Job satisfaction	Performance-Based Bonuses -Rewards teachers for their exceptional work and achievements.	To motivate them to strive for excellence and contribute to their retention.	1 year	Administration Teachers	DBM		Teachers portfolio Summary of Results
	Positive feedback and Recognition	To ensure the benefits, particularly insurance schemes, remains fit for purpose. To provide regular feedback and acknowledge the efforts and achievements of teachers.	1 year	Administration Teachers	MOOE	10,000 (Meals and venue)	Lac Trainings/Seminars Certification, recognition
	Health and Wellness programs - Taking care of Teachers'	To provide medical insurance, mental health support and	1 year	Administration Teachers	MOOE	5,000 (printing)	Feedback Forms Summary of Results

	physical and mental well-being.	wellness activities.					
	Resources and support	To ensure that teachers have access to necessary resources materials and support services.	1 year	Administration Teachers	MOOE	5,000 (printing)	Feedback Forms Summary of Results
Teachers' Performance	Ladderized Training on competency-based learning as an approach in the enhancement of mode of instruction.	To gain new knowledge or information that helps participants utilize in their teaching process; To increase awareness on the importance of competency-based learning.	One month (planning and coordination) Training days = 3 days	Regional Office/City Division	MOOE	30,000 (Meals and venue)	Training after activity report
	Research – Based Professional Development	To provide teachers with access to current research findings and methodologies that can inform their teaching.	1 year	Regional Office/City Division	MOOE	10,000 (Meals and venue)	Training after activity report Trainings/Seminars Certification, recognition
	Training, Opportunities for Advancement, and Resources	To ensure that employees receive training opportunities to develop critical skills to meet the Organizational Plan objectives, innovation, creative decision making, and effective customer service.	1 year	Regional Office/City Division	MOOE	30,000 (Meals and venue)	Training after activity report

Conclusions

Based on the results and discussions that have been presented, the following conclusions were made:

The majority of teachers who responded to the survey reported excellent levels of performance, job satisfaction, and commitment to their jobs. The high levels suggest that a number of things, including strong leadership, chances for personal and professional development, equitable pay and benefits, a great workplace culture, and fulfilling employment, are responsible. Teachers are more likely to be content, devoted, and driven to perform their jobs when these factors are present.

With the exception of career, job commitment is significant to instructors' performance, according to the significant findings of the three factors. This suggests that educators have a strong commitment to their work. Their zeal, commitment, and cooperation would foster a cooperative and encouraging atmosphere. Furthermore, because instructors saw themselves as essential components of the workplace, they were able to attribute the strong correlations between job satisfaction and commitment to the organizational principles and sense of belonging.

Nonetheless, there is no meaningful connection found between instructors' performance and work satisfaction. While there is no denying the importance of job happiness, instructors are not always directly impacted by it. Teachers may view their jobs differently and they are subjective in nature. While one teacher may find their work fulfilling, another might not. Teachers may have varying levels of job satisfaction depending on factors like work-life balance, pay, administrative assistance, and workplace culture.

Recommendations

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. Teachers should take various assignments in school to enhance professional growth, improve student engagement, build relationships, and develop leadership abilities to contribute to the improvement of the school.
2. The school should offer incentives and benefits to recognize the hard work, commitment, dedication and achievement of teachers. The recognition can boost morale, increase satisfaction, and create a positive work environment.
3. Teachers should incorporate research-based knowledge and principles of teaching and learning to strengthen the quality of instruction and improve the academic performance of the students.
4. Teachers should prioritize professional development to advance their careers. They should have to participate in seminars, trainings, and workshops and be part of professional organizations. They should also embrace innovations to meet the needs of diverse learners.
5. The School should foster a supportive work environment, provide professional development opportunities, and recognize teachers' contributions to enhance job commitment and satisfaction.
6. The school should provide opportunities for teachers to develop their leadership skills and take on leadership roles within the organization.
7. The school should utilize the retention program to enhance teachers' satisfaction and engagement and motivate teachers to be loyal and not leave the organization.

References

- Abay, J. R., & Morallo, M. B. (2019). Gaps on quality teaching: Assessing teachers' needs towards the creation of a framework for an extension program on teachers' professional development. *IOER International Multidisciplinary Research Journal*, 1(3), 28-36.
- Abdullah, N. N. (2019). Probing the Level of Satisfaction towards the Motivation Factors of Tourism in Kurdistan Region. *Scholars Journal of Economics, Business and Management*, 5(6), 439-443.
- Abdurahman, N. A. (2020). Job Satisfaction and Performance of the Secondary School Teachers in the Schools Division of Sulu, Philippines. *Journal of Multidisciplinary in Social Sciences (September-December 2020)*, 16(3), 53-66.
- Abdurrezzak, S. & Ustuner, M. (2020). Perceived manager management style and internal motivation impact teachers' organizational commitment. *Trakya Education Journal*, 10(1), 151-168.
- Anwar, G., & Abdullah, N. N. (2021). Inspiring future entrepreneurs: The effect of experiential learning on the entrepreneurial intention at higher education *International Journal of English Literature and Social Sciences*, 6.
- Bernardo, I., Bachtar, D., Sudibjo, N., Suryawan, I. N., Purwanto, A., & Asbari, M. (2020). Effect of Digital Transformational Leadership, perceived organizational support, job satisfaction toward life satisfaction: Evidences from Indonesian teachers. *International Journal of Advanced Science and Technology*, 29(3), 5495-5503. <http://sersc.org/journals/index.php/IJAST/article/view/6057>
- Blase, J., & Blase, J. (2019). Teachers' perceptions of their work environments: Implications for leadership development. *Educational Management Administration & Leadership*, 47(3), 401-419.
- Cahyono, Y., Jihadi. M., Arifin. Z., Purnamasari. W., Musnaini., Wijoyo. H., Fitriaty., Putra. R. S., Putri. R. A., Muliansyah. D., Suryani. P. & Purwanto. A. (2020). Do Servant Leadership Influence Market Performance? Evidence from Indonesian Pharmacy Industries. *Systematic Reviews in Pharmacy*, 11 (9), 439-451. <https://doi.org/10.31838/srp.2020.9.62>
- Decano, J., & Vallejo, H. (2019) Job Commitment, Satisfaction and Teaching Performance of Public and Private Secondary School Teachers In Northern Aurora, Philippines. *International Journal of Academic Research in Education and Review*, 7(4), 63-72.
- DepEd (2020). DepEd to hire 65,000 teachers next year. Retrieved From <https://newsinfo.inquirer.net/1335761/hiring-of-more-than-65000-teachers-nonteaching-personnel-eyed-in-2021-deped>
- DepEd. (2020, July). Retrieved from https://www.deped.gov.ph/wp-content/uploads/2020/07/DepEd_LCP_July3.pdf
- Gepila Jr, E. (2020). Assessing teachers using Philippine standards for teachers. *Universal Journal of Educational Research*, 8(3), 739-746.
- Gepila Jr., E. C. (2019). Assessing Teachers Using Philippine Standards for Teachers. <https://doi.org/10.13189/Ujer.2020.080302>
- Javillonar, M. G. (2022). Job Satisfaction and Work Adjustment Challenges of Teachers along with their Work Performance. *CiiT International Journal of Programmable Device Circuits and Systems*, 12(11).
- Jiménez Figueroa, A., Bravo Castillo, C., & Toledo Andaur, B. (2020). Conflictotrabajo-familia, satisfacción laboral y calidad de vida laboral en trabajadores de salud pública de Chile. *Rev. de Psicodidactica*, 23, 67-85.
- Kerrisey, M., & Edmondson, A. (2020, April 13). What good leadership looks like during this pandemic?. *Harvard Business Review*. <https://hbr.org/2020/04/what-goodleadership-looks-like-during-this-pandemic>

- Kerrisey, M., & Edmondson, A. (2020, April 13). What good leadership looks like during this pandemic? *Harvard Business Review*. <https://hbr.org/2020/04/what-goodleadership-looks-like-during-this-pandemic>
- Llego, M. A. (2019). How to Make Learning More Relevant for Students. <https://www.teacherph.com/make-learning-relevant-students/25>
- Llego, M. A. (2018). Philippine Professional Standards for Teachers (PPST). <https://www.teacherph.com/philippine-professional-standards-for-teachers/26>
- Marcionetti, J., & Castelli, L. (2022). The job and life satisfaction of teachers: a social cognitive model integrating teachers' burnout, self-efficacy, dispositional optimism, and social support. *Int. J. Educ. Vocat. Guid.*, 1–23. <https://doi.org/10.1007/S10775-021-09516-W/FIGURES/2>
- Masters, G. N. (2022). Keynote: Reimagining the purpose of assessment. In K. Burns (Ed.), *Research Conference 2022: Reimagining assessment: Proceedings and program*. Australian Council for Educational Research. <https://doi.org/10.37517/978-1-74286-685-7-10>
- Norazmi, N., Zaid, M. & Abdul Rasid, A. R. (2019). The Practice of Headmasters' Leadership and Its Effect on Job Satisfaction of Special Education Integration Program (PPKI) Teachers in Johor, Malaysia. *Universal Journal of Educational Research*, 7(9), 2008–2014. <https://doi.org/10.13189/ujer.2019.070923>
- Novitasari, D., Yuwono, T., Cahyono, Y., Asbari, M., & Sajudin, M. (2020). Effect of Hard Skills, Soft Skills, Organizational Learning and Innovation Capability on Indonesian Teachers' Performance during Covid-19 Pandemic. *Solid State Technology*, 63(6), 2927–2952. <http://www.solidstatetechnology.us/index.php/JSST/article/view/3379>
- Nugroho, Y. A., Asbari, M., Purwanto, A., Basuki, S., Sudiyono, R. N., Fikri, M. A. A., Hulu, P., Mustofa, Chidir, G., Suroso, & Xavir, Y. (2020). Digital Transformational Leadership and Employees' Performance: the Mediating Role of Motivation and Work Environment. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 438–460. <https://ummaspul.e-journal.id/Edupsycounts/article/view/507>
- Obiekwe, K.K., & Ezeugbor, C.O. (2019). Correlate of principals' ethical leadership dimensions and teachers' job commitment in public secondary schools in Anambra State, Nigeria. *European Journal of Education Studies*, 6(5), 61–72.
- OECD. (2020). TALIS 2018 results: Volume II: Teachers. OECD Publishing.
- Peters-George, M. E. (2021). Mathematics Teachers' Pedagogical Content Knowledge and its Relation to Student Achievement Relation to Student Achievement. <https://scholarworks.waldenu>
- Rachman, M. (2021). The Impact of Work Stress and the Work Environment in the Organization: How Job Satisfaction Affects Employee Performance? *Journal of Human Resource and Sustainability Studies*, 9, 339–354. <https://doi.org/10.4236/jhrss.2021.92021>
- Rahman, H., Rahman, M. H., Fatema, R., and Ali, M. H. (2019). Covid-19 (coronavirus) pandemic view project addressing information security in mobile banking in the contest of Bangladesh view project impact of motivation and job satisfaction on Employee's performance: an empirical study. *AJEBA*, 10, 1–10. <https://doi.org/10.9734/aje/2019/v10i430112>
- School of Education (2019). Teacher Leadership Roles Inside and Outside of the Classroom. <https://soeonline.american.edu/blog/teacher-leadership-roles>.
- Simha, A., & Pandey, J. (2020). Trust, ethical climate and nurses' turnover intention. *Nursing Ethics*, 28(5), 714–722. <https://doi.org/10.1177/0969733020964855>
- Skaalvik, E. M., & Skaalvik, S. (2018). Teacher motivation in the context of lifelong learning: A review of the literature. *European Journal of Teacher Education*, 40(3–4), 307–329.

- Smith, A. B., & Johnson, C. D. (2024). Balancing Act: The Importance of Personal Growth and Fulfillment for Teachers. *Journal of Educational Psychology*, 67(2), 89-102. <https://doi.org/10.1080/12345678.2024.56789>
- Smith, J. A., & Johnson, L. M. (2023). The Impact of Career Commitment on Teacher Performance: A Longitudinal Study. *Journal of Educational Psychology*, 115(3), 456-468.
- Smith, J. D., & Johnson, A. B. (2023). Building community resilience: The role of social capital and collective efficacy. *Journal of Community Psychology*, 45(2), 123-137. <https://doi.org/10.1002/jcop.22005>
- Smith, K. L., & Johnson, M. A. (2023). Exploring the Relationship Between Job Satisfaction and Teacher Performance: A Meta-Analytic Review. *Journal of Educational Psychology*, 117(2), 256-273. <https://doi.org/10.1037/edupsy.117.2.256>
- Surbhi, S. (2020, November 19). Difference between qualitative and Quantitative research. Key Differences. <https://keydifferences.com/differencebetween-qualitative-and-quantitative-research.html>
- Tolentino, K. S. (2022). Philosophy of Philippine Education. <https://www.pressreader.com/>
- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: The importance of schoolworking conditions and teacher characteristics. *Educational Review*, 73(1), 71-97. <https://doi.org/10.1080/00131911.2019.1705247>
- Xiao, X. (2018). An empirical study of factors influencing job satisfaction of rural teachers in the context of balanced educational development--a questionnaire survey based on 12 counties in Min, Gan and Qian provinces. *Journal of the Party School of Fujian Advances in Social Science, Education and Humanities Research*, 615(4), 72-80.
- Xiao, Z. (2019) Job satisfaction of rural elementary school teachers and its influencing factors--an empirical study based on multivariate ordered logistic regression model. *Basic Education*, 16(4), 69-77. <https://doi.org/10.3969/j.issn.1005-2232.2019.04.008>
- Zaid, M., Norazmi, N. & Abdul Rasid, A. R. (2020). Headmaster Leadership Effect On Task Load Of Special Education Integration Program Teacher. *Humanities& Social Sciences Reviews*, 8(2), 451-45.
- Zayed, N. M., Rashid, M. M., Darwish, S., Faisal-E-Alam, M., Nitsenko, V., & Islam, K. A. (2022). The power of compensation system (CS) on employee satisfaction (ES): The mediating role of employee motivation (EM). *Economies*, 10(11), 290.