

Job Satisfaction and its Effects on The Work Performance of Elementary Teachers

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ABSTRACT: Understanding job satisfaction is key to gaining insight into how teachers engage with their roles and contribute to the learning environment. This study assessed the level of job satisfaction and its effect on the work performance of elementary teachers in the Lanuza District. It also examined the relationship between teacher demographics and job satisfaction, identified which work performance domains had the most influence, and explored whether job satisfaction correlated with performance. Using a descriptive research design, data were collected through a validated researcher-made questionnaire from 93 elementary teachers (11 males and 82 females).

Results revealed that teachers were generally “Highly Satisfied” in areas such as responsibility, interpersonal relations, and the nature of the work itself. However, satisfaction was lower in domains related to salary and advancement opportunities. Work performance was consistently rated from “Very Satisfactory” to “Outstanding” across competency domains. Despite high satisfaction levels, the study found no significant relationship between job satisfaction and performance. Additionally, none of the five work performance domains significantly predicted performance outcomes. Most demographic factors were unrelated to satisfaction, although age showed a moderate association with satisfaction in areas like interpersonal relations, working conditions, and the work itself. Similarly, the number of trainings attended was moderately linked to satisfaction in professional growth and recognition.

The study concludes that while job satisfaction is generally high among teachers, it does not directly influence work performance. Further research is recommended to explore other factors that may mediate or moderate this relationship.

KEYWORDS: Descriptive Research Design, Elementary Teachers, Job Satisfaction, Teacher Demographics, Professional Development, Work Performance.

INTRODUCTION

This study focuses on the relationship between job satisfaction and work performance among public elementary school teachers. The aim is to describe the level of job satisfaction as these teachers invest efforts in lesson planning, classroom management, and student engagement. This proactive engagement leads to a more dynamic and proactive teaching. Job satisfaction is considered an important factor that influences teachers’ commitment, motivation, and effectiveness in carrying out their responsibilities. When teachers experience satisfaction in their profession, they are more likely to demonstrate dedication and maintain high standards of performance that contribute to the overall quality of education.

Wartenberg et al. (2023) emphasize that teacher job satisfaction is significantly associated with key work-related outcomes, including turnover intentions, absenteeism, instructional quality, and overall well-being. Their meta-analysis further shows that higher job satisfaction is consistently linked with improved professional functioning and reduced negative workplace outcomes, highlighting its importance in sustaining teacher effectiveness and retention. Additionally, Helmi and Abunar (2021) emphasized that examining the relationship between job satisfaction and work performance is an important area of research, as employees who demonstrate enthusiasm, positive attitudes, and motivation are more likely to contribute effectively to organizational goals, resulting in increased productivity and stronger workplace collaboration. Furthermore, Erturk (2022) argues that employees in positive work environments tend to produce higher-quality work. Therefore, establishing a supportive work environment for educators is crucial for schools, as it enhances their job satisfaction and subsequently improves their performance.

Recent concerns regarding teacher retention and student achievement have emerged. According to the Manila Bulletin, over 100 educators resigned in October 2022 to seek opportunities abroad. From 2020 to 2023, many teachers in the Surigao del



Sur Division left their positions, primarily through early retirement or resignation. In the 2023-2024 school year, the Lanuza District experienced three instructor resignations, while one retired early to pursue overseas employment. At the same time, student performance in the PISA 2022 assessment and first-quarter tests in the Lanuza District was notably poor, with mean percentage scores ranging from 40% to 79% in mathematics, 38% to 82% in English, 48% to 82% in science, and 45% to 82% in Filipino, highlighting significant educational challenges. This information provides a basis for exploring the relationship between job satisfaction and the work performance of elementary educators in the Lanuza District. The varied student performance could suggest issues with teaching quality, emphasizing the need to investigate the connection between teacher job satisfaction and work performance to enhance teacher retention and improve student outcomes.

The study is relevant because elementary teachers form as the backbone of education, yet their job satisfaction remains under examined in many local contexts. By clarifying the relationship between satisfaction and performance, the study provides school administrators and education policy-makers with evidence-based insights to design targeted interventions that can enhance teachers' well-being, and in form, elevate classroom instruction.

MATERIALS AND METHODS

Study Design and Setting

This study employed a quantitative research approach using a descriptive-survey design. According to Creswell (2014), a quantitative descriptive-survey design is appropriate for studies that aim to describe trends, attitudes, or opinions of a population through the analysis of quantitative data. This design was considered suitable for determining the influence of job satisfaction on the work performance of elementary teachers in the Lanuza District, Division of Surigao del Sur.

The study was conducted in selected public elementary schools in the municipality of Lanuza, Surigao del Sur, located in the northeastern part of Mindanao, Philippines. Lanuza is composed of 13 barangays, namely Zone I, Zone II, Zone III, Zone IV, Habag, Sibahay, Nurcia, Pakwan, Bunga, Bocawe, Mampi, Aksam, and Gamuton. The district includes 14 public elementary schools serving both coastal and upland communities with varying levels of accessibility, infrastructure, and connectivity.

Schools situated near the national highway, such as Nurcia Integrated School, Catupgas Primary School, Sibahay Elementary School, Habag Elementary School, Lanuza Central Elementary School, Gamuton Elementary School, Aksam Integrated School, Bocawe Elementary School, and Bunga Integrated School, generally have better access to transportation, communication networks, and educational resources. In contrast, schools located in remote or geographically isolated areas, including Libas Elementary School, Mampi School of Living Traditions, Himatagan Elementary School, Ibulan Elementary School, and Pakwan Integrated School, experience challenges related to mountainous terrain, limited transportation, and poor communication signals. Despite these challenges, these communities possess rich cultural traditions and strong community support systems that contribute to the educational environment of the district.

The researcher, who is currently assigned within the district, conducted the study to gain a deeper understanding of teachers' job satisfaction and work performance under varying school conditions.

Participants and Sampling Procedure

The respondents of the study were all permanent elementary teachers in the Lanuza District who had rendered at least one year of service in the district. A complete enumeration method was employed, involving all qualified teachers as participants of the study. A total of 93 elementary teachers participated in the survey.

The inclusion criteria required respondents to be permanent elementary teachers currently assigned in the district and with at least one year of teaching experience in their respective schools. In addition, their Individual Performance Commitment and Review Form (IPCRF) ratings were also obtained as part of the study data. Teachers who met these criteria were also requested to accomplish the job satisfaction survey questionnaire.

Research Instrument

The study utilized a researcher-made job satisfaction survey questionnaire. The instrument underwent validation and reliability testing to ensure that it accurately measured the intended constructs.

The questionnaire consisted of two parts. The first part gathered demographic information of the respondents, including age, sex, educational attainment, civil status, position or rank, years of service, and number of trainings attended during the School



Year 2023–2024. The second part measured teachers' level of job satisfaction across the following domains: supervision, salary, interpersonal relations, working conditions, work itself, responsibility, advancement and professional growth, and recognition.

A four-point Likert scale was used to measure the respondents' level of agreement with each statement, where 1 indicated strong disagreement and 4 indicated strong agreement.

To establish reliability, the instrument was subjected to pilot testing and internal consistency analysis using Cronbach's alpha. The reliability coefficients for the different domains were as follows: supervision (0.8244), salary (0.8722), interpersonal relations (0.8520), working conditions (0.8308), work itself (0.8729), responsibility (0.8383), advancement and professional growth (0.8876), and recognition (0.8692). These values indicated that the instrument possessed high internal consistency and reliability.

To assess work performance, the researcher obtained the Individual Performance Commitment and Review Forms (IPCRFs) of the respondents for the School Year 2023–2024. These documents were evaluated and approved by the respective school heads or master teachers and served as the basis for measuring teachers' work performance.

Data Collection Procedure

Prior to data collection, the researcher secured a certification and letter of request from the Graduate School of North Eastern Mindanao State University. Approval to conduct the study was obtained from the Schools Division Superintendent of the Division of Surigao del Sur, the District Supervisor of Lanuza District, and the school heads of the participating elementary schools.

The researcher also coordinated with selected validators for the validation of the research instrument. Their comments and recommendations were incorporated into the final version of the questionnaire. Subsequently, permission was secured from the District Supervisor of Carmen District to conduct pilot testing among 31 teachers selected through random sampling. After the pilot testing, the instrument was evaluated by a statistician and found to be reliable.

Upon approval, the researcher personally administered the questionnaires to the respondents. Confidentiality and anonymity of the participants and their responses were strictly observed throughout the study. The researcher also obtained copies of the respondents' IPCRFs from their respective schools. After data collection, all responses were compiled, organized, and forwarded to the statistician for analysis and interpretation.

Statistical Analysis

The following statistical tools were used in analyzing the data:

Frequency Count and Percentage. These were used to describe the demographic profile of the respondents in terms of age, sex, educational attainment, civil status, position or rank, and years of service.

Mean and Standard Deviation. These statistical measures were used to determine the level of job satisfaction and work performance of the respondents.

Pearson Product-Moment Correlation Coefficient. This test was used to determine the significant relationship between respondents' profile variables and job satisfaction, as well as between job satisfaction and work performance.

Regression Analysis. This statistical method was employed to identify which domains of job satisfaction significantly influenced the work performance of elementary teachers.

RESULTS

Profile of the Respondents

Table I. Demographic Profile of the Respondents

Profile Variables	Frequency (n=93)	Percentage (%)
Age		
20-29	17	18%
30-39	37	40%
40-49	25	27%
50 and above	14	15%
Sex		
Male	11	12%
Female	82	88%
Educational Attainment		
Bachelor's Degree	83	89%
Master's Degree	10	11%
Doctorate Degree	0	0%
Civil Status		
Single	26	28%
Married	63	68%
Separated	1	1%
Widowed	3	3%
Position		
Teacher I	33	35%
Teacher II	9	10%
Teacher III	43	46%
Master Teacher I	8	9%
Years in Service		
Less than 5 years	17	18%
5-10 years	38	41%
11-16 years	13	14%
16-20 years	8	9%
21-25 years	6	6%
26-30 years	7	8%
31 years and above	4	4%
Number of trainings and seminars attended		
Only one training	50	54%
2 trainings	29	31%
3 trainings	4	4%
4 trainings	7	8%
5 trainings	3	3%

The characteristics of the group sample, including age, sex, highest educational attainment, civil status, position, years in service, and number of training and seminars attended, are shown in Table I. The respondents were classified according to age, educational attainment, civil status, position, years of service, and number of trainings attended. In terms of age, most respondents belonged to the 30–39 age group, while the least represented were those aged 50 years and above. Regarding educational attainment, the majority held a Bachelor’s Degree. In terms of civil status, most respondents were married, while separated individuals comprised the smallest group (1%). As to position, most respondents were classified as Teacher III, while Master Teacher I represented the least number of participants. In terms of years in service, the majority had rendered 5–10 years of teaching, whereas only 4% had 31 years or more of service. Finally, regarding attendance in trainings and seminars, most respondents reported attending one training during the School Year 2023–2024, while only 3% participated in five training sessions.

Level of Job Satisfaction of Respondents

Table II. Level of Job Satisfaction of Respondents

Indicators	Mean	Adjectival Rating
Supervision	3.439	Highly Satisfied
Salary	3.187	Satisfied
Interpersonal Relations	3.572	Highly Satisfied
Working Conditions	3.303	Highly Satisfied
Work Itself	3.566	Highly Satisfied
Responsibility	3.576	Highly Satisfied
Advancement & Professional Growth	3.213	Satisfied
Recognition	3.327	Highly Satisfied
Over-all Mean	3.398	Highly Satisfied

Table II shows the level of job satisfaction of the respondents, with the overall mean of 3.398, with the adjectival rating of “Highly Satisfied”. Among the indicators of job satisfaction, Responsibility had the highest mean score of 3.576, with an adjectival rating of “Highly Satisfied,” while Salary had the lowest mean score of 3.187, rated “Satisfied.”



Level of Work Performance of Respondents

Table III. Level of Work Performance of Respondents

Indicators	Mean	Adjectival Rating
Content Knowledge & Pedagogy	3.949	Very Satisfactory
Learning Environment & Diversity of Learners	4.175	Very Satisfactory
Curriculum Planning & Assessment and Reporting	4.065	Very Satisfactory
Community Linkages and Professional Engagement & Personal Growth and Professional Development	4.215	Outstanding
Plus Factor	4.108	Very Satisfactory
Over-all Mean	4.102	Very Satisfactory

Table III, shows the level of Work Performance of the respondents with the over-all mean of 4.102 with the adjectival rating of “Very Satisfactory”. Among the indicators of work performance, Community Linkages and Professional Engagement & Personal Growth and Professional Development received the highest mean score of 4.215, with the adjectival rating of “Outstanding”, while Content Knowledge and Pedagogy received the lowest mean rating of 3.949, classified as “Very Satisfactory”.

Significant Relationship between Profile and Job Satisfaction

Table IV. Significant Relationship between Profile and Job Satisfaction of Respondents

Indicators	Computed r	P-value	Decision	Conclusion	
Supervision	Age	0.141	0.177	Failed to reject Ho	Not Significant
	Sex	0.040	0.703	Failed to reject Ho	Not Significant
	Educational Attainment	0.118	0.260	Failed to reject Ho	Not Significant
	Civil Status	0.078	0.457	Failed to reject Ho	Not Significant
	Position	0.071	0.502	Failed to reject Ho	Not Significant
	Years in Service	0.027	0.799	Failed to reject Ho	Not Significant
Salary	Trainings	0.021	0.845	Failed to reject Ho	Not Significant
	Age	0.103	0.326	Failed to reject Ho	Not Significant
	Sex	0.146	0.163	Failed to reject Ho	Not Significant
	Educational Attainment	0.005	0.965	Failed to reject Ho	Not Significant
	Civil Status	0.136	0.193	Failed to reject Ho	Not Significant
	Position	0.068	0.515	Failed to reject Ho	Not Significant
Interpersonal Relations	Years in Service	0.026	0.801	Failed to reject Ho	Not Significant
	Trainings	0.105	0.316	Failed to reject Ho	Not Significant
	Age	0.231	0.026	Reject Ho	Significant
	Sex	0.066	0.530	Failed to reject Ho	Not Significant
	Educational Attainment	0.071	0.500	Failed to reject Ho	Not Significant
	Civil Status	0.127	0.226	Failed to reject Ho	Not Significant
Working Conditions	Position	0.131	0.210	Failed to reject Ho	Not Significant
	Years in Service	0.065	0.536	Failed to reject Ho	Not Significant
	Trainings	0.062	0.553	Failed to reject Ho	Not Significant
	Age	0.234	0.024	Reject Ho	Significant
	Sex	0.010	0.920	Failed to reject Ho	Not Significant
	Educational Attainment	0.035	0.740	Failed to reject Ho	Not Significant
Work Itself	Civil Status	0.202	0.052	Failed to reject Ho	Not Significant
	Position	0.186	0.075	Failed to reject Ho	Not Significant
	Years in Service	0.013	0.193	Failed to reject Ho	Not Significant
	Trainings	0.014	0.897	Failed to reject Ho	Not Significant
	Age	0.211	0.043	Reject Ho	Significant
	Sex	0.119	0.257	Failed to reject Ho	Not Significant
Responsibility	Educational Attainment	0.083	0.430	Failed to reject Ho	Not Significant
	Civil Status	0.053	0.612	Failed to reject Ho	Not Significant
	Position	0.161	0.123	Failed to reject Ho	Not Significant
	Years in Service	0.105	0.315	Failed to reject Ho	Not Significant
	Trainings	0.120	0.252	Failed to reject Ho	Not Significant
	Age	0.139	0.182	Failed to reject Ho	Not Significant
Advancement & Professional Growth	Sex	0.099	0.347	Failed to reject Ho	Not Significant
	Educational Attainment	0.117	0.264	Failed to reject Ho	Not Significant
	Civil Status	0.060	0.571	Failed to reject Ho	Not Significant
	Position	0.141	0.177	Failed to reject Ho	Not Significant
	Years in Service	0.035	0.736	Failed to reject Ho	Not Significant
	Trainings	0.097	0.354	Failed to reject Ho	Not Significant
Recognition	Age	0.044	0.675	Failed to reject Ho	Not Significant
	Sex	0.124	0.235	Failed to reject Ho	Not Significant
	Educational Attainment	0.079	0.453	Failed to reject Ho	Not Significant
	Civil Status	0.060	0.571	Failed to reject Ho	Not Significant
	Position	0.011	0.916	Failed to reject Ho	Not Significant
	Years in Service	0.183	0.080	Failed to reject Ho	Not Significant
	Trainings	0.256	0.013	Reject Ho	Significant
	Age	0.173	0.098	Failed to reject Ho	Not Significant
	Sex	0.178	0.088	Failed to reject Ho	Not Significant
	Educational Attainment	0.005	0.963	Failed to reject Ho	Not Significant
	Civil Status	0.136	0.193	Failed to reject Ho	Not Significant
	Position	0.062	0.558	Failed to reject Ho	Not Significant
	Years in Service	0.070	0.507	Failed to reject Ho	Not Significant
	Trainings	0.363	0.000	Reject Ho	Significant



As presented in Table IV, the results indicate no significant relationship between the respondents’ profile variables and their job satisfaction regarding Supervision, Salary, and Responsibility. Conversely, job satisfaction related to Interpersonal Relations, Working Conditions, and Work Itself shows a statistically significant relationship with the respondents’ age, while all other variables exhibit no significant association. Similarly, job satisfaction regarding Advancement & Professional Growth and Recognition is significantly associated with the number of training sessions attended, with no significant associations observed for the remaining variables.

Significant Relationship between Job Satisfaction and Work Performance

Table V. Significant Relationship between Job Satisfaction and Work Performance of Respondents

	Variables Tested	Computed r	P-value	Decision	Conclusion
Supervision	Curriculum Knowledge & Pedagogy	0.14	0.182	Failed to reject Ho	Not Significant
	Learning Environment & Diversity of Learners	0.148	0.156	Failed to reject Ho	Not Significant
	Curriculum Planning & Assessment and Reporting	0.125	0.232	Failed to reject Ho	Not Significant
	Community Linkages and Professional Engagement & Personal Growth and Professional Development	0.002	0.985	Failed to reject Ho	Not Significant
	Plus Factor	0.065	0.537	Failed to reject Ho	Not Significant
Salary	Curriculum Knowledge & Pedagogy	0.065	0.537	Failed to reject Ho	Not Significant
	Learning Environment & Diversity of Learners	0.042	0.69	Failed to reject Ho	Not Significant
	Curriculum Planning & Assessment and Reporting	0.031	0.770	Failed to reject Ho	Not Significant
	Community Linkages and Professional Engagement & Personal Growth and Professional Development	0.01	0.922	Failed to reject Ho	Not Significant
	Plus Factor	0.001	0.990	Failed to reject Ho	Not Significant
Interpersonal Relations	Curriculum Knowledge & Pedagogy	0.123	0.242	Failed to reject Ho	Not Significant
	Learning Environment & Diversity of Learners	0.165	0.114	Failed to reject Ho	Not Significant
	Curriculum Planning & Assessment and Reporting	0.145	0.166	Failed to reject Ho	Not Significant
	Community Linkages and Professional Engagement & Personal Growth and Professional Development	0.04	0.706	Failed to reject Ho	Not Significant
	Plus Factor	0.009	0.930	Failed to reject Ho	Not Significant
Work Conditions	Curriculum Knowledge & Pedagogy	0.053	0.611	Failed to reject Ho	Not Significant
	Learning Environment & Diversity of Learners	0.008	0.942	Failed to reject Ho	Not Significant
	Curriculum Planning & Assessment and Reporting	0.101	0.336	Failed to reject Ho	Not Significant
	Community Linkages and Professional Engagement & Personal Growth and Professional Development	0.025	0.81	Failed to reject Ho	Not Significant
	Plus Factor	0.084	0.424	Failed to reject Ho	Not Significant
Work Itself	Curriculum Knowledge & Pedagogy	0.026	0.805	Failed to reject Ho	Not Significant
	Learning Environment & Diversity of Learners	0.072	0.49	Failed to reject Ho	Not Significant
	Curriculum Planning & Assessment and Reporting	0.058	0.584	Failed to reject Ho	Not Significant
	Community Linkages and Professional Engagement & Personal Growth and Professional Development	0.017	0.874	Failed to reject Ho	Not Significant
	Plus Factor	0.047	0.655	Failed to reject Ho	Not Significant
Responsibility	Curriculum Knowledge & Pedagogy	0.045	0.672	Failed to reject Ho	Not Significant
	Learning Environment & Diversity of Learners	0.028	0.788	Failed to reject Ho	Not Significant
	Curriculum Planning & Assessment and Reporting	0.167	0.109	Failed to reject Ho	Not Significant
	Community Linkages and Professional Engagement & Personal Growth and Professional Development	0.48	0.646	Failed to reject Ho	Not Significant
	Plus Factor	0.067	0.521	Failed to reject Ho	Not Significant
Advancement and Professional Growth	Curriculum Knowledge & Pedagogy	0.069	0.509	Failed to reject Ho	Not Significant
	Learning Environment & Diversity of Learners	0.087	0.405	Failed to reject Ho	Not Significant
	Curriculum Planning & Assessment and Reporting	0.016	0.876	Failed to reject Ho	Not Significant
	Community Linkages and Professional Engagement & Personal Growth and Professional Development	0.026	0.806	Failed to reject Ho	Not Significant
	Plus Factor	0.082	0.435	Failed to reject Ho	Not Significant
Recognition	Curriculum Knowledge & Pedagogy	0.136	0.193	Failed to reject Ho	Not Significant
	Learning Environment & Diversity of Learners	0.061	0.559	Failed to reject Ho	Not Significant
	Curriculum Planning & Assessment and Reporting	0.09	0.393	Failed to reject Ho	Not Significant
	Community Linkages and Professional Engagement & Personal Growth and Professional Development	0.125	0.232	Failed to reject Ho	Not Significant
	Plus Factor	0.024	0.816	Failed to reject Ho	Not Significant

As shown in Table V, the study examined the relationship between teacher job satisfaction and work performance. The results revealed that none of the teacher job satisfaction domains have a statistically significant relationship with work performance, as all p-values are greater than the 0.05 level of significance.



Multiple Regression Analysis Predicting Job Performance

Table VI. Multiple Regression Analysis Predicting Job Performance

Predictors	Coefficient	t-value	P-value	Decision
Content Knowledge & Pedagogy	0.1164	0.72	0.475	Not Significant
Learning Environment & Diversity of Learners	0.1016	0.730	0.465	Not Significant
Curriculum Planning & Assessment and Reporting	0.1213	0.820	0.413	Not Significant
Community Linkages and Professional Engagement and Personal Growth and Professional Development	0.0660	0.720	0.474	Not Significant
Plus Factor	0.0188	0.220	0.829	Not Significant
S= 0.3513 R-Sq=3.2% R-Sq(adj)=0.0%				
Analysis of Variance				
Source	SS	MS	F	P-value
Regression	0.3499	0.07	0.57	0.725
Residual Error	10.7341	0.1234		
TOTAL	11.084			

Table VI shows the regression analysis examined the predictive influence of five professional teaching dimensions on work performance, namely Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum Planning & Assessment and Reporting, Community Linkages and Professional Engagement & Personal Growth and Professional Development, and the Plus Factor. The results indicate that none of these variables significantly predict work performance, as all p-values exceeded the 0.05 threshold for statistical significance.

DISCUSSION

Profile of the Respondents

Within the sampled group, a significant majority of the participants were female, highlighting a pronounced gender imbalance that routinely characterizes the elementary education workforce. This skew reflects deep-seated societal expectations and cultural norms that traditionally link early childhood teaching with feminine caretaking roles. As noted by UNESCO (2023), such structural gender imbalances can fundamentally shape everyday classroom environments, institutional hiring protocols, and localized policy decisions, underscoring how vital it is to promote broader gender inclusivity across primary school faculties.

When looking at educational attainment, the academic profile of the participants shows that a substantial majority hold a Bachelor’s Degree as their highest qualification. This trend indicates that a baseline undergraduate degree remains the standard requirement for entering and staying in the elementary teaching workforce, implying that postgraduate qualifications are either not structurally required or simply not prioritized in this tier of education. This pattern aligns with global educational benchmarks documented by the Organisation for Economic Co-operation and Development (OECD, 2020), which show that systemic barriers most notably the financial burden of tuition, intense time constraints, and a lack of clear institutional or promotional incentives frequently discourage practicing teachers from pursuing advanced academic degrees.

The participant profile regarding civil status was overwhelmingly comprised of married individuals, whereas separated educators accounted for a mere one percent, representing the smallest demographic group. This distribution indicates that the vast majority of the teaching workforce must simultaneously manage professional duties and family responsibilities a demanding balancing act that heavily influences their job satisfaction, scheduling flexibility, and need for workplace support. As Provido et al. (2025) pointed out, the professional and domestic lives of educators are deeply intertwined; the inevitable overlap of these roles often triggers acute role conflict and elevated stress, which can ultimately chip away at psychological well-being and teaching efficacy. Furthermore, extensive global data highlights that family-centric organizational policies and flexible scheduling serve as a vital buffer against work-life tension, helping preserve teacher morale, institutional dedication, and overall career performance (OECD, 2024).



In terms of institutional rank, the participants spanned various teaching positions, with the highest concentration clustered at the Teacher III level, while Master Teacher I constituted the smallest cohort. This distribution shows that a significant portion of the workforce has successfully moved up into mid-tier professional ranks, a path that reflects accumulated years of service and steady career progression. Conversely, the sparse representation of personnel in the Master Teacher bracket suggests that only a small percentage of educators successfully ascend to these senior-level roles. This bottleneck is frequently driven by strict qualification benchmarks, a limited number of promotional slots, and systemic institutional barriers. These structural limitations align closely with current national assessments emphasizing that the basic education sector urgently needs more transparent career pathways and robust mechanisms to facilitate upward professional mobility (EDCOM II, 2024; Geducos 2026).

Similarly, the data on teacher tenure revealed varying lengths of service, with the highest concentration of educators falling within the 5–10 years bracket, compared to a nominal four percent who had accumulated 31 years or more of instructional experience. This indicates that the workforce is primarily composed of individuals navigating their early- to mid-career phases, meaning their pedagogical insights and organizational perspectives are largely shaped by modern professional environments. On the other hand, the low number of veteran educators hints at potential vulnerabilities in long-term workforce retention, which may stem from structural hurdles like stagnant career progression or transitions into early retirement. These patterns underscore the critical necessity of introducing robust institutional frameworks designed to keep teachers in the profession, specifically through supportive leadership, tailored professional growth tracks, and strategies that foster long-term organizational commitment throughout a teacher's career lifecycle (Nguyen et al., 2024).

Finally, evaluating the participants' engagement in professional development programs and seminars revealed that a substantial majority attended only a single session during the 2023–2024 school year, while a nominal three percent participated in five or more sessions. This trend suggests that while basic exposure to professional learning is widespread across the workforce, deep or continuous engagement through multiple training interventions remains limited to a small fraction of educators. Global benchmarks corroborate this pattern, indicating that although minimal compliance with professional development initiatives is standard, actual attendance rates fluctuate drastically; heavy administrative workloads and competing professional obligations regularly prevent teachers from participating in consecutive learning opportunities (OECD, 2025). Consequently, these outcomes underscore the urgent need for more localized, adaptive, and institutionally supported professional growth frameworks that facilitate continuous skill acquisition without adding to existing workplace pressures. This systemic limitation is further validated by Chin et al. (2022), whose empirical work identified severe time and budget constraints, deficient logistical infrastructure, and escalating instructional burdens as the primary institutional barriers holding teachers back from sustained professional development.

Level of Job Satisfaction of Respondents

Among the indicators of job satisfaction, Responsibility had the highest mean score of 3.576, with an adjectival rating of “Highly Satisfied,” while Salary had the lowest mean score of 3.187, rated “Satisfied.”

When evaluating job responsibility, educators clearly place a premium on distinct operational roles that empower them to exercise classroom autonomy and actively direct their students' academic growth. This perspective closely echoes the arguments of Peng et al. (2022), who posited that individual teacher autonomy, active involvement in institutional decision-making, and instructional freedom collectively foster deeper psychological well-being and career fulfillment. Corroborating this view, Dilekçi (2022) demonstrated that expanded professional latitude serves as a powerful predictor of heightened teacher job satisfaction. This pattern implies that when educators are granted substantive duties and genuine professional agency, they exhibit much stronger intrinsic motivation, classroom engagement, and organizational dedication. Within the broader educational landscape, cultivating this sense of accountability nurtures professional dignity, institutional ownership, and long-term commitment—elements that are absolutely vital for maintaining high instructional quality and systemic excellence.

Conversely, looking at financial remuneration, the data suggest that while educators generally view their base compensation as acceptable, it yields consistently lower evaluation scores relative to other job satisfaction metrics. This trend points to persistent systemic concerns regarding financial benefits and performance incentives. This economic tension is clearly mirrored in the local Philippine context by Hernando-Malipot (2022), who observed that despite legislative and state-level initiatives aimed at raising public school salaries, the net financial impact on educators is frequently eroded by statutory deductions and escalating inflationary pressures on the cost of living.



Such economic realities align with broader international data demonstrating that teacher motivation and professional satisfaction remain heavily tied to the balance between material compensation, administrative workloads, and perceived organizational backing (OECD, 2020). Ultimately, providing equitable, market-competitive compensation frameworks serves as an indispensable prerequisite not only for safeguarding teacher morale and personal well-being but also for maintaining long-term institutional commitment and optimizing the overall efficacy of instructional delivery.

Level of Work Performance of Respondents

Among the indicators of work performance, Community Linkages and Professional Engagement & Personal Growth and Professional Development received the highest mean score of 4.215, with the adjectival rating of “Outstanding”, while Content Knowledge and Pedagogy received the lowest mean rating of 3.949, classified as “Very Satisfactory”.

Regarding the domains of Community Linkages and Professional Engagement, alongside Personal Growth and Professional Development, educators exhibit a profound dedication to ongoing learning, peer collaboration, and systemic advancement. This trend implies that teachers are moving far beyond mere passive attendance at mandatory training seminars; instead, they are proactively immersing themselves in professional networks, embedding reflective practices into their routines, and building strategic alliances with academic peers, families, and civic stakeholders to optimize student outcomes and institutional objectives. Such collaborative and development-driven behaviors directly mirror the strategic imperatives of the Department of Education, explicitly articulated in DepEd Memorandum No. 050, s. 2020. This policy directive identifies targeted professional growth and multi-stakeholder community alignment as foundational pillars for teacher development and continuous capacity building under the specialized National Educators Academy of the Philippines (NEAP) professional development framework (DepEd, 2020).

By actively participating in professional learning communities and strategic collaborative networks, educators are uniquely positioned to share institutional knowledge, navigate complex instructional hurdles, and continuously refine their teaching practices. These processes are absolutely critical to elevating classroom efficacy and maximizing student achievement. This prioritization of enduring professional integration is strongly reinforced by contemporary empirical literature, which demonstrates that deep participation within collective learning environments intensifies teacher motivation, heightens self-perceived instructional capability, and establishes cooperative environments conducive to diagnostic problem-solving and uninterrupted career development (Dayagbil & Alda, 2024). Bonono and Arpilleda (2025) likewise found that teacher performance, as assessed through Individual Performance Commitment and Review (IPCR) forms, was consistently rated from “Very Satisfactory” to “Outstanding,” suggesting that teachers uphold professional standards and employ effective practices that contribute to instructional quality and learner success. Taken together, these regulatory policy mandates and empirical insights underscore the vital necessity of designing localized, long-term, and barrier-free professional growth pathways that solidify an educator’s dedication to perpetual learning and comprehensive school advancement.

In contrast, the more moderate evaluation scores observed in Content Knowledge and Pedagogy notwithstanding its classification within the “Very Satisfactory” performance bracket highlight distinct instructional areas requiring targeted reinforcement. Although educators demonstrate fundamental proficiency in subject-matter expertise and the execution of standard pedagogical methods, the empirical results reveal clear opportunities to optimize cross-disciplinary lesson integration, diversify classroom instructional modalities, and elevate student proficiencies in foundational literacy, numeracy, and higher-order critical thinking. This diagnostic pattern aligns closely with the assertions of Aquino and Chavez (2022), who argued that pedagogical efficacy necessitates far more than isolated content mastery; it demands an integrated capacity to cultivate immersive learning spaces, execute systematically structured curricula, and deploy robust assessment methodologies. Furthermore, these authors maintain that regular participation in professional development frameworks is an indispensable prerequisite for preserving long-term instructional quality and pedagogical adaptability amid shifting academic demands.

Significant Relationship between Profile and Job Satisfaction

In terms of organizational supervision, the results indicate that how teachers evaluate the quality of leadership specifically regarding administrative oversight, managerial support, and constructive feedback remains remarkably consistent across different personal and professional backgrounds. This uniform perspective suggests that the satisfaction teachers derive from supervisory practices is a shared institutional experience rather than something heavily influenced by individual demographic traits. This finding



strongly mirrors the work of Aquino and Chavez (2022), who observed that supervisory frameworks, including administrative guidance and mentorship, are perceived similarly by teaching personnel regardless of their age, gender, or years of experience. Ultimately, the quality of institutional supervision functions as a systemic driver of job satisfaction that transcends individual background profiles. These insights suggest that strategic initiatives aimed at improving administrative support are likely to yield broad, uniform boosts in morale across the entire teaching workforce, making demographic-specific interventions unnecessary.

A similar pattern emerges regarding financial compensation. The data show that teachers' satisfaction with their pay exhibits minimal variance across different demographic groups, demonstrating that subjective views on salary are not dictated by individual personal or career attributes. Instead, international benchmarks indicate that teacher satisfaction with compensation is fundamentally tied to broader systemic factors such as salary scales, workloads, and overall institutional support rather than individual differences within the workforce (OECD, 2025). This implies that policy interventions designed to improve teacher morale through financial incentives should focus on comprehensive, system-wide reforms that guarantee equity, transparency, and structural consistency. Consequently, these findings highlight the vital need for standardized, equitable salary models that address the collective economic needs of the faculty as a whole, rather than fragmented, demographic-specific strategies.

Furthermore, when looking at professional responsibility, the data suggest that educators from diverse personal and career backgrounds share a highly uniform understanding of their operational duties. This consistency indicates that accountability is a universally experienced and expected part of the teaching role, deeply woven into the professional culture and institutional frameworks of elementary education. This perspective aligns with the empirical work of Lacandazo et al. (2022), who confirmed that teachers' internalization of their professional obligations remains stable across various demographic profiles. The lack of any significant correlation between demographic factors and job satisfaction highlights that a sense of responsibility is an inherent, structural attribute of the teaching profession itself. It is shaped predominantly by an overarching organizational culture rather than individual personal traits. Therefore, this structural uniformity implies that initiatives designed to optimize job satisfaction through professional responsibility should prioritize macro-level organizational support rather than tailored demographic approaches.

On the other hand, when analyzing interpersonal relations, teachers' assessments and firsthand experiences of their interactions with colleagues and administrators show distinct variations across different age groups. This pattern suggests that generational differences meaningfully shape workplace social dynamics including unique communication styles, professional expectations, and social preferences while other demographic traits have a negligible impact on these relational views. Parallel to this observation, Toropova et al. (2021) highlighted that supportive peer relationships and a positive school climate play a critical role in shaping teacher job satisfaction, with differences frequently emerging across distinct age brackets and career stages. These discrepancies likely reflect shifting levels of professional maturity, differing expectations of the workplace environment, and the natural evolution of social interactions within a school setting. Ultimately, these outcomes reinforce the idea that age plays a substantive role in how educators navigate and internalize social networks within the school infrastructure.

This generational variance is equally evident in how teachers experience their working conditions. The empirical evidence demonstrates that satisfaction with the physical and operational environment varies significantly across age groups, likely stemming from shifting career priorities and differing capacities to adapt to institutional demands over time. This trend mirrors global tracking metrics from the Organisation for Economic Co-operation and Development (OECD, 2024), which show that early-career educators navigate vastly different institutional realities than their more tenured peers. Specifically, younger teachers often bear a disproportionate share of entry-level administrative tasks and intense classroom management challenges, meaning their satisfaction depends heavily on immediate peer mentorship and workplace flexibility. Conversely, environmental comfort and broader career fulfillment tend to stabilize in later life stages. As observed by Cefai et al. (2025), older, more seasoned teaching personnel demonstrate heightened professional resilience and refined coping strategies. Within the regional landscape, this longitudinal shift is further contextualized by Dilangalen et al. (2025), who note that as educators age, their professional focus transitions away from the stressors of early-career adaptation and toward a desire for long-term operational autonomy and predictability. Consequently, the fluctuating satisfaction levels across age groups highlight that workplace environments are not experienced uniformly, but are instead filtered through the shifting professional priorities of teachers throughout their lifecycles.

When it comes to the actual day-to-day work of teaching, how elementary school teachers view the meaning and value of their roles changes quite a bit as they age. This shift is deeply tied to their career stage, personal motivation, and professional maturity. New teachers often experience lower levels of overall job satisfaction and are much more likely to leave the profession



than their senior colleagues, mostly because they are more vulnerable to early-career anxieties and immediate classroom stressors (Anastasiou & Belios, 2020). However, as educators get older and move into later stages of their careers, their psychological outlook changes. Older primary school teachers usually show much stronger emotional resilience and are less likely to experience burnout, which helps them form a deeper, more meaningful connection to the intrinsic rewards of teaching (Anastasiou & Belios, 2020). That being said, this career path isn't a simple, upward line. Dealing with long-term systemic issues like heavy administrative red tape, a lack of institutional support, and intense workloads can cause even veteran teachers to shift their expectations, sometimes leading to gradual disillusionment and psychological detachment from their classrooms (Larsen et al., 2025; Toropova et al., 2020). Ultimately, since a teacher's happiness with their work is what truly drives classroom engagement, understanding how these internal perspectives evolve over a lifetime is essential for improving overall school performance (Demir-Yıldız, 2023).

When it comes to career advancement and professional growth, when teachers regularly take part in structured programs like targeted seminars, hands-on workshops, and comprehensive training they feel much more optimistic about their future and their chances for promotion (Tantawy, 2020). Continuous learning does more than just update a teacher's toolkit; it builds their confidence and gives them a stronger sense of mastery over their subject matter. This newfound confidence often becomes the driving force that encourages teachers to step out of their comfort zones and pursue new leadership roles or specialized career tracks (Tantawy, 2020; Thahir et al., 2021). Taken together, these insights show that ongoing professional development is one of the most important factors in how satisfied teachers are with their work environment (Toropova et al., 2020). When educators feel supported and have regular opportunities to sharpen their skills, they teach more effectively and feel a deeper personal commitment to their schools. This commitment pays off at the institutional level by lowering teacher turnover and creating a more stable learning environment for students (Ortan et al., 2021; Toropova et al., 2020). Because of this, school administrators and leadership boards have a clear responsibility to intentionally invest in both funded and non-monetary training opportunities (Demir-Yıldız, 2023). By proactively supporting these programs, schools are directly investing in the long-term motivation, morale, and everyday capability of their teaching staff (Demir-Yıldız, 2023; Thahir et al., 2021).

A similar pattern emerges when looking at professional recognition. The data indicates that taking part in development activities like seminars and workshops makes teachers feel much more valued and appreciated in their roles. Going to these training sessions naturally boosts an educator's visibility, sharpens their teaching skills, and highlights their contributions to the school, which often opens the door to more recognition from both fellow teachers and school leaders (Dreer-Göthe, 2025; Thahir et al., 2021). Within the social fabric of a school, learning specialized skills allows teachers to validate what they know, giving them the confidence to step up and share best practices with their peers (Tantawy, 2020). When school leaders notice these improved teaching methods and offer meaningful feedback, it builds a deep sense of mutual trust and a genuinely supportive work culture (Kraft & Papay, 2014). Ultimately, getting this kind of day-to-day, localized appreciation is one of the strongest predictors of teacher well-being and serves as a vital shield against burnout. Because of this, creating clear, intentional pathways for both peer-to-peer praise and leadership validation is essential for keeping teachers motivated and helping the whole school thrive (Demir-Yıldız, 2023; Dreer-Göthe, 2025).

Significant Relationship between Job Satisfaction and Work Performance

In terms of supervision, the findings indicate that whether teachers feel highly supported and satisfied with administrative oversight, or feel isolated and unsupported, their actual level of job performance remains largely unchanged. This explicitly challenges the common assumption that effective management directly translates into better teaching, suggesting instead that classroom execution hinges on entirely different variables. This disconnect between management metrics and hands-on instruction is strongly supported by recent empirical data showing that formal academic supervision yields no statistically significant direct effect on performance outcomes; rather, internal qualities like individual motivation and deep professional discipline serve as the only meaningful predictors of classroom quality (Rindyani et al., 2026). Furthermore, large-scale comparative research reveals that up to 74% of traditional, principal-led supervision techniques fail to establish any meaningful statistical connection to a teacher's pedagogical output or their use of diverse learning models (Maisyaroh et al., 2021). Conversely, a substantial body of classic educational literature pushes back against this premise, arguing that systematic instructional supervision is an indispensable driver of quality assurance that stabilizes a school's operational standards (Berhanu, 2024; Wiyono et al., 2022). This traditional view posits that when supervision is shaped as a democratic, collaborative partnership rather than a rigid compliance check, it positively shapes teacher attitudes and indirectly boosts performance by building institutional trust and self-efficacy (Berhanu, 2024; Wiyono



et al., 2022). The unique divergence observed in this study, however, strongly underscores that standard supervisor oversight can become completely isolated from daily instructional quality if routine evaluations fail to tap into the intrinsic, self-directed motivations of the teaching staff.

Similarly, the findings regarding salary indicate that variations in how teachers feel about their compensation do not translate into measurable differences in their work performance. This result directly challenges the long-held belief that financial satisfaction acts as a direct driver of better job performance a disconnect strongly backed by recent empirical data confirming that independent salary scales yield no statistically significant direct impact on classroom metrics (Christanto et al., 2026). This phenomenon is best explained by Frederick Herzberg's Motivation-Hygiene Theory, which classifies financial remuneration strictly as a "hygiene factor" rather than an intrinsic motivator (Jiang et al., 2023). While fair compensation is absolutely necessary to maintain morale, reduce turnover, and prevent job dissatisfaction, it does not inherently function as a psychological driver that enhances day-to-day instructional quality or classroom productivity (Jiang et al., 2023; Main, 2023). On the other hand, traditional educational research counterbalances this claim, asserting that financial rewards and performance incentives can directly stimulate instructional enthusiasm, master-level lesson planning, and overall productivity by easing external financial anxieties at home (Marman et al., 2021). The clear separation of salary satisfaction from performance outcomes in this study underscores that while competitive compensation acts as a vital protective shield against teacher attrition, truly optimizing classroom effectiveness depends far more heavily on value-based professional discipline and non-monetary development initiatives (Christanto et al., 2026; Main, 2023).

In terms of interpersonal relations, the data show that while positive relationships among colleagues and administrators certainly enhance overall job satisfaction, emotional well-being, and teacher retention, they do not exert a significant direct influence on the measurable aspects of teacher performance. Within the Job Demands-Resources framework, supportive alliances are classified primarily as environmental buffers; they stabilize professional identity and suppress turnover intentions, yet they remain structurally distinct from the specific pedagogical competencies and task-related discipline required to change formal instructional quality or student achievements (Ertürk, 2022). Conversely, a substantial body of educational research offers an alternative perspective, asserting that positive organizational climates and fluid interpersonal communication are active drivers of instructional success rather than passive emotional conditions (Muñoz-Fernández et al., 2025). This traditional viewpoint argues that healthy social ties implicitly maximize instructional output by fostering organic professional learning communities, enhancing teacher self-efficacy, and mitigating the debilitating work stress that otherwise degrades teaching standards (Muñoz-Fernández et al., 2025). The distinct outcome of this study, however, underscores that while robust social networks are absolutely vital for preserving staff wellness and systemic retention, they cannot serve as a structural substitute for the technical, objective training variables that directly dictate everyday instructional effectiveness.

A parallel trend is evident regarding working conditions, where the empirical evidence challenges the assumption that improvements in the physical school environment naturally lead to enhanced teaching performance. While supportive and comfortable working conditions are critical for fostering job satisfaction and employee well-being, they do not, on their own, appear sufficient to drive significant increases in instructional efficacy or productivity. This clear boundary between environmental comfort and instructional output aligns with recent regression analyses on public school teachers, confirming that while extrinsic hygiene factors significantly predict baseline job satisfaction, they fail to demonstrate a statistically significant direct relationship with active job performance metrics (Belacas, 2026). According to Frederick Herzberg's framework, physical working conditions act strictly as environmental stabilizers rather than behavioral motivators; optimizing them successfully removes workplace dissatisfaction and prevents emotional burnout, but it does not inherently instill the intrinsic drive required to elevate instructional quality or lesson execution (Nickerson, 2025; Structural Learning, 2026). This perspective is further validated by descriptive-correlational data assessing localized school districts, which demonstrate that while teachers register high baseline satisfaction with their school surroundings, their task execution is insulated by internal professional role demands rather than external physical infrastructure upgrades (Almeden & Ognita, 2026). Conversely, traditional educational research counterbalances this claim, asserting that severely neglected physical environments exert a compounding negative drag on an educator's focus, ultimately degrading instructional delivery over time (Salo et al., 2024). The distinct outcome of this study, however, underscores that while continuous institutional investment in a conducive physical workplace is an indispensable prerequisite for protecting teacher wellness and retention, true



optimization of classroom performance remains fundamentally dependent on cultivating deep-seated intrinsic motivators, personal self-efficacy, and targeted pedagogical training.

With respect to the work itself, these findings challenge the assumption that intrinsic job satisfaction directly translates into measurable teacher performance. While the inherent meaningfulness of teaching is widely believed to motivate educators, the present data indicate that satisfaction with daily instructional tasks does not function as a primary determinant of formal performance appraisals. This boundary highlights a critical divergence in organizational psychology: an educator's passion for teaching may foster personal job satisfaction, yet it shows no statistically significant correlation with institutional evaluations. Grounded in Herzberg's Two-Factor theory, while intrinsic satisfaction enhances psychological well-being, it operates independently of the administrative compliance, documentation, and bureaucratic metrics that define formalized institutional audits. Recent structural modeling confirms this distinction, demonstrating that while task-level satisfaction safeguards staff retention, objective performance scores are driven primarily by structural accountability, managerial competence, and external supervision rather than personal affection for the role (Muttaqin et al., 2023). Conversely, traditional literature argues that intrinsic satisfaction remains the foundational driver of instructional quality, suggesting that highly motivated educators naturally invest more cognitive and emotional energy into superior pedagogical outcomes (Toropova et al., 2021). However, the distinct outcome of this study underscores that while fostering a deep connection to teaching is vital for workforce wellness and career-stage satisfaction, it cannot substitute for the distinct task-management discipline, systematic communication, and compliance metrics required to elevate standardized performance scores (Admiraal & Røberg, 2023; Darmawati et al., 2020).

This same isolation appears in the context of professional responsibility. The data suggest that teachers' satisfaction with aspects of their professional duties such as assisting students with learning and preparing lesson plans does not exert a significant direct impact on their actual work performance. Although responsibility is widely regarded as a key component of job satisfaction and commitment, it does not appear to function as a determining factor in enhancing measurable teacher performance outcomes in this specific setting. This observed isolation of task-related satisfaction from external performance metrics is strongly supported by recent descriptive-correlational evaluations confirming that while school educators display exceptionally high baseline satisfaction regarding their core professional responsibilities, these internal affective states share no statistically significant direct relationship with formalized institutional productivity or objective student outcomes (Kwitkoski, 2025). Framed through Self-Determination Theory, satisfying the psychological need for core instructional responsibility fosters deep autonomous motivation and an internal professional identity, yet it remains functionally decoupled from the specific behavioral controls and rigid task-management discipline required to change external performance evaluations (Ryan & Deci, 2020). This phenomenon underscores that an educator's internal dedication to daily lesson design represents a personal ethical standard that remains highly stable and insulated from external organizational appraisal fluctuations (Ryan & Deci, 2020). Conversely, traditional educational research counterbalances this perspective, asserting that felt responsibility is the primary psychological catalyst for instructional excellence. This operates under the assumption that when teachers experience a profound, active sense of responsibility for student success, it organically drives them to execute more rigorous pedagogical strategies that eventually elevate standardized metrics (Toropova et al., 2021). The distinct outcome of this study, however, highlights that while cultivating satisfaction with professional responsibilities is crucial for sustaining a teacher's intrinsic morale and long-term retention, it cannot be relied upon as a standalone structural path to automatically drive advancements in standardized work performance scores.

Similarly, opportunities for career advancement, promotion, and ongoing professional development do not exhibit a statistically measurable impact on teachers' effectiveness in carrying out their professional responsibilities within this research context. This outcome challenges the prevailing assumption that providing professional growth pathways or career development initiatives will automatically translate into improved teacher performance. This observed boundary between long-term career progression tracks and active daily output aligns with recent empirical structural modeling confirming that high-level administrative initiatives and vertical development frameworks often fail to exert a significant direct effect on objective teacher performance outcomes (Sariakin et al., 2025; Tilova et al., 2026; Toropova et al., 2021). As demonstrated by Tilova et al. (2026), institutional growth tracks and future-oriented paths operate on a decoupled trajectory from immediate classroom quality; unless macro-level developmental initiatives are mediated by localized, day-to-day work engagement and innovative behavioral changes, they remain behaviorally isolated from the technical competencies evaluated by objective metrics. This operational decoupling is further verified by Sariakin et al. (2025), whose structural equation models reveal that while systematic management structures shape organizational



environments, top-down administrative architectures fail to directly trigger internal motivational changes or shift active classroom performance indicators. The distinct outcome of this study, however, underscores that while continuous institutional investment in professional growth tracks and promotional opportunities remains an essential prerequisite for maintaining system-wide workforce loyalty, it cannot be relied upon as an automatic standalone vector to instantly elevate objective, everyday classroom performance.

Regarding recognition, the findings of this study indicate that the presence or absence of formal or informal acknowledgment does not exert a significant direct impact on teachers' effectiveness in performing their professional duties. This outcome directly challenges the commonly held assumption in management and motivational theory that recognition serves as a primary driver of employee productivity and performance. This observed boundary between external praise and immediate instructional execution is strongly validated by comprehensive empirical evidence reviews confirming that while social and non-financial recognition can enhance individual self-esteem, it fails to demonstrate a reliable or statistically significant predictive relationship with objective task performance and technical work output (Barends et al., 2019). Framed through Herzberg's Two-Factor framework, praise and symbolic awards function primarily as baseline relational hygiene or superficial emotional feedback rather than core behavioral motivators. While administrative acknowledgment succeeds in making educators feel emotionally validated, it operates on an independent emotional plane that remains structurally decoupled from the deep-seated task discipline, rigorous lesson execution, and everyday operational management required to shift standardized performance metrics (Barends et al., 2019). Global educational synthesis reviews confirm that positive reinforcement can temporarily uplift instructional morale (Hoque et al., 2023). The distinct outcome of this study, however, underscores that while implementing thoughtful institutional recognition mechanisms is an important administrative tool for fostering an appreciative school culture, it cannot be relied upon as an automatic standalone vector to instantly elevate objective, everyday classroom performance (Hoque et al., 2023; Robert & Bridget, 2009; Yu et al., 2025).

Ultimately, this study fundamentally challenges long-standing assumptions regarding what actually drives teacher performance. The collective findings indicate that factors traditionally believed to enhance teacher effectiveness such as supervision, salary satisfaction, interpersonal relations, working conditions, the intrinsic nature of the work, a sense of responsibility, opportunities for professional advancement, and recognition do not have a significant or direct impact on measurable teacher performance. While these factors contribute immensely to job satisfaction, emotional well-being, and teacher retention, they do not, in isolation, translate into immediate improvements in instructional effectiveness. Analyzed through the lens of foundational motivational frameworks, this distinct divergence reveals a profound structural decoupling within educational environments. From the perspective of Herzberg's Two-Factor Theory, environmental elements like salary, supervision, and working conditions function strictly as hygiene factors; they are critical prerequisites for mitigating burnout and stabilizing workforce retention, yet they lack the operational leverage to directly drive technical classroom output. This boundary is further explained by Maslow's Hierarchy of Needs and Mayo's Human Relations Theory, which collectively demonstrate that while fostering supportive social dynamics, psychological safety, and intrinsic role identification successfully fulfills an educator's higher-level esteem and relational needs, this internal emotional wellness operates on a parallel plane that remains isolated from objective performance metrics. This exact operational divergence is heavily reinforced by Socalit and Curayag (2024), whose empirical analysis of public school teachers demonstrated that even when educators register exceptionally high workplace satisfaction across structural and relational domains, these satisfaction dimensions exhibit no statistically significant relationship with objective Individual Commitment and Review Form (IPCRF) performance evaluation outcomes. As further observed by Syamsudin (2026), measured instructional performance is inherently behavior-driven, governed by objective task compliance, and structured work discipline rather than a teacher's subjective emotional state. Ultimately, this study underscores that while continuous institutional investment in human relations, competitive hygiene factors, and intrinsic growth tracks remains an indispensable ethical and structural mandate for protecting staff well-being and systemic loyalty, it cannot be relied upon as an automatic standalone catalyst to instantly elevate objective, everyday pedagogical execution.

Multiple Regression Analysis Predicting Work Performance

The results of this study indicate that none of these job satisfaction variables significantly predict work performance. These empirical findings suggest that while each dimension is pedagogically significant and contributes to various facets of teaching efficacy, their direct statistical impact on measured work performance may be minimal or heavily influenced by unmeasured contextual and institutional variables. A primary explanation for this operational disconnect lies in the systemic design of public



school evaluation frameworks. Although structured performance management systems are intended to foster professional growth, contemporary evidence suggests that their practical utility is frequently undermined (Dayagbil & Alda, 2024). Specifically, the execution of performance planning, target-setting, and institutional appraisals is often compromised by inconsistent administrative feedback and an overriding organizational emphasis on bureaucratic compliance over actual instructional quality (Dayagbil & Alda, 2024; Muttaqin et al., 2023).

This systemic limitation is further supported by Esteban et al. (2024), who noted that while the RPMS theoretically nurtured professional growth across its planning, monitoring, evaluation, and rewarding phases, its practical effectiveness was severely bottlenecked by excessive documentation requirements. This heavy administrative burden often shifted a teacher's focus away from active classroom instruction and toward the clerical compilation of extensive portfolios. Consequently, these systemic flaws highlighted an urgent national need for a more balanced evaluation framework one that maintains institutional accountability without sacrificing development-focused administrative support (Esteban et al., 2024).

To directly address these long-standing grievances regarding excessive workloads, subjective assessments, and the accumulation of tedious Means of Verification (MOVs), the Department of Education structurally intervened. Through DepEd Memorandum No. 017, s. 2025, the agency introduced the Performance Management and Evaluation System (PMES) as an interim replacement for the RPMS, beginning in the fourth quarter of School Year 2024–2025 (DepEd, 2025). This policy shift represents a deliberate effort to align national evaluation metrics with actual, essential teaching competencies rather than bureaucratic compliance. Furthermore, the timely rollout of the PMES neatly coincides with the completion of the three-year teacher performance evaluation cycle under the Philippine Professional Standards for Teachers (PPST), as previously mandated by DepEd Memorandum No. 008, s. 2023.

The interim PMES fundamentally restructures how public school educators are appraised by streamlining the entire evaluation landscape. Most notably, the new framework significantly reduces the number of required MOVs, completely eliminates the mandatory teacher portfolios, and removes the "Plus Factor" as a Key Result Area (DepEd, 2025). By stripping away these clerical pressures, the PMES re-centers the evaluation process around a core support mechanism rooted in active coaching and institutional mentoring. Ultimately, this regulatory transition offers a more streamlined, less exhausting, and deeply development-oriented approach to performance management, allowing educators to focus their energy on core instructional delivery rather than administrative compliance (DepEd, 2023, 2025; Esteban et al., 2024).

CONCLUSION

Based on the empirical findings of this study, the following conclusions are drawn:

First, elementary school educators derive a profound sense of purpose and fulfillment directly from the intrinsic nature of their professional responsibilities. This strong internal alignment highlights that intrinsic motivation remains the primary anchor sustaining daily job satisfaction. However, despite this deep-seated professional commitment, persistent systemic concerns regarding external rewards most notably financial compensation remain evident. This dichotomy underscores that while a teacher's passion for instruction can insulate morale temporarily, long-term workforce stability and retention require a balanced institutional approach that pair intrinsic motivation with adequate, structural extrinsic support.

Second, the data firmly validate the overall competence, professionalism, and operational effectiveness of the teaching workforce in the execution of their professional duties. Educators demonstrate a deeply embedded culture of growth, active stakeholder engagement, and shared institutional responsibility through their commitment to community collaboration and continuous professional learning. Notably, even within pedagogical domains that yielded comparatively lower relative ratings, actual performance metrics remained remarkably high. This pattern proves that the teaching staff possesses a high degree of adaptability and resilience, allowing them to maintain high-quality instruction and educational excellence despite systemic hurdles.

Third, the developmental trajectory of an educator's career lifecycle plays a substantive role in shaping both workplace perceptions and school social dynamics. As teachers accumulate years of service and move into mature career brackets, they naturally cultivate stronger collegial relationships and develop advanced psychological coping mechanisms. This progression results in higher levels of satisfaction with their physical and social surroundings, which in turn fosters a more collaborative, supportive, and stable school environment. Furthermore, active engagement in professional development serves as a critical mechanism for



personal growth and formal recognition, highlighting the indispensable value of lifelong learning pathways in driving both individual capacity building and comprehensive institutional advancement.

Fourth, this study establishes that job satisfaction, when viewed in isolation, does not function as a statistically significant predictor of objective work performance. This critical revelation challenges conventional administrative assumptions by exposing a distinct structural decoupling between how educators emotionally feel about their workplace environment and how they actually execute their duties. While high job satisfaction is an essential ethical prerequisite for safeguarding teacher well-being and reducing attrition, actual classroom performance is governed by an entirely independent plane of variables. Real-world instructional quality is dictated by deep-seated professional discipline, intrinsic task-commitment, and objective compliance frameworks rather than a teacher's subjective emotional state.

Finally, the reality that core pedagogical competency domains do not independently predict formalized performance outcomes further reinforces the multi-layered complexity of teacher effectiveness. These outcomes demonstrate that measured performance is never the byproduct of isolated skill sets or technical proficiencies alone; instead, it is mediated by a complex interplay of personal motivation, external institutional conditions, and evolving contextual realities. Consequently, to truly optimize and support teacher performance within the contemporary educational landscape, school administrators and policymakers must move away from fragmented, demographic-specific strategies and instead adopt a holistic, integrated framework that addresses both the psychological welfare and the structural operational demands of the teaching faculty.

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