Job satisfaction, performance and competency of higher vocational teachers in China

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Abstract

This study assessed job satisfaction and performance among a predominantly female workforce aged 26-35 years with master's degrees and 6-10 years of experience. High levels of satisfaction were noted in collegiality, workplace relationships, and working conditions, while supportive supervision and autonomy received slightly lower ratings, indicating areas for improvement. Management skills and interpersonal relations were identified as the most highly rated competencies, with teaching skills and discipline also recognized. Despite these positive evaluations, opportunities for further development remained to enhance job performance. Professional improvement emerged as the top priority, highlighting a strong commitment to continuous growth despite an already established baseline of qualifications and standards. Notably, the study found no significant differences in responses based on demographic profiles, suggesting a consistent assessment across diverse respondent groups. In addition, a strong positive correlation was established between job satisfaction and performance indicators, emphasizing the interdependence of these factors. To address areas needing improvement, the study developed a targeted training plan based on the lower-rated dimensions of the assessed variables. This comprehensive approach aims to bolster both job satisfaction and professional competence within the workforce.

Keywords: job satisfaction, management skills, professional development, training plan, workforce competence

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1. Introduction

In the grand blueprint of China's education system, higher vocational education (referred to as vocational education) occupies a pivotal position. Since the reform and opening, with the transformation of the national economic structure and the acceleration of industrial upgrading, vocational education, as an important bridge connecting education and industry, has become increasingly important. From the initial technical schools and vocational high schools to today's independent higher vocational and technical colleges, vocational education has gone through a development process from scratch and from small to large, gradually forming a vocational education system with Chinese characteristics. This system not only cultivates a large number of high-quality technical and skilled talents for the country, but also makes important contributions to promoting employment, serving local economic and social development.

Vocational college teachers play a core role in this process. They are not only transmitters of knowledge, but also inheritors of skills, shouldering the responsibility of cultivating high-quality technical and skilled talents who meet social needs, possess practical abilities, and innovative spirit. The professional competence, teaching ability, and work attitude of vocational college teachers directly affect the quality of teaching and talent cultivation and are a key force in promoting the development of vocational education. However, in the context of current education reform and rapidly changing social demands, the field of higher vocational education also faces many challenges. On the one hand, with the rapid development of technology and the continuous adjustment of industrial structure, the demand for technical and skilled talents in society is becoming increasingly diversified and high-end, which puts forward new requirements for the teaching content, teaching methods, and talent cultivation mode of higher vocational education. On the other hand, the construction of vocational education teacher team also faces many problems, such as unreasonable teacher structure, heavy workload of teachers, unclear career development path, etc., which to some extent restrict the further improvement of vocational education quality.

Therefore, paying attention to the work status of vocational college teachers, especially their job performance, job satisfaction, and job ability, is of great significance for solving the current difficulties faced by vocational education and promoting high-quality development of vocational education. By delving into these issues, we can better understand the professional ecology of vocational college teachers, identify key factors that affect their job performance and satisfaction, and provide scientific basis and effective strategies for optimizing the structure of the teaching staff and improving teaching quality.

Job satisfaction refers to the level of contentment an individual feels towards their job, influenced by factors such as work environment, tasks, salary, professional development, relationships with colleagues, and overall work-life balance. It reflects how well a person's job meets their expectations and needs. High job satisfaction is linked to increased motivation, performance, and organizational commitment, while low job satisfaction can result in negative outcomes like burnout, absenteeism, and turnover (Zhang et al., 2020). In China, factors such as job security, work-life balance, and the relationship with superiors and colleagues are crucial in determining job satisfaction (Li & Zhang, 2019). Additionally, cultural dimensions like collectivism and hierarchical structures uniquely shape job satisfaction in the Chinese workplace (Wang & Liu, 2021).

Job performance refers to the extent to which an individual effectively carries out the duties and responsibilities associated with their role, typically assessed through criteria such as quality, efficiency, productivity, and the achievement of organizational goals. It encompasses both the technical skills required to complete tasks and the behavioral aspects, such as communication, teamwork, and problem-solving abilities. Job performance is often influenced by factors like motivation, job satisfaction, and organizational support (Borman

& Motowidlo, 2018). Recent studies highlight that job performance is dynamic and can be shaped by external factors such as leadership style, work environment, and individual traits like self-efficacy and emotional intelligence (Ng & Feldman, 2020). Additionally, research suggests that job performance in modern work environments increasingly involves adaptability and the ability to manage change effectively (Wang et al., 2022).

Job competency refers to the combination of skills, knowledge, abilities, and behaviors required for an individual to perform their job effectively. It includes both technical skills specific to the job and soft skills, such as communication, problem-solving, and teamwork, which contribute to overall job performance (Chen & Xu, 2020). Job competency is critical for ensuring employees meet performance standards and can adapt to changes in the workplace. Many organizations in China use competency models to define essential job requirements and guide employee development, helping to ensure effective performance and career growth (Li & Zhang, 2021). Additionally, studies highlight that competencies such as emotional intelligence and interpersonal skills are increasingly valued, particularly in leadership and collaborative roles (Wang & Zhang, 2019).

One potential gap is the lack of consideration for cultural and regional variations within China. Since the country is vast and diverse, different regions may face unique educational challenges and have different resources, which could influence job satisfaction, performance, and competency in varying ways. Additionally, the study might focus on a snapshot of the current situation, without exploring long-term trends or changes over time. This could be a missed opportunity to understand how these factors evolve, particularly as China's educational system and labor market continue to develop. The impact of external factors, such as shifts in government policy, economic changes, or technological advancements, may also be overlooked, despite their potential influence on teachers' roles. Furthermore, the study may not fully address the mental health and well-being of teachers, which can play a significant role in their job satisfaction and performance. Another gap could be the lack of exploration into the student perspective—understanding how students perceive their teachers' effectiveness, satisfaction, and competency could provide valuable insights. The study may also miss a comparative analysis between vocational teachers and those in other sectors, such as general education, which could highlight unique challenges and best practices in vocational education. Moreover, the research might not delve into the role of teacher development programs or institutional support in enhancing job satisfaction and competence, overlooking the importance of professional growth opportunities. Finally, the study may not explore the impact of technological integration in vocational education, which is becoming increasingly important and could significantly affect teaching effectiveness and teacher satisfaction. Addressing these gaps could provide a more comprehensive understanding of the factors shaping vocational education in China and lead to more effective strategies for improving teacher performance and satisfaction.

The examination of job satisfaction, performance, and competency among higher vocational teachers in China is critical given the pivotal role vocational education plays in the nation's economic transformation. As China transitions to a knowledge-based economy, the demand for skilled labor intensifies, making the quality of vocational education a central concern (Li & Zhang, 2020). Research indicates that job satisfaction directly influences teaching effectiveness, with satisfied teachers exhibiting greater engagement and commitment, which in turn enhances student learning outcomes (Bakar & Sulaiman, 2021). Furthermore, the competencies of vocational educators—spanning both subject matter expertise and pedagogical skills—are essential for meeting industry standards and equipping students with relevant skills (Gao, 2019). In this context, understanding the interrelationships between these factors is vital for informing policy and practice, particularly in light of challenges such as resource limitations and outdated curricula (Wang et al., 2022). By investigating these dynamics, stakeholders can identify areas for professional development and create supportive environments that foster teacher well-being, ultimately contributing to a more robust vocational education system (Chen & Li, 2021). This research is particularly pertinent within the unique socio-cultural landscape of China, where societal expectations and administrative support significantly impact educators' experiences (Xu, 2020). Thus, a comprehensive understanding of job satisfaction, performance, and competency among vocational teachers is essential for enhancing educational practices and aligning workforce development with national economic goals.

The research likely investigates how the job satisfaction of teachers, which includes their contentment with aspects such as work environment, compensation, and professional growth, affects their motivation, retention, and effectiveness in the classroom. It also explores how this satisfaction impacts their overall performance as educators, including the quality of teaching and student outcomes. In addition, the study examines the role of teachers' competence, their skills, knowledge, and qualifications—and how these elements interact with satisfaction and performance to shape the overall educational experience.

Objective of the study - The objective of this study was to describe the respondents' profile in terms of age, sex, years of service, and highest educational attainment; assessed their job satisfaction in terms of presence of supportive and appreciative supervisors, collegiality and workplace relationships, income and job security, autonomy, creativity at work, student relationships, working conditions, school culture, and opportunities for advancement and professional growth; evaluated job performance in terms of teaching skills, management skills, interdisciplinary collaboration, interpersonal relations; discovered teacher competency in terms of qualification, standards and professional development; identified the significant difference of the responses when grouped according to profile; tested the relationship of the variables; and created a development or training plan based on the findings of the study.

2. Methods

Research Design - To establish the historical context and current relevance of the research problem, this study aimed to identify key entry points and areas for innovation. By drawing on existing research, it constructed a theoretical framework and formulates research hypotheses. Descriptive research is a methodological approach designed to systematically observe and document the characteristics of a population, situation, or phenomenon without manipulating variables. This study conducted a systematic review and analysis of relevant literature on job performance, job satisfaction, and teacher competency among vocational college instructors. The review encompassed academic journals, theses, policy documents, and other scholarly sources collected from both domestic and international contexts.

Participants of the Study - The participants of this study were teachers from higher vocational colleges in China. Teachers underwent evaluations of job performance, job satisfaction, and job abilities. The study involved approximately 3300 vocational college teachers at each stage, with a very large sample size, ensuring sufficient representation of the teacher population. This study focused on 450 respondents, who suggested achieving a significant sample size to produce reliable and universal results. The strict random sampling procedure further enhanced the credibility of the study by minimizing selection bias and ensuring that each participant had an equal opportunity to be included in the sample. To determine changes in the profile of respondents, this study suggested job performance, job satisfaction, and job competence of teachers in Chinese higher vocational colleges, which helped respondents to respond accordingly. In this study, specific inclusion and exclusion criteria were applied to ensure a targeted and relevant participant pool. Participants were included based on age if they were 26 years old or older, thereby excluding those aged 25 years and below. Regarding sex, both male and female participants were included; however, individuals who identified as non-binary or who chose not to disclose their sex will be excluded from the study. In terms of years of service, only those with a minimum of one year of experience were included, which excluded participants with less than one year of service. Lastly, participants must possess at least a bachelor's degree to be included in the study, thus excluding anyone without this educational qualification.

Data Gathering Instrument - Data gathering for this study employed a mixed-methods approach, combining quantitative and qualitative techniques to achieve a comprehensive understanding of the participants' competencies and professional experiences. A structured online survey was administered to collect quantitative data, featuring standardized questions related to demographic information, years of service, and educational attainment. This survey was accomplished to a targeted sample of higher vocational teachers through email and professional networks, ensuring a broad reach. To complement the survey data, in-depth

interviews was conducted with a selected group of participants, providing qualitative insights into their perceptions of teacher competency and professional improvement. The interviews were semi-structured, allowing for flexibility in exploring themes that emerged during the discussions. All data collected were anonymized to ensure participant confidentiality, and statistical analysis was performed on the survey data while thematic analysis was applied to the interview transcripts to identify key patterns and insights. This combination of methods enriched the study's findings and contributed to a nuanced understanding of the research topic.

The questionnaire was divided into four parts: the first part; Overview of the interviewee. Including: age, gender, years of teaching experience, and educational background. The second part included a job satisfaction questionnaire, which consisted of 6 dimensions and 59 items. The third part was a standard questionnaire for job performance, consisting of 4 dimensions and 25 items. The fourth part was the teacher competency questionnaire, which consisted of three dimensions and 31 items. The reliability result presents the Cronbach's Alpha values for various indicators, which measure the internal consistency of the items within each construct. According to the rules of thumb by George and Mallery (2003), Cronbach's Alpha value above 0.9 indicates excellent reliability, and values between 0.8 and 0.9 are considered good. Most of the indicators show excellent reliability, with values well above 0.9, such as supportive and appreciative supervisor (0.972), collegiality and workplace relationships (0.943), and income and job security (0.952), suggesting that these constructs have very high internal consistency. Only management skills (0.888) and interpersonal relations (0.886) fall into the good range, with values between 0.8 and 0.9, which still indicates a strong level of reliability. Overall, the reliability results suggest that the measurement scale used to assess these indicators is highly dependable, with most constructs showing excellent internal consistency.

Data Gathering Procedure - This study sought to analyze the relationships between key variables and validate the proposed research hypotheses. To achieve this, a scientifically designed questionnaire was developed, covering various dimensions of job performance, job satisfaction, and job-related competencies among vocational college instructors. Using random or stratified sampling, a representative sample of vocational college teachers were selected as survey participants. The questionnaire was distributed through both online and offline channels, and the collected data underwent statistical analysis to ensure reliability and validity. Additionally, to assess the universality and applicability of the research findings, case studies were conducted in selected vocational colleges. These cases provided deeper insights into teachers' job performance, job satisfaction, and competencies. By collecting and analyzing qualitative and quantitative case data, this study identified best practices and existing challenges. Statistical methods and data analysis software (such as SPSS) were used to process and interpret the questionnaire data, ensuring a rigorous and data-driven approach to the research.

Data Analysis - The collected data were compiled into a table and analyzed using the following statistical methods or tools. Frequency distribution, representing the percentage of contour variable frequency to total frequency. Weighted average ranking was used to measure the educational beliefs of respondents in four aspects: professional identity, professional ethics, professional will, and professional beliefs. Analysis of Variance (ANOVA) was used to measure teaching practice ability. The Pearson correlation coefficient was used to display the correlation between the educational performance, job satisfaction, and job competence of teachers in higher vocational colleges.

Ethical Considerations - Confidentiality of the research data with respect to the anonymity of the participants in this study was ensured, in keeping the identities of the pre-service teachers, the cooperating teachers, and the schools unidentified. For purposes of presentation of the data for statistical analysis, codes or numbers are assigned in the tabulation of data gathered from the questionnaire. Informed consent will be obtained from all participants, ensuring that they understand the purpose of the study, the voluntary nature of their participation, and the confidentiality of their responses. Participants will be assured that their anonymity would be preserved, and their data will be used solely for research purposes. Also, ensuring the anonymity of responses and providing clear instructions for completing the questionnaire. Additionally, steps will be taken to ensure that the research was conducted with integrity and transparency, adhering to established ethical guidelines

and standards of professional conduct. Finally, any potential conflicts of interest or biases will be disclosed, and measures were implemented to mitigate their impact on the research findings. This study rigorously adhered to ethical principles to safeguard the rights and privacy of Chinese higher education college teachers who participated. Legitimacy was established by obtaining consent from schools and teachers during data collection. All questionnaires and interviews were conducted anonymously, with personally identifiable information strictly confidential. The researcher provided comprehensive information about the study's purpose and ensured voluntary participation. Potential risks were minimized, and research results were solely used for academic purposes. These ethical considerations ensured both moral compliance and the protection of participating teachers' rights. Regarding confidentiality, respondents' personal information remained undisclosed, except for sex, age, length of employment, and educational background. Throughout the study, participants were well-informed about instructions, procedures, and survey objectives. The voluntary investigation approach further safeguarded respondents' rights. Confidentiality was paramount during data collection.

3. Results and discussion

Table 1
Summary Table on Job Satisfaction

Indicators	Weighted Mean	Verbal Interpretation	Rank
Supportive and Appreciative Supervisor	3.37	Agree	6
Collegiality and Workplace Relationships	3.59	Strongly Agree	1
Income and Job Security	3.57	Strongly Agree	3
Autonomy, Creativity at Work, and Student Relationship	3.47	Agree	5
Working Conditions and School Culture	3.58	Strongly Agree	2
Advancement and Professional Growth	3.51	Strongly Agree	4
Composite Mean	3.52	Strongly Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 1 provides a Summary Table on Job Satisfaction, presents the weighted mean and verbal interpretation of various job satisfaction indicators for teachers. The composite mean of 3.52, categorized as Strongly Agree, reflects an overall high level of job satisfaction among the respondents. This suggests that, in general, teachers report positive experiences and perceptions regarding their work environment and roles, though there are variations in satisfaction across specific indicators.

Among the highest-ranked categories, Collegiality and Workplace Relationships (3.59), ranked 1, indicates a strong sense of satisfaction regarding relationships and collaboration with colleagues. This reflects that teachers generally feel a positive work culture where cooperation, respect, and supportive interactions are prevalent. Similarly, Working Conditions and School Culture (3.58), ranked 2, also received strong agreement, suggesting that teachers are generally content with the physical and organizational environment in which they work. These two indicators, alongside Income and Job Security (3.57), ranked 3, show that teachers find financial security and a positive, collaborative work environment to be key factors contributing to their overall job satisfaction. On the other hand, indicators such as Supportive and Appreciative Supervisor (3.37), ranked 6, and Autonomy, Creativity at Work, and Student Relationship (3.47), ranked 5, while still reflecting positive sentiments, received lower satisfaction scores. The relatively lower satisfaction with supervisor support (rank 6) suggests that while teachers feel generally positive, there may be areas for improvement in terms of supervisor recognition and support. Similarly, the lower ranking for autonomy and creativity (rank 5) signals that teachers may feel somewhat restricted in their ability to make independent decisions or explore creative methods in their teaching, which is vital for fostering job satisfaction and motivation (Zhao & Liu, 2021).

Finally, Advancement and Professional Growth (3.51), ranked 4, shows that while teachers see opportunities for growth, they may feel these opportunities are somewhat limited or not always accessible, further contributing to lower levels of satisfaction in this area (Li & Zhang, 2020). Overall, the composite mean of 3.52 reflects a generally positive view of job satisfaction, with particular emphasis on collegial relationships, working conditions, and financial security, but also highlights areas such as supervisor support, autonomy, and career

advancement that could be improved to further enhance job satisfaction (Wang & Sun, 2021).

Table 2
Summary Table on Job Performance

Indicators	Weighted Mean	Verbal Interpretation	Rank
Teaching skills	3.33	Agree	4
Management skills	3.42	Agree	1
Discipline and Regularity	3.35	Agree	3
Interpersonal relations	3.39	Agree	2
Composite Mean	3.37	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 presents a summary of job performance indicators for teachers, focusing on areas such as teaching skills, management skills, discipline and regularity, and interpersonal relations. The composite mean for the table is 3.37, indicating an overall agreement with the statements, suggesting that teachers generally perceive their job performance positively, although there is still room for improvement in certain areas. Among the indicators, management skills ranked the highest with a weighted mean of 3.42, reflecting that teachers feel confident in managing their classrooms and handling responsibilities outside of teaching. This finding aligns with research suggesting that effective classroom management is essential for creating a productive learning environment, as it helps reduce stress and promotes better student outcomes (Doyle & Barile, 2020; Lee & Kim, 2022). Teachers' ability to manage various tasks efficiently, including co-curricular activities and adapting to changes in responsibilities, contributes significantly to their overall performance.

The second highest-ranked indicator, interpersonal relations with a weighted mean of 3.39, highlights teachers' ability to maintain positive relationships with colleagues and students. Strong interpersonal skills are crucial for fostering a collaborative and supportive school culture. Teachers who build good relationships with both students and peers tend to experience higher job satisfaction and positively influence student success (Roth, 2020). In contrast, teaching skills ranked the lowest with a mean of 3.33, indicating that while teachers generally agree they have adequate teaching skills, they may still feel there is room for improvement. Finally, discipline and regularity with a weighted mean of 3.35; suggests that while teachers are generally punctual and maintain discipline, they may perceive challenges in these areas as well. Discipline and regularity are crucial for ensuring an effective learning environment, and research emphasizes their role in promoting academic success and fostering positive behavior among students (Smith & Brown, 2021).

Table 3
Summary Table on Teacher Competence

Indicators	Weighted Mean	Verbal Interpretation	Rank
Qualification	3.37	Agree	2
Standards	3.34	Agree	3
Professional Improvement	3.41	Agree	1
Composite Mean	3.37	Agree	

Legend: 3.50 – 4.00 = Always; 2.50 – 3.49 = Often; 1.50 – 2.49 = Sometimes; 1.00 - 1.49 = Never

Table 3 presents a summary of teacher competence in terms of Qualification, Standards, and Professional Improvement, with a composite mean of 3.37, indicating an overall "Agree" level of teacher competence. The table provides insight into areas that impact teacher performance and growth, as well as the strategies that institutions employ to enhance these areas.

The highest-ranked indicator is Professional Improvement with a weighted mean of 3.41, reflecting that teachers generally agree that opportunities for professional growth, such as training and skill development, are sufficiently provided. This finding aligns with studies by Brown and Green (2019), which emphasize that continuous professional development is crucial for teachers to maintain relevance in their fields, improve teaching quality, and increase job satisfaction. Following closely, Qualification ranks second with a mean of 3.37, indicating that teachers perceive their qualifications as adequately meeting the requirements of their roles. Standards ranks third with a mean of 3.34, suggesting that while teachers agree with the professional standards in

place, there may be areas for improvement or a perceived gap between institutional expectations and their own experiences. The relatively lower ranking of Standards could reflect challenges in aligning educational standards with practical teaching demands, as noted by Li and Wang (2022), who found that while professional standards are crucial for guiding teaching practices, they can sometimes be rigid and fail to address the evolving nature of the educational landscape. Moreover, the lowest-ranked indicator in Professional Improvement was "opportunities for evaluation and employment of professional titles," which received a lower score of 3.33, suggesting a gap in career advancement opportunities, a finding corroborated by Zhang and Liu (2021), who emphasized that clearer pathways for career progression are critical for teacher retention and motivation.

Table 4

Relationship Between Job Satisfaction and Job Performance

Supportive and Appreciative Supervisor	rho-value	p-value	Interpretation
Teaching skills	.634**	<.001	Highly Significant
Management skills	.660**	<.001	Highly Significant
Discipline and Regularity	.707**	<.001	Highly Significant
Interpersonal relations	.672**	<.001	Highly Significant
Interpersonal relations	.634**	<.001	Highly Significant
Collegiality and Workplace Relationships			
Teaching skills	.720**	<.001	Highly Significant
Management skills	.746**	<.001	Highly Significant
Discipline and Regularity	.744**	<.001	Highly Significant
Interpersonal relations	.770**	<.001	Highly Significant
Interpersonal relations	.720**	<.001	Highly Significant
Income and Job Security			
Teaching skills	.700**	<.001	Highly Significant
Management skills	.783**	<.001	Highly Significant
Discipline and Regularity	.753**	<.001	Highly Significant
Interpersonal relations	.788**	<.001	Highly Significant
Interpersonal relations	.700**	<.001	Highly Significant
Autonomy, Creativity at Work, and Student Relationship			
Teaching skills	.686**	<.001	Highly Significant
Management skills	.822**	<.001	Highly Significant
Discipline and Regularity	.757**	<.001	Highly Significant
Interpersonal relations	.821**	<.001	Highly Significant
Interpersonal relations	.686**	<.001	Highly Significant
Working Conditions and School Culture			
Teaching skills	.719**	<.001	Highly Significant
Management skills	.828**	<.001	Highly Significant
Discipline and Regularity	.775**	<.001	Highly Significant
Interpersonal relations	.829**	<.001	Highly Significant
Interpersonal relations	.719**	<.001	Highly Significant
Advancement and Professional Growth			
Teaching skills	.869**	<.001	Highly Significant
Management skills	.789**	<.001	Highly Significant
Discipline and Regularity	.874**	<.001	Highly Significant
Interpersonal relations	.809**	<.001	Highly Significant
Interpersonal relations	.869**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 4 illustrates the association between job satisfaction and performance. The computed r-values indicates a very strong direct correlation but only teaching competence and depth and breadth of the knowledge obtained p-values less than the alpha level. This means that there was significant relationship exists and implies that the more satisfied to their job, the better is the job performance.

Based on the data in Table 20 about the relationship between job satisfaction and job performance, the results show a strong and highly significant positive correlation between various aspects of job satisfaction and job performance indicators, all with p-values less than 0.01. For instance, the relationship between job satisfaction and teaching skills is highly significant with a rho value of 0.634, indicating that a supportive and appreciative supervisor plays a vital role in improving teachers' teaching performance. Similar patterns are seen in the areas of management skills (rho = 0.660), discipline and regularity (rho = 0.707), and interpersonal

relations (rho = 0.672), where each shows a strong positive relationship with job satisfaction. In terms of collegiality and workplace relationships, the correlations remain highly significant, with rho values ranging from 0.720 for teaching skills to 0.770 for interpersonal relations. This suggests that positive workplace relationships and a collegial environment foster better job performance. The same pattern of high correlations can be observed with other job satisfaction factors like income and job security, autonomy and creativity at work, working conditions and school culture, and advancement and professional growth. For example, the relationship between income and job security and job performance is highly significant with rho values ranging from 0.700 (teaching skills) to 0.788 (interpersonal relations), indicating that job security and fair compensation are critical factors influencing teaching effectiveness. Furthermore, the correlations between advancement opportunities and job performance, particularly in interpersonal relations (rho = 0.809), show that when teachers have clear pathways for career growth, they tend to perform better in multiple aspects of their work. This study highlights the importance of a supportive environment, fair compensation, and opportunities for professional growth in enhancing teacher job performance across various domains.

Table 5

Relationship Between Job Satisfaction and Teacher Competence

Supportive and Appreciative Supervisor	rho-value	p-value	Interpretation
Qualification	.702**	<.001	Highly Significant
Standards	.681**	<.001	Highly Significant
Professional Improvement	.696**	<.001	Highly Significant
Collegiality and Workplace Relationships			
Teaching skills	.760**	<.001	Highly Significant
Management skills	.738**	<.001	Highly Significant
Discipline and Regularity	.777**	<.001	Highly Significant
Income and Job Security			
Teaching skills	.800**	<.001	Highly Significant
Management skills	.731**	<.001	Highly Significant
Discipline and Regularity	.813**	<.001	Highly Significant
Autonomy, Creativity at Work, and Student Relationship			
Teaching skills	.792**	<.001	Highly Significant
Management skills	.772**	<.001	Highly Significant
Discipline and Regularity	.832**	<.001	Highly Significant
Working Conditions and School Culture			
Teaching skills	.806**	<.001	Highly Significant
Management skills	.802**	<.001	Highly Significant
Discipline and Regularity	.853**	<.001	Highly Significant
Advancement and Professional Growth			
Discipline and Regularity	.867**	<.001	Highly Significant
Interpersonal relations	.887**	<.001	Highly Significant
Interpersonal relations	.832**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 illustrates the association between job satisfaction and teacher competence. The computed r-values indicates a very strong direct correlation but only teaching competence and depth and breadth of the knowledge obtained p-values less than the alpha level. This means that there was significant relationship exists and implies that the more satisfied to their job, the better is the teacher competence.

For a supportive and appreciative supervisor, the correlations with teacher competence are particularly high, with the highest rho-value observed for qualification (0.702), indicating that teachers who feel supported by their supervisors are more likely to exhibit higher qualifications. Similarly, standards (rho = 0.681) and professional improvement (rho = 0.696) also show significant positive correlations with job satisfaction, suggesting that a supportive supervisor positively influences teachers' adherence to standards and their professional development. When looking at collegiality and workplace relationships, the correlations between job satisfaction and various aspects of teacher competence are again highly significant. The rho-values range from 0.760 for teaching skills to 0.777 for discipline and regularity, indicating that strong relationships among colleagues and a positive work environment significantly enhance teachers' skills and performance in managing discipline.

Similarly, for income and job security, correlations with teacher competence remain high, with discipline and regularity showing the strongest correlation (rho = 0.813). Teachers who feel secure in their income and job stability tend to perform better in managing classroom discipline and other key competencies. The relationships are also evident in the domains of autonomy, creativity at work, and student relationships, where the rho-values for teaching skills (0.792), management skills (0.772), and discipline and regularity (0.832) demonstrate that autonomy and creativity at work contribute positively to teachers' performance. Finally, working conditions and school culture are strongly correlated with teacher competence, with discipline and regularity showing the highest rho-value (0.853), suggesting that favorable working conditions and a supportive school culture are essential for maintaining discipline in the classroom. Overall, the table highlights the critical role of job satisfaction factors, such as supportive supervision, workplace relationships, income security, and working conditions, in enhancing teacher competence across multiple domains. This relationship underscores the importance of creating an environment that fosters both teacher satisfaction and professional growth.

Table 6

Relationship Between Job Performance and Teacher Competence

Teaching skills	rho-value	p-value	Interpretation
Qualification	.941**	<.001	Highly Significant
Standards	.946**	<.001	Highly Significant
Professional Improvement	.878**	<.001	Highly Significant
Management skills			
Teaching skills	.914**	<.001	Highly Significant
Management skills	.934**	<.001	Highly Significant
Discipline and Regularity	.974**	<.001	Highly Significant
Discipline and Regularity			
Teaching skills	.958**	<.001	Highly Significant
Management skills	.959**	<.001	Highly Significant
Discipline and Regularity	.921**	<.001	Highly Significant
Interpersonal relations			
Teaching skills	.938**	<.001	Highly Significant
Management skills	.958**	<.001	Highly Significant
Discipline and Regularity	.977**	<.001	Highly Significant

Legend: Significant at p-value < 0.01

Table 6 presents the association between job performance and teacher competence. The computed r-values indicates a moderate direct correlation and the resulted p-values less than the alpha level except on professional ability. This means that there was significant relationship exists and implies that the job performance, the better is the teacher competence. This illustrates the strong and highly significant relationships between various dimensions of job performance and teacher competence, as indicated by the rho-values and p-values, all of which are below the threshold of p < 0.01. The correlations indicate a robust positive relationship between teacher competence and job performance, with each aspect of competence showing a highly significant correlation with corresponding aspects of performance.

The correlation between teaching skills and teacher competence is particularly noteworthy. The rho-values for qualification (0.941), standards (0.946), and professional improvement (0.878) are all highly significant, indicating that higher levels of qualification, adherence to standards, and continuous professional development are closely tied to improved teaching skills. Similarly, the relationship between management skills and teacher competence is also highly significant. The rho-values show strong correlations with teaching skills (0.914), management skills (0.934), and discipline and regularity (0.974). These findings suggest that effective management skills are integral to overall teaching performance, especially in areas like classroom discipline and maintaining regularity.

The discipline and regularity factor shows the highest rho-values across all relationships, especially with teaching skills (0.958), management skills (0.959), and discipline and regularity (0.921). This implies that a teacher's ability to maintain discipline and regularity is critical in shaping their overall performance, reinforcing the importance of order and structure in the classroom to facilitate effective teaching. Finally, interpersonal

relations also demonstrate a high degree of correlation with teaching skills (0.938), management skills (0.958), and discipline and regularity (0.977), further emphasizing the role of positive interpersonal interactions in fostering an environment conducive to effective teaching and classroom management.

4. Conclusion and recommendations

The highest levels of satisfaction are observed in areas such as collegiality, workplace relationships, and working conditions. While still positive, the ratings for supportive supervision and autonomy are somewhat lower, suggesting that these areas could benefit from further enhancement. Management skills emerged as the top-rated aspect, followed by interpersonal relations, while teaching skills and discipline and regularity also received favorable evaluations. Despite these positive assessments, there remains potential for further development in these areas to enhance overall job performance. Professional improvement emerged as the highest-ranked area, followed by qualifications and standards. This indicates that while teachers are perceived to meet the necessary qualifications and standards, there is a notable focus on ongoing professional growth and development to strengthen their overall competence. There is a strong and highly significant positive correlation between various aspects of job satisfaction and job performance indicators. A training plan was developed based on the lowest dimensions of the variables presented. Teachers should continue pursuing professional development opportunities to further enhance their skills in supportive supervision and autonomy. HR departments should focus on supporting teachers in the areas of autonomy and supportive supervision by creating programs that promote professional independence and encourage leadership skills. The finance department should allocate resources towards programs that foster ongoing professional growth for teachers, including workshops, certifications, and conferences that enhance qualifications and standards. Administrators should consider implementing policies that support a balanced work environment that promotes collegiality, workplace relationships, and positive working conditions. School maintenance should prioritize creating a conducive work environment by ensuring that the physical facilities are well-maintained and conducive to both teaching and learning. Ensuring that classrooms, staff rooms, and other facilities are clean, well-equipped, and comfortable will improve job satisfaction, particularly in the areas of working conditions and school culture. Future researchers should focus on further exploring the correlation between job satisfaction and job performance, particularly the impact of professional development programs on teacher effectiveness.

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