Job Satisfaction and Performance of the Secondary School Teachers in the Schools Division of Sulu, Philippines

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Abstract

This study's objective was to determine the underlying factors that influence the secondary school teachers' job satisfaction and performance in the Division of Sulu, Mindanao, Philippines. The respondents of the study included 139 secondary school teachers and 30 school administrators of the different secondary schools selected for the study. A structured questionnaire was used to gather the needed data. The statistical tools used were frequency counts and percentages, weighted mean, simple correlation, and multiple regression. The results of the study revealed that the administrators sometimes performed their duties as expected of them. The secondary school teachers were satisfied with their present pay; supervisors, and their colleagues were neutral with their safety and working conditions. The secondary school teachers were rated "Good" in the presentation of their lessons, expected student behavior, and wrap up. The teachers' personal and professional characteristics did not significantly influence their performance. The administrators' leadership behavior was significantly related to the job satisfaction of the teachers. There was a significant relationship between job satisfaction and performance of the secondary school teachers in the Division of Sulu, Philippines. In order to improve educational output specifically on teaching performance, secondary school teachers need to keep pace with the educational advancement through in-service training. The school administrators should maximize their efforts to improve teachers work and put measures in place to ensure the safety and security of the teachers.

Introduction

In the educational dynamism, many factors have come into play, but most analysts agree that the human resource component is the major determinant for coping with this ever-evolving educational trend (Telef, 2011; Aydin, 2010; Aydin, Sarier, & Uysal, 2013). It is generally agreed that human resources management practices have a direct influence on the performance of an organization (Zieger, Sims, & Jerrim, 2019; Sun & Xia, 2018). For an institution to meet its obligations to its stakeholders, its management must build a strong relationship between the institution and the employees

that help realize the goals of the institution (Rice, Park, Hong, & Lee, 2019; Veldman, van Tartwijk, Brekelmans, & Wubbels, 2013). Teachers are the key architects of knowledge, and they play an essential role in nation-building. This makes very vital to find out how contented the teachers are in their place of work. It is also important to investigate the factors that influence teacher job satisfaction or dissatisfaction. Satisfied teachers effectively perform their duties and work to ward achieving the development and success of the institution. (Sun, & Xia, 2018; Klassen, & Tze, 2014).

Many studies have predicted the relationship between job satisfaction and performance among teachers. For instance, Shila & Sevilla (2015); Maqbool (2017); Mirzaii, Riazi, Vares, & Alamgard (2014); Bachtiar, Sudibjo & Bernarto (2018) report that teachers job satisfaction is positively related to formalization in terms of general rules of teachers but negatively related to the centralization of decision making about curriculum and instruction. This implies that that job satisfaction is an essential educational component of school effectiveness and job performance.

In the study of Shila & Sevilla (2015); Sadasa (2013), the researchers highlighted that job satisfaction greatly contributes to the overall commitment and productivity of the school organization. They emphasized that the teachers' job satisfaction is significantly correlated to their commitment to the institution and that teachers who are content with their jobs always get committed to the organization. Therefore, the satisfied feeling of the teachers towards their institution positively affects their performance, thus, contributes to school success as a whole.

Past literature has highlighted several factors contribute to job satisfaction and performance. For instance, Karavas (2010), Halkos & Bousinakis (2010); Eyal & Roth (2011) emphasized that factors such as achievement, interpersonal relationship, recognition, work and responsibilities, policies and administration, physical working condition, status, prestige and personal life influence job satisfaction and performance. Halkos, & Bousinakis (2010); Bachtiar, Sudibjo, & Bernarto, (2018) further explain that other factors such as the absence of incentives, commendations, promotions, salary increase, work tenure, fringe benefits, inadequate facilities and equipment, and noninvolvement in decision making within the institution are factors that could hinder teaching effectiveness.

Aside from school-related factors, Pandu (2017);

Yildiz (2012) suggest that there is a strong and significant relationship between work-life balance and work-family conflict, family-work conflict, and feelings. According to the researchers, how a teacher feels about his or her work is the most influencing factor of work-life balance. Similarly, attitudes about work, conducive home environment, reduced work-family conflict, and reduced family-work conflict could lead to a stable work-life balance and job satisfaction for teachers.

In the Philippines, few studies have been conducted on the job satisfaction and performance of secondary school teachers (Baluyos, Rivera, & Baluyos, 2019; Javier & Deligero, 2014; Adeyemo, Sehoole, & Cueno, 2015). Kalaw (2014) reports of his study on the job satisfaction of both teaching and non-teaching staff. According to the study, teachers who were satisfied with their teaching assignments or jobs were predominantly female with a Master's degree, and with an average teaching experience of nine years. This could mean that gender and length of service could as well relate to job satisfaction of teachers. The Philippines, over the past decade, has experienced a massive brain drain. A lot of teachers seem to leave the country to seek greener pastures. Ironically, professional teachers vacate their white-collar jobs and engage in blue collar-jobs in other countries. This could mean that the teachers are not satisfied with their jobs. The question is what are the factors related to job satisfaction, the level of satisfaction of the Philippine Secondary School teachers, especially in the School Division of Sulu? Knowing this will the department of education and the central government of the Philippines to implement policies to ensure teachers are satisfied and reduce the issue teachers leaving the country in search of high paying jobs.

Objectives

1. To determine the secondary school teachers' demographic profile in the Schools Division of Sulu, Philippines.

2. To find the level of leadership behavior of the administrators of the Schools Division of Sulu as rated by the secondary school teachers

3. To investigate the level of job satisfaction of the secondary school teachers of the Schools Division of Sulu in terms of (1) Present Work; (2) Present Pay; (3) Supervision; (4) People on Present Job, and (5) Safety and Working Conditions.

4. To analyze the level of the job performance of the secondary school teachers in the Schools Division

of Sulu in terms of (1) Presentation of the lesson; (2) Development of the class lessons; (3) Expected Student Behavior, and (4) Wrap-up.

5. To determine the relationship between the Administrators' Leadership Behavior and the teachers' Job Satisfaction.

6. To predict the relationships between personal professional characteristics and job satisfaction.

7. To find the relationship between teachers' job satisfaction and the secondary school teachers' job performance in the School Divisions of Sulu

Conceptual framework

The schematic diagram below presents the two variables of the study. The independent variables were the respondent characteristics and the factors associated with job satisfaction and performance. The factors were grouped into the teacher-related-factors, the administrator-related factors, and the students' related factors. The teacher-related factors included the teachers' age, sex, marital status, monthly income, educational attainment, teaching experience, rank, facilities, and major area of specialization, tenure, numbers of preparations, and the number of teaching load and mental ability. The administrator related factors pertained to the administrators' leadership style/supervision particularly in the areas of leading and managing, problem-solving and decision-making learning, structural conditions, interpersonal relations, organizational effort, and community relations. Meanwhile, student-related factors pertained to the students' academic performance measured by their mean percentage score (MPS) and their proficiency level in the reading achievement test.

The dependent variables were job satisfaction and job performance. Job satisfaction involved opportunities for promotion, respect, pay or salary, supervision. In like manner, teachers' job performance involved attendance, technical skills, and quality of work, initiative, and communication. The teachers' job performance and satisfaction, and the relationship between and among variables, if any, provided important bases for policy suggestions to improve teacher's job satisfaction and performance.

The framework which iterates that an individual's academic background, social and economic status, his prospects for more education, and desires for advancement are emotions that are inherent among workers and could, therefore, influence job satisfaction. Job performers and satisfaction is greatly affected by various factors like job satisfaction, kind, and style of supervisor leadership, mental ability, teamwork within the organization, and even work values. Moreover, factors related to dissatisfaction include remuneration, supervision, job security, working conditions, and administrative organizations and the presence of certain factors increases an individual's job satisfaction, but the absence of these factors does not necessarily produce job satisfaction.
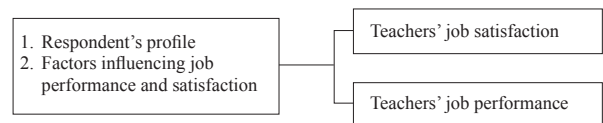

Figure 1 Conceptual framework

Research methodology

1. Population and samples

The study was conducted in the Province of Sulu situated along the Southern Hemisphere of the Autonomous Region in Muslim Mindanao, Philippines. The study comprised of 30 secondary schools in the province. The criterial for selection was based on the ranking of the school. Only the grade A and B schools were selected for the training. The respondents of the study included 139 secondary school teachers and 30 school administrators of the different secondary schools selected for the study.

2. Research instruments

The study used the descriptive-correlational method. Descriptive research was used to provide a snapshot of the current state of the teachers' job performance and satisfaction levels. However, it did not assess relationships among the variables, and therefore correlational research to was used to discover relationships among the variables and to allow the prediction of future events from present knowledge.

A structured questionnaire was adapted and modified to meet the objectives of the study. The instrument included items on the teacher's present work, present pay/salary, supervision, and, Safety and working conditions. Teacher Learning Observation Chart (TLOC) was used to determine the level of the job performance of secondary school teachers. The TLOC is a tool recommended by the Dep. Ed. Memorandum No. 74 s. 1991. It was used to determine the level of job performance on the following aspects: Presentation of the lesson, development of the lesson, and then wrap up. It also included a checklist for Leadership and

performance indicators taken from Harris (1989), in his book 'High-Performance Leadership Strategies'. It included three sub-items, namely, ways of leading and managing, approaches to problem-solving and decision making, and concern learning.

The questionnaire was divided into four (4) main parts. The first part covered the characteristic profile of secondary school teachers. The second part comprised the checklist for leadership. While the third part dealt with job satisfaction and the last part was the Teaching-Learning Observation Chart (TLOC) for job performance.

The TLOC focuses on the teaching-learning process covered in the three stages of the lesson: presentation, development, and wrap-up. Both teacher and student behaviors are assessed. The monitoring of teaching-learning under the new system is collaborative rather than evaluative. No numerical or descriptive rating is involved but a simple checking consisting of three columns are given: the first column is labeled "Observed"; the second "No opportunity to observe"; and the last is intended for comments about each behavior being observed by specifying the comments, it will be easy for the observer to follow up and monitors the teachers' and students' progress vis-a-vis behaviors covered in the observation. The TLOC is limited to those behaviors that are considered critical to effective teaching-learning. Other behaviors that are not covered in the TLOC but which may surface during teaching-learning shall be noted in "Others" as additional observations and comments.

3. Data collection

Quota sampling was used to select the participants for this study. Quota sampling, a non-probability sampling method was used to create a sample involving respondents that represent a population. The researcher chose these respondents according to specific traits or qualities of being a grade and grade B school.

The researcher sought formal permission from the School Division Superintendent of Sulu for the administration of questionnaires to the respondents. Upon approval, the questionnaires were distributed to all the selected secondary Schools through their respective school heads. Completed questionnaires were retrieved by the teaching assistants and handed over to the researcher. The questionnaire administration and retrieval lasted for a month. Teacher Learning Observation Chart (TLOC) was administered to

secondary school teachers, while the checklist for Leadership and performance indicators taken from Harris (1989), was administered to both teachers and administrators. All questionnaires distributed were retrieved, accounting for a 100% response rate. This rate was achieved because the author continuously followed up on the school heads who were in charge of the questionnaire administration.

4. Data analysis

Frequency Counts and Percentages were utilized to analyze the personal and professional profiles of the respondents. Weighted Mean was used to analyze the administrators' leadership style/supervision, particularly in the aspects of leading and managing, problem-solving, and decision making, interpersonal relations, organizational effort, and community relations. The same tool was used to measure the Students' Mean percentage Score (MPS) and proficiency level in the achievement result. This was further used to compute for the level of job performance and job satisfaction of the secondary school teachers. Simple Correlation was used to determine the degree of correlation between the job satisfaction and performance of teachers. Multiple Regression was employed to determine the relationship between the predictor variables combined and measured against the teachers' job satisfaction and job performance.

Results

1. Profile of the respondents

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

Table 1 Profile of respondent

	Characteristics	Frequency	Percent
Age	21 yrs. And below	2	1.4
	22-26	18	13.0
	27-31	35	25.2
	32 Above	84	60.4
Sex	Male	67	48.2
	Female	72	51.8
Marital Status	Married	44	31.7
	Single	95	68.3

Characteristics		Frequency	Percent
Monthly Income	P 10,000 and below	86	61.9
	10,010-13,000	42	30.2
	13,010-16,000	9	6.5
	16,010-Above	2	1.4
Educational Attainment	Bachelor degree	16	11.5
	Master's degree	123	88.5
Length of Service (in years)	3 and below	26	18.7
	4-9	52	37.4
	10-15	35	25.2
	16-20	8	5.8
	21 and above	18	12.9
Rank	Teacher I	97	69.8
	Teacher II	25	18.0
	Master Teacher I	8	5.7
	Master Teacher II	9	6.5
Employment Status	Non-permanent	52	37.4
	Permanent	87	62.6
Number of Preparations/loads	3 subjects and below	62	44.6
	4-6	66	47.5
	7 &- above	11	7.9

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

Revealed in Table 2 are the results of the leadership behaviors of the administrators as rated by the teachers. The overall mean for leadership behaviors was 2.84. The individual means are as follows: ways of leading and managing (Mean = 2.94), approaches to problem solving and decision making (Mean = 2.86), interpersonal relationship (Mean = 2.97), organizational effort (Mean = 2.93), and community relations (Mean = 2.76).

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

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

Mean: Never =1.0-1.49; Seldom = 1.50-2.49; Sometimes = 2.50 – 3.49; Often - 3.50-4.49; Always = 4.50-5.00

3. Level of Job satisfaction of secondary school Teachers

The level of job satisfaction of the teachers is provided in Table 3 below. The overall mean for job satisfaction was 3.67, with an interpretation of 'satisfied'. On the individual indicators, the means were present work (Mean = 3.91), present pay (Mean = 3.72), supervision (Mean = 3.54), people on present job (Mean = 3.85), safety and working conditions (Mean = 3.33)

Table 3 Level of job satisfaction of secondary school teachers

Area	Mean	Descriptive Interpretation
A. Present Work	3.91	Satisfied
B. Present Pay	3.72	Satisfied
C. Supervision	3.54	Satisfied
D. People on Present Job	3.85	Satisfied
E. Safety and Working Conditions	3.33	Neutral
Overall mean	**3.67**	**Satisfied**

Mean: Very dissatisfied = 1.00-1.49; dissatisfied = 1.50-2.49; Neutral = 2.50-3.49; Satisfied 3.50-4.49; Very satisfied; 4.50- 5.00

4. Level of job performance of secondary school Teachers

Table 4 portrays the level of performance of the teachers. The overall mean for the teachers' performance was 3.44, interpreted as 'good'. The means for the individual indicators under job performance were as follows: presentation of the lesson (Mean = 3.49), development of the lesson (Mean = 3.44), expected student behavior (Mean = 3.43), wrap-up (Mean = 3.41)

Table 4 Level of job performance of secondary school teachers

Expected Behavior	Mean	Verbal Description
Presentation of the lesson	3.49	Good
Development of the lesson	3.44	Good
Expected Student Behavior	3.43	Good
Wrap-up	3.41	Good
Overall performance	**3.44**	**Good**

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

5. The administrators' leadership behavior and the teachers' job satisfaction in terms of safety and working conditions

The results of the administrators' approach to problem solving and management are presented in Table 5. The overall R = 0.401 and p = 0.125. the other detail on regression analysis is provided in table 5 below.

Table 5 Administrators' leadership behavior and the teachers' job satisfaction

Relationships	Multiple R	F-value	Probability
Leadership administrative behavior and the performance	0.261	1.941	0.092
Administrator's leadership behavior and the job satisfaction	0.487	8.256*	0.000
Administrator's leadership behavior and the job satisfaction in terms of the present work	0.160	0.700	0.625
Administrator's leadership behavior and the job satisfaction in terms of administrators' Supervision	0.716	28.038*	0.000
Administrator's leadership behavior and the job satisfaction with colleagues	0.488	8.326*	0.000
Administrator's leadership behavior and the teachers job satisfaction in terms of safety and working conditions	0.295	2.537*	0.031
Average	**0.401**		**0.125**

6. Multiple Regression analysis of the relationships between personal professional characteristics job satisfaction

Indicated in Table 6 are the results of the multiple regression analysis of the relationships between personal professional characteristics job satisfaction. Overall, the R value was 0.352, f = 1.582, and p = 0.360. The other details of the results are provided below.

Table 6 Multiple regression analysis of the relationships between personal professional characteristics job satisfaction

Relationships	Multiple R	F-value	Probability
Personal professional characteristics and the job performance	0.263	1.067	0.392
Personal professional characteristics and the job satisfaction in terms of present work	0.208	.217	0.290
Personal professional characteristics and the Job satisfaction in terms of present pay	0.286	1.281	0.253
Personal professional characteristics and the job satisfaction in terms of administrators' supervision	0.199	1.592	0.802
Personal professional characteristics and the job satisfaction with colleagues on present job	0.248	0.938	0.495
Personal professional characteristics and the job satisfaction in terms of safety and working conditions	0.456	3.763*	0.000
Personal and professional characteristics and the overall job satisfaction	0.208	1.217	0.290
Average	**0.352**	**1.582**	**0.360**

7. The degree of relationship between teachers' level of job satisfaction and job performance

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

Table 7 The Degree of Relationship between job satisfaction and performance of the secondary school teachers

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

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

8. Comparison of the teachers' performance of the administrators, themselves and students

Table 8 portrays the mean comparison of teachers' performance as rated by the administrators and the students. The result shows a significant difference between the teachers' performance as rated by the administrators and the students. The areas include presentation of the lesson with (F-value = 37.864); development of the lessons (F-value = 53.39); expected student behavior (F-value = 17.636); wrap up (F-value = 20.081) with the overall p = 0.000. For the presentation of the lesson, the rating given by the students was comparable to that of the administrators. The same observation was seen in the areas of the development of the lesson, expected student behavior, wrap up, and finally the overall teachers' performance.

Table 8 Comparison of teachers' performance as rated by the administrators, and the students

Area	Group ratings				
	Administrators	Self	Students	F-value	Probability
A. Presentation of Lesson	3.16	3.91	3.32	37.864*	0.000
B. Development of Lesson	3.25	3.85	3.26	53.39*	0.000
C. Expected Student Behavior	3.43	3.74	3.29	17.636*	0.000
D. Wrap up	3.20	3.76	3.37	20.081*	0.000
Overall Performance	**3.26**	**3.83**	**3.28**	**50.595***	**0.000**

* = Significant at 5% set level of significance

1/ in a row, means with common letter do not differ significantly by Scheffe's test

Discussion

1. Profile of the respondents

It could be inferred that the majority of the secondary school division teachers in Sulu are female above thirty years old with income below 10,000 pesos. Over 85% of the teachers did not have a master's degree and had just begun their teaching careers. This could partly explain why the teachers were satisfied with their work. It reported that male employees demand a higher salary than female as most of the financial burden of the family rest on them. Bachtiar, Sudibjo, & Bernarto (2018)

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

From Table 2, it could be deduced that the administrators sometimes demonstrated the leadership behaviors described in the study. The teachers attested that their administrators sometimes created a motivating school environment, worked toward the attainment of school goals and objectives, encouraged the teachers to make use of their potentials, demonstrated examples of

high standards and productivity, and emphasized power through people rather than that by people. The administrators' authority was based more on professional knowledge and competence rather than on position and rules. They sometimes facilitated, guided, coached the faculty members to improve performance; sometimes provided support for the teachers, and created a culture of teamwork, and encouraged innovations.

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

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

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

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

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

3. Level of job satisfaction of secondary school teachers

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

In the area of supervision, the teachers felt satisfied (Mean = 3.54) with how their bosses monitored their performance, classroom observations, a delegation of responsibilities, conflict resolution, interpersonal relationships, personal and assistance in attaining school goals and objectives. However, dissatisfied with the supervisors' approach to reprimanding teachers, and how their bosses helped in finding opportunities for their promotion. Further, the teachers were satisfied (Mean = 3.85) with their relationship with colleagues. They were satisfied with the degree of acceptance of their colleagues,

the applicability of mentoring and team teaching, the loyalty and commitment of co-teachers to work with, the spirit of sharing personal and work-related problems, the spirit of common concerns to any circumstances, the expression of positive feelings in dealing with co-teachers, the willingness to assume group roles, the willingness to extend help in times of crisis, how they tolerated each other's shortcomings and the feelings of being loved by co-teachers.

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

In line with this finding, the study of Hasbay & Altındag (2018) reveals that teacher performance is affected mostly by management factors, followed by the working environment and then wages. Wages did not seem to show any effects that directly increased teacher performance. The study emphasized that the right attitude of school management, together with effective communication and career investments and developments for teachers has a greater bearing on teachers' job satisfaction. Consequently, the performance of teachers is increasing when the right working conditions in which teachers feel comfortable and under no pressure are provided. Similarly, Dedebali (2010) pointed out that satisfaction precedes productivity, and that a happy teacher is a productive teacher. This means school management should design an environment that is physically, mentally, socially, economically, and spiritually satisfying to bring out the best in teachers. This is supported likewise, by Klassen, & Chiu (2010) who pointed out that job satisfaction and performance have a reciprocal relationship. A satisfied teacher tends to be motivated to work and is productive.

4. Level of job performance of secondary school teachers

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

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

5. The administrators' leadership behavior and job satisfaction in terms of present work

The results of the administrators' ways of leading and managing, approaches to problem-solving and management, interpersonal relationships, organizational effort, and community relations are provided in Table 5. The result reveals that the administrators' leadership behavior significantly influences the teacher's job satisfaction in terms of present work (F-value = 8.256, p = 0.000). It was further observed from among those variables that the leadership style is the most significant predictor in terms of teacher's present work (t- value = -3.063, p = 0003). The result further revealed that the administrators who have lower performance in terms of leading and managing do influence the teachers' present work. The lower the administrators' performance, the lower the satisfaction of the teachers in terms of their present work.

It is a fact that the educational trend today is swiftly moving at a faster rate. Teachers' work is constantly changing to keep pace with their dynamism. It, therefore, demands the school managers to provide a leadership model for teachers who can create a motivating school environment, demonstrate examples of high standard and productivity, facilitate, coach, guide faculty members to improve performance, and create a culture of teamwork within the organization. According to Westergård, Ertesvåg, & Rafaelsen (2018), the concept of school leadership concentrates on two areas:

the leader's strategic vision about the direction of the organization, and the leaders' non-coercive skill at drawing subordinates into the active pursuit of the strategic vision. Pianta (2016) explained that a leader is not a president of the organization or head of the department, but one "who can see all around the situation; one who sees it as related to certain purposes and policies; one who sees it evolving into the next situation. The leader is an expression of a harmonious and effective unity that can organize the experience of the group and transform it into power. Pianta (2016) further stressed that leaders are not only born but can be made through education and training in the organization and management. Thus, leadership is for the man with the knowledge of the situation, who understand its total significance, and who can see things through.

6. Administrators' leadership behavior and job satisfaction in terms of present pay

Table 5 illustrates the relationship between the administrators' leadership behavior and teachers' job satisfaction in terms of present pay. The result of multiple regression analysis revealed that administrators' ways of leading and managing, approaches to problem-solving and management, interpersonal relationship, organizational effort, and

community relations do not significantly influence the level of teachers' satisfaction in terms of present pay (F- value = 0.700, p = 0.05). It was also further noticed that none of the combined independent variables mentioned influence teachers' present pay.

7. Administrators' leadership behavior and the teachers' job satisfaction in terms of administrative supervision

As indicated in Table 5, the administrators' leadership behavior significantly influenced the teachers' job satisfaction in terms of administrators' supervision. The result is further attested by multiple regression analysis (F- value = 28.038, p = 0.000). From among the independent variables mentioned, organizational effort served as the significant predictor of teachers' satisfaction in terms of administrators' supervision (t-value = 5.313, p = 0.0000). The result connotes that the greater the degree of the administrators' performance on organizational effort, the higher the teachers' satisfaction in terms of supervision. Sancar (2009) shares about school principals expressing the overall job satisfaction of teachers in North Cyprus was positive. He emphasized that the predictors ('consideration' and 'initiation of structure' behavior) together showed a high relationship

with the overall teacher job satisfaction. Further, beta coefficients revealed that the perceived 'consideration' behavior of state school principals make a great contribution to the prediction of teachers' expressed job satisfaction, however, 'initiation of structure' behavior did not influence the expressed teacher job satisfaction on its own. By relative order of importance, it could be said that 'consideration' behavior is more important in predicting overall teacher job satisfaction than the 'initiation of structure' behavior of school principals.

8. The administrators' leadership behavior and the teachers' job satisfaction with colleague

As portrayed in Table 5, the result of the multiple regression analysis delineates the teachers' level of job satisfaction with their colleagues is significantly (t-value = 2.609, p. = 019) influenced by administrators' leadership behavior (F-value = 8.326, p = 0.000). Among the independent variables, community relations were found to be the best predictor. Relatively, teachers usually reacted to the leadership style of the principals. Their reactions became the school climate. The administrators gained the loyalty and commitment of the teachers by emphasizing power through people, encouraging teachers to harness their potential, guiding, and coaching faculty members to improve performance. The presence of the PTA and its role in creating a school climate paved the way to smooth interpersonal relations among teachers, parents, and stakeholders. As shown in Table 5, the administrators' behavior such as ways of leading and managing, organizational effort, and community relations influenced teachers' colleagues in the present job.

Several studies attest to the relationship between leadership behavior in creating a conducive school atmosphere and teachers' job satisfaction. For example, Basaka & Ghoshb, (2011); Ghavifekr & Pillai (2016); Nurmi & Kiuru, (2015) showed that job satisfaction is significantly connected with different areas of the school environment and locus of control. In a stepwise regression analysis, the researchers reported that job satisfaction can be significantly predicted by the locus of control and maximum domains of the school environment. Reckless decisions on the part of the administration will be detrimental to the teachers (Cameron & Lovett, 2015).

9. Respondents' characteristics and job performance

The relationship between the personal and professional characteristics and job performance of the

teachers is given in Table 6. The multiple regression analysis attested that the combined contribution of the teacher's age, sex, marital status, monthly income, educational attainment, length of service, academic rank, number of preparations, or teaching load do not significantly influence their job performance (F-value = 1.067, p = 0.392). Besides, none of the mentioned independent variables was found to influence the teachers' performance if their contribution is taken singly. In contrast to this finding, Hasbay, & Altındag (2018) earlier documented that respondent characteristics such school type, employee number, foundation year of institution, teachers' age, teachers' gender, educational status, total operation time, and operation time in teacher current institution correlate with teachers' performance.

10. Respondents' characteristics and job performance

The relationship between the personal and professional characteristics and job performance of the teachers is given in Table 6. The multiple regression analysis attested that the combined contribution of the teacher's age, sex, marital status, monthly income, educational attainment, length of service, academic rank, number of preparations, or teaching load do not significantly influence their job performance (F-value = 1.067, p = 0.392). Also, none of the mentioned independent variables was found to influence the teachers' performance if their contribution is taken singly. In contrast to this finding, Hasbay, & Altındag (2018) earlier documented that respondent characteristics such school type, employee number, foundation year of institution, teachers' age, teachers' gender, educational status, total operation time, and operation time in teacher current institution correlate with teachers' performance.

11. The administrators' leadership behavior and the performance of the teachers

Presented in Table 6 includes the relationship between the administrator's leadership behavior and the performance of secondary school teachers. The multiple regression analysis confirmed that the combined contributions of administrator's leadership behavior such as a way of leading and managing, approaches to problem-solving and decision making, interpersonal relationship, organizational effort, and community relations do not affect significantly the performance of the secondary school teachers (F-Value = 1.941, p = 0.092). It could also be observed that the individual contributions of the administrative factors do not

significantly affect the teachers' performance. This could be because the administration only sometimes performed their duties. This means the presence or absence of the administrators made no difference in the work output of the teachers. Opposed to this, Anastasiou, & Papakonstantinou (2014) posit that factors that have a positive effect on teachers' work performance included the provision of ethical rewards, good working conditions, motivation by the school principal, and participation in school administration and decision making.

12. Personal and professional development and job satisfaction in terms of present work

As shown in Table 6, the teacher's combined contribution of personal and professional characteristics such as age, sex, marital status, monthly income, educational attainment, length of service, employment status, and the number of preparations or teaching load did not significantly influence the present work of the secondary school teachers in the Division of Sulu. This finding is attested by the result of multiple regression analysis (f-Value = 1.247, p = 0.290). Thus, it declares that the teachers' personal and professional characteristics do not significantly influence teachers' present work. Moreover, it was further noted that the independent variables mentioned, such as employment status was considered to be a significant predictor of job satisfaction in terms of their present work. The result further denotes that as the teachers feel more secure in the job being permanent, the higher is their level of satisfaction in their present work.

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

13. Personal and professional characteristics and job satisfaction in terms of present pay

The relationship between personal and professional characteristics and teacher's job satisfaction in terms of present pay is shown in Table 6. The multiple

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

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

14. Personal and professional characteristics, and job satisfaction in terms of administrators' supervision

As presented in Table 6, the multiple regression analysis shows that the combined contribution of teachers' personal and professional characteristics such as age, sex, marital status, monthly income, educational attainments, length of service, academic rank, employment status, and the number of preparations of teaching load (F = 1.592 ns, p = 0.802) do not significantly influence the level of teachers' job satisfaction in terms administrators' supervision. Also, none of the mentioned independent variables was found to influence the teachers' level of job satisfaction if their contribution is taken singly.

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

15. Personal and professional characteristics and the teacher's job satisfaction with colleagues

The result of the multiple analysis given in Table 6 denotes that the combined contribution of the personal and professional characteristics of the teachers does not significantly influence their job satisfaction in terms of the people on the present job (F-value = 0.938, p = 0.495). However, from among the variables, the employment status served as the significant predictor of teacher satisfaction considering the people on the present job (t-value = 2.137, p = 0.034). The result further indicates that the teachers with permanent status had a higher level of satisfaction concerning the degree of acceptance by their colleagues. The greater the mentoring and team teaching, the greater their feeling of acceptance, and the higher is their tolerance of each other's shortcomings.

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

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

16. The personal and professional characteristics and the teachers' job satisfaction in terms of safety and working conditions

The result of the multiple regression analysis

in Table 6 indicates that the teachers' level of job satis-
faction in terms of safety and working condition is influ-
enced by the combined contribution of their personal and
professional characteristics (F- value = 3.763, p = 0.000).
However, among the characteristics, the teachers'
employment status (F-value = 3.004, p = 0.0003) and the
number of preparation/teaching load (F-value = 3.004,
p = 0.002) were found as best predictors of the level of
job satisfaction in terms of safety and working conditions.
Besides, the result signifies that permanent teachers have
a lower level of job satisfaction regarding safety and
working conditions as compared to non-permanent
teachers. Moreover, it was also noted that the greater
number of preparations or teaching load the teachers do
have, the lower is their level of job satisfaction in terms
of safety and working conditions.

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

On the other hand, the determination of
teachers' preparations and workload is also critical as it
reflects the administrators' attitudes towards teachers.
Teachers who have more preparation and workload are
expected to develop low morale and therefore affect their
working conditions. Moreover, Virtanen, Pakarinen,
Lerkkanen, Poikkeus, Siekkinen, & Nurmi, (2018).
pointed out that aside from the regular load, teachers
must be compensated for the extra teaching load. This
ensures their security in terms of monetary reward. The
researchers further highlight that the teaching assignment
must be reasonable and accepted by the faculty members.
Therefore, the number of preparations or teaching load
is a vital component for the teachers' satisfaction in
terms of safety and working conditions.

17. Personal and professional characteristics and
overall job satisfaction

As indicated in Table 6 is the relationship of
the combined contributions of teachers' personal and
professional characteristics and the overall job

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

Given all the findings, the following conclusions
can be drawn: The administrators' sometimes' performed
their duties as expected of them. The secondary school
teachers were satisfied with their present pay, supervisors,
and their colleagues. They were neutral with their safety
and working conditions. The secondary school teachers
were rated "Good" in the presentation of the lesson,
expected student behavior, and wrap up. Teachers'
personal and professional characteristics did not
significantly influence their performance. The
administrators' leadership behavior was significantly
related to the job satisfaction of the teachers. There was
a significant relationship between job satisfaction and
performance of the secondary school teachers in the
Division of Sulu, Philippines.

To improve educational output specifically on
teaching performance, secondary school teachers need
to keep pace with the educational advancement through
continuous training. The school administrators should
maximize their efforts to improve teachers working
conditions and ensure that teaching load and assignments
are distributed equitably. To ensure the smooth operation
of the school specifically on dealing with conflict, the
school administrators should improve their problem
solving and decision-making skills. Further research on
job satisfaction and job performance among state colleges
and universities in Region IX and X in the Philippines is
suggested.

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