

## Effect of teaching performance on teachers' satisfaction in Rizal Elementary School

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ISSN: 2243-7770  
Online ISSN: 2243-7789

OPEN ACCESS

Received: 30 November 2023

Revised: 20 December 2023

Accepted: 31 December 2023

Available Online: 31 December 2023

DOI: 10.5861/ijrsm.2023.1153

### *Abstract*

Education is an essential part of developing one's economy, and nation. This research used a descriptive-quantitative method. The data was gathered through a self-constructed survey questionnaire, with 22 randomly selected teachers with at least two years of teaching experience from Rizal Elementary School, Occidental Mindoro. The research was conducted to determine the teachers' performance, satisfaction as influenced by teaching effectiveness, and the state of the classroom that supports the teachers' general sense of satisfaction. The findings of this study reveal that teachers strongly agree that their performance has an integral role in teaching. In terms of satisfaction, the results showed that there is room for improvements towards satisfaction, such as higher pay for teachers and teacher effectiveness, such as better methods in seminars for teachers to apply in their lessons. The results of the state of the classroom that supports the teachers' general sense of satisfaction concluded that teachers strongly agree on a comfortable and practical classroom, helping the teachers to feel satisfied while being an effective environment for teachers at the same time. Therefore, this study revealed that the teachers of Rizal Elementary School are satisfied in terms of teaching effectiveness and comfort inside the classroom, the only improvements needed are better pay and more enhanced seminars or training for teachers to use in teaching. Thus, it is recommended that the Department of Education review the policies for ranking and promotion; and increase the teachers' salaries to earn job satisfaction and be driven to achieve organizational goals.

**Keywords:** teaching performance, teachers satisfaction, descriptive-quantitative method, improvement, Occidental Mindoro

## **Effect of teaching performance on teachers' satisfaction in Rizal Elementary School**

### **1. Introduction**

In all parts of the world, education is considered an integral part of national development (Rose, 2020). A growing problem in education is the gradual destruction of the educational profession, and part of it is the underwhelming satisfaction among teachers (Demil 2021). Moreover, teaching performance has a substantial impression on teachers' satisfaction with their jobs and has the possibility of affecting the satisfaction of the teachers' profession. Thus, dissatisfied teachers will not have a motivation for productivity and commitment. Furthermore, teachers will not be performing at their full potential if the teachers are not satisfied (Kadtong et al., 2017). Each of these influences contributes to the teachers' professional experience as a whole. Teachers' satisfaction in their jobs is related to different characteristics in the educational setting (Erarslan, 2021).

Managing different factors, such as a teacher's performance in school and satisfaction in education are both crucial parts for a teacher to perform well in school. Teacher job satisfaction is one of the factors that must be considered. If the teacher is satisfied with the work environment, an environment with inclusivity, excellent communication, and high levels of morale will make the teachers perform at a high level (Toropova et al., 2021). This signifies that teachers can excel in productivity if the satisfaction rate is high. The two factors, teachers' performance in school and satisfaction in education are the key roles for a teacher to be productive. The fact that teachers are one of the occupational groups that play an important role in the future of the countries makes it important to determine the factors that affect teachers' profession (Ozkan & Akgenc, 2022).

According to Putteri (2020), the teacher plays an important part and handles different responsibilities in class. The performance of a teacher plays a crucial role in the field of education. Work performance and behavior towards work are crucial roles for teachers to complete tasks and responsibilities. High or low quality of education is not only caused by the educational process as a whole, but teachers' performance plays a huge role in students as well (Kanya et al., 2021). This meant that teachers' performance plays a crucial part in students' development. Toropova et al. (2021) stated that teacher satisfaction can also affect the performance of other teachers, and students, school cohesion, and the overall status of the profession in teaching.

Teacher performance and job satisfaction have an impact on students' grades, and educational growth cannot be achieved without improving both of these (Baluyos et al., 2019). Teachers' job satisfaction has a significant role in the longevity of the profession (Potter, 2019). Sadeghi et al. (2021) state that satisfaction with one's job is progressively improving in importance to workplaces. Teachers must maintain the highest performance for the students to learn the lessons. While performance is an integral part of teachers' work, satisfaction also plays a crucial role in delivering performance. With job satisfaction, teachers can perform well in teaching the students. Hence, this study seeks an answer to teachers' performance relating to the teachers' satisfaction in education. This case study is integral as education is the backbone of society, meaning that teachers play an important role in society, and figuring out the teachers' performance relates to satisfaction in teaching, discovering new findings about teachers' performance and satisfaction, or enhancing previous related researches that revolve around the topic of teachers' productivity and satisfaction.

#### *1.1 Research Objectives*

The following are the reasons why the researchers wanted to conduct a study on the Effects of Teaching Performance on Teachers' Satisfaction in Rizal Elementary School; (1) To assess the level of teachers' performance in the classroom; (2) To determine how teacher satisfaction is influenced by teaching effectiveness. (3) To evaluate the state of the classroom that supports teacher's general sense of satisfaction.

### *1.2 Significance of the Study*

The results of this study were potentially beneficial to the following. First, the teachers. This study led teachers to have a better understanding of how to manage both performance and satisfaction and enhance overall performance in teaching. Second is the Aguas Elementary School and Pitogo Elementary School. The case study conducted in Aguas Elementary School and Pitogo Elementary School, resulted in teachers' better performance and satisfaction while students will have an easier time learning due to the teacher's better performance and satisfaction in teaching. Third is the Department of Education. The Department of Education has more insights into the performance and satisfaction of teachers, making the Department of Education create better teaching methods and management in the education industry. The fourth that benefitted this study is the students of Rizal Elementary School.

### *1.3 Scope and Delimitation of the Study*

The scope of the research is to figure out the teaching performance and satisfaction in different schools in Rizal, specifically Aguas Elementary School and Pitogo Elementary School in Occidental Mindoro. This study was limited only to the teachers of Aguas Elementary School and Pitogo Elementary School. This study conducts a qualitative approach. The participants of the study are the teachers of Aguas Elementary School and Pitogo Elementary School. The data gathering method used is through the survey questionnaire. The study does not offer a solution to the teachers' current problem, but to figure out what are the potential steps for improvement towards teacher performance and satisfaction of teachers in Aguas Elementary School and Pitogo Elementary School.

## **2. Methodology**

**Research Design** - This research used the descriptive quantitative method to determine the effect of teaching performance on teachers' satisfaction through survey questionnaires. The descriptive method is used to assess the relationship of the two variables.

**Respondents of the Study** - The respondents of this study were the teaching force of clustered schools namely Aguas Elementary School and Pitogo Elementary Schools. The respondents of the study were 22 full-time teachers with at least two years of teaching experience in the organization and were randomly chosen as respondents in this study. The researcher starts with simple random sampling in choosing the respondents through the Raosoft calculator with a 5% margin of error. Thus, the respondents have an equal chance to participate.

**Research Instrument** - The study employed a self-made survey questionnaire to determine the level of teaching performance and teachers' satisfaction. It was composed of three parts. Part I is about teaching performance, Part II deals with teachers' satisfaction, and Part III is about the teaching environment. The researchers used a 5-point Likert Scale of agreement. On the other hand, the descriptive method is used to describe the effect of teaching performance on teachers' satisfaction in the clustered school of Rizal District.

**Data Gathering Procedure** - The data collection process was conducted through survey questionnaires for 22 teachers in clustered schools. Before conducting the study, the researchers sought permission from the school head of the school. The researchers personally visited the site and administered the questionnaire. The survey questionnaire was given to the respondents and retrieved for data analysis.

**Statistical Treatment of the Data** - To determine the teacher's performance, teachers' satisfaction, and the state of the classroom that supports teachers' general sense of satisfaction, the researchers used the weighted mean and frequency distribution.

### 3. Results and Discussions

**Table 1**

*Mean Level of Teacher Performance in the Classroom*

Indicators	Mean	Interpretation
I come to class prepared for my lesson	4.68	Strongly Agree
I have a mastery of the lessons I teach	4.68	Strongly Agree
I use different methods of teaching	4.73	Strongly Agree
I collaborate with other teachers who have the same activities	4.82	Strongly Agree
I apply my learnings in attending trainings/seminars in teaching my lessons	4.59	Strongly Agree
Overall Mean	4.70	Strongly Agree

Table 1 shows the mean level of teachers' performance in the classroom. The overall mean of 4.70 shows that the respondents strongly agree with the five aforementioned indicators, indicating that teachers are carrying out their duties in the classroom effectively, are prepared for their lessons, and work cooperatively with other teachers to teach the same material or activities. The results are similar to the findings presented by Ariani (2017), who claimed that efficient and effective teaching performance and learning processes produce high-quality students. As a result, teachers must plan their classes and employ various instructional strategies. Student development will grow faster when they perform well. To sum up, educators at Rizal Elementary School firmly believe that effective teaching is greatly influenced by teacher performance.

**Table 2**

*Mean Level of Teachers' Satisfaction as Influenced by Teaching Effectiveness*

Indicators	Mean	Interpretation
My income is more than enough for my normal expenses	3.82	Agree
My promotion helps me have an easier time teaching	4.36	Strongly Agree
I have a healthy relationship with my colleagues and treat each other with respect	4.91	Strongly Agree
My supervisor looks after my development	4.23	Strongly Agree
My job in teaching is satisfactory	4.23	Strongly Agree
Overall Mean	4.31	Strongly Agree

Scale: 4.21 – 5.00 Strongly Agree 3.41 – 4.20 Agree 2.61-3.40 Neutral 1.81-2.60 Disagree 1.00 – 1.80 Strongly Disagree

Table 2 presents the teachers' satisfaction as influenced by teaching effectiveness in Rizal Elementary School. The item that has the highest weighted mean (4.91) out of the five, "I have a healthy relationship with my colleagues and treat each other with respect," is interpreted as strongly agree. The statement "My income is enough to cover my normal expenses" has the lowest weighted mean (3.82), indicating that the instruction's effectiveness impacts its sense of satisfaction. The teachers' salary in Rizal Elementary School barely covers their expenses, which impacts how well they can instruct students. This supports Oloo's (2022) claim that instructors who receive low pay are less satisfied with their jobs. Moreover, the findings of this study are supported by Sahito & Vaisanen (2017) stated that the primary theories of motivation and satisfaction with your job identify salary, career opportunities, management, supervision, working conditions, and culture as elements that contribute to job satisfaction. This indicates that there is space for growth in the performance and effectiveness of teaching among the Rizal Elementary School instructors and that teachers' performance influences job satisfaction and effectiveness.

Table 3 reveals that all of the five indicators have a weighted mean of 4.93, with the interpretation of strongly agree. The average weighted mean on the state of the classroom that supports the teachers' general sense of shows a positive effect on the teachers' satisfaction and effectiveness. The findings revealed that Rizal Elementary School instructors highly believe that a comfortable and productive classroom helps teachers be satisfied. Nagler (2016) supports this study's conclusions, stating that classroom management aims to offer students more opportunities to learn. Teachers arrange students, time, place, and materials to encourage students' learning. Encouraging kids to realize their maximum potential allows them to develop appropriate behavioral patterns. By applying effective management strategies, instructors must be able to handle unexpected events and

regulate student behavior in the classroom. Good classroom management techniques and a welcoming environment building are vital objectives for all educators.

**Table 3**

*Mean Level of State of the Classroom that Supports the Teachers' General Sense of Satisfaction*

Indicators	Mean	Interpretation
I have a clean and healthy workplace	4.95	Strongly Agree
I have a good relationship with my colleagues	4.95	Strongly Agree
I help my students when they are having a hard time in their lesson	4.91	Strongly Agree
School facilities help me in teaching	4.91	Strongly Agree
I take good care of my tools and equipment in my classroom	4.91	Strongly Agree
Overall Mean	4.93	Strongly Agree

Scale: 4.21 – 5.00 Strongly Agree; 3.41 – 4.20 Agree 2.61-3.40 Neutral; 1.81-2.60; Disagree 1.00 – 1.80 Strongly Disagree

#### 4. Conclusions and Recommendations

The study's findings revealed that teachers in Rizal Elementary School strongly agreed on high teacher performance in the classroom, using preparedness in the classroom, mastery of the lesson, different approaches to teaching strategies, attending training or seminars, or attending graduate school to pursue professional growth. Teachers' satisfaction is influenced by teaching experience, demonstrating that pay is only enough for instructors to be modestly satisfied. At the same time, promotions have a small effect on satisfaction, which is influenced by teaching effectiveness. Teachers are slightly more satisfied in their teaching, with supervisors looking after their growth, and a healthy environment is the most important aspect of satisfaction, which is influenced by teaching effectiveness. Lastly, Rizal Elementary School Teachers highly believe that a comfortable and productive classroom helps teachers be satisfied.

According to the study's findings, it is recommended that the Department of Education should review the policies for ranking and promotion; and increase the teachers' salaries to earn job satisfaction and be driven to achieve organizational goals; salaries should be enhanced to have a favorable impact on teachers' happiness. Lastly, future researchers may use other variables that may affect the satisfaction of the teachers.

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