Global Scientific JOURNALS
GSJ: Volume 13, Issue 5, May 2025, Online: ISSN 2320-9186
www.globalscientificjournal.com

Job Satisfaction among Teachers with Ancillary Functions and Learners' Academic Performance

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ABSTRACT

This study examined the relationship between job satisfaction among teachers with ancillary functions and the academic performance of their learners in English, Science, and Mathematics during the First and Second Quarters of the School Year 2023–2024. Guided by Republic Act 4670 and DepEd Order No. 005, s. 2024, public school teachers in the Philippines are mandated to allocate six hours for instruction and two hours for lesson planning and other duties. However, teachers often take on additional roles such as coordinators for various programs, adding to their workload and potentially impacting job satisfaction and teaching effectiveness. Employing a descriptive-correlational research design, the study utilized a questionnaire adapted and modified from Paula E. Lester's "Educational and Psychological Measurement." Universal sampling was applied to 220 teachers with ancillary functions. Data were analyzed using descriptive statistics, Pearson r, T-test, and F-test to examine relationships and differences between variables. Findings indicate a significant relationship between teachers' job satisfaction and learners' academic performance. While overall job satisfaction remained stable, variations emerged based on respondents' profiles, particularly concerning pay, responsibilities, and recognition. Teachers with higher satisfaction in the dimension of "Work Itself" demonstrated a positive correlation with improved student performance. Science recorded the highest mean scores, emphasizing the role of intrinsic motivation in fostering learner achievement. The study recommends implementing workload management strategies, enhancing compensation, developing professional growth opportunities, and establishing mentorship programs. Addressing these concerns will help improve teacher well-being, ensuring a balance between instructional and ancillary tasks while enhancing student learning outcomes.

Keywords: job satisfaction, ancillary functions, academic performance, teacher workload, instructional effectiveness

Background of the Study

A full-time teacher employed by the Department of Education (DepEd) is mandated to dedicate a maximum of six hours per day to classroom instruction, as stipulated in Republic Act 4670, also known as The Magna Carta for Public School Teachers. This provision is further reinforced by DepEd Order No. 005, series of 2024, titled *T*he Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload, which specifies that the remaining two hours of a teacher's workday should be allocated for lesson planning, instructional tasks, and other support duties.

Beyond their primary teaching responsibilities, many teachers are also assigned ancillary functions that support the school system's overall operations and objectives. These include serving as coordinators for programs such as Brigada Eskwela, Disaster Risk Reduction Management (DRRM), School-Based Feeding Program (SBFP), Gulayan sa Paaralan, and the recently introduced National Learning Camp (NLC). Other roles include serving as Learning Area Coordinators, Enhanced Basic Education Information System (EBEIS) and Learner Information System (LIS) Coordinators, School ICT Coordinators, Property Custodians, and other similar positions.

While these ancillary functions are crucial to achieving the education system's goals, they often impose a significant additional workload on teachers. In some countries, such as Indonesia, these responsibilities are integrated into the school system to support national education standards (Salise et al., 2021). However, in the Philippines, these functions are typically assigned based on teachers' areas of expertise. While experienced teachers may feel confident declining these roles, newer teachers often bear the brunt of these additional responsibilities. In some cases, teachers with lighter teaching loads are assigned ancillary tasks, regardless of whether they possess the necessary skills or experience.

In practice, the two hours allocated for administrative and teaching-related tasks are often insufficient. Teachers in larger schools may find it easier to manage their workload by delegating tasks or sharing responsibilities with colleagues. However, in schools with fewer teachers, particularly in remote areas, teachers must take on ancillary tasks due to staffing shortages. This situation requires significant effort and dedication to fulfill both teaching and non-teaching duties effectively.

However, teachers in remote areas often navigate ancillary functions beyond their primary role of instruction. The lack of proper orientation on additional duties can make the transition particularly challenging. Despite these difficulties, many teachers view such experiences as opportunities for professional development and career advancement. Alongside managing a full class and teaching different learning areas daily, some are also tasked with ancillary functions, such as serving as district custodians and subject coordinator-ship. These added responsibilities raise concerns about workload expectations for entry-level teaching positions. The ability to maintain effective instruction and ensure positive learner's outcomes becomes a challenge when ancillary functions compete for a teacher's time and attention.

Hence, these concerns became the driving force behind this study, which aims to examine the relationship between job satisfaction among teachers with ancillary functions and the academic performance of their learners. The study seeks to understand how balancing these dual responsibilities affects teachers' well-being, motivation, and overall job performance. This study wants to shed light on the realities faced by teachers handling both teaching and ancillary functions. By exploring the impact of these roles on job satisfaction and learners' performance, this research seeks to advocate for strategies that enhance teacher well-being and effectiveness, ultimately ensuring quality education for all learners.

Literature and Related Studies

Respondents' Profile

The traits of a certain research study participant that characterize their demographic background are referred to as the respondent's demographic profile. Age, sex, position, grade level taught, education level, and number of ancillary functions are a few examples of these traits. Additionally, demographic factors such as age, and specific roles like coordinator-ship also play a significant role in shaping job satisfaction levels, further complicating the dynamics of teacher motivation and contentment in their profession. Complementing this view, studies by Ambasa, and Labitad, (2024), reinforce the development of competencies hat contribute to promoting a joyful and satisfied teaching force.

Age

A teacher's age participation in professional development programs, and motivating beliefs, such as self-efficacy, are all frequent included in studies of work satisfaction and teacher retention. Due to societal culture, sex, view point greatly affects job happiness. Women are modest by nature and educate younger children in cultures that learn more masculine. Teachers who employ at the young age can settled their career with utmost diligence in workplace particularly their assigned tasks. Additionally, middle-aged teachers were more effective in communication, classroom organizations, and competence (Mohd Ismail, 2018).

Sex

This variable refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed. "Assigned" or "designated" sex refers to the sex noted on a birth certificate for that person. Similarly, the view that humans comprise only two types of beings, women and men, a framework that is sometimes referred to as the "gender binary," played a profound role in shaping the history of psychological science (Hyde et.al., 2019).

Position

According to Section 2 Article IX of the 1987 Constitution of the Republic of the Philippines, appointments in the civil service shall be made only according to merit and fitness to be determined, as far as practicable, and, except to positions which are policy-determining, primarily confidential, or highly technical, by competitive examination. The Civil Service Commission (CSC) recently issued the approved Merit Selection Plan of the Department of Education as DepEd Order No. 019, s.2022 which aligns the Department internal system on recruitment, selections, and placement with the provisions of the 2017 Omnibus Rules on Appointment and Other Human Resources Actions, Revised July 2018 per CSC MC No. 14, s. 2018, and reinforces the Department's commitment with the Program to Institutionalize Meritocracy and Excellence in Human Resource Management per CSC MC No. 3 s. 2012. It is grounded on the policy of the Department to strictly adhere to the principles of merit, competence, fitness, accountability, transparency, and equal opportunity in the process of recruitment, selection and placement of personnel to positions in the organization. In order to give equal opportunity all the interested applicants to teach as part of the guidelines (DepEd Order 007, s.2023)

Rayan (2019) stated that teaching is the noblest profession. Teaching is not only a profession; it is also a vocation. It entails a lot of patience and perseverance to perform and execute the responsibilities and tasks of a teacher. It takes a lot of courage and passion to teach the minds and touch the lives of the learners. On the other hand, imparting knowledge is not the sole responsibility of the teacher. Learning starts from home. Learning can be done anywhere, anytime and from anything. But to produce quality learning, learners should be guided to process and utilize this information.

Teachers should be the evaluator of learning. Teacher should diagnose the prerequisite knowledge of the learners, conduct assessment, and monitor learners' progress and achievement levels. Since evaluating the achievement of pupils is an integral part of the teaching-learning process, it is imperative that teachers also develop competence in this aspect of the process. Teaching position are determinants of pupils academic performance of learners. Moreover, the role and quality of teachers are mostly evaluated through the performance. Teaching is a complex endeavor involving a series of planned activities to facilitate predetermined students learning outcomes (Canuto et al., 2024).

Grade Level Taught

Grade level taught had a negative effect on teacher stress, whereas teaching experience did not account for a significant portion of the variance in the dependent variable. These results suggest that it might be beneficial to school administrators and others to focus more on possibly strong effects of grade level taught on teacher stress, rather than concerning themselves with alleviating the stress experienced by novice teachers. It is an indicator of the complexity and sophistication of language, vocabulary, and sentence structure that is appropriate for a particular grade, Sarabia, and Collantes, (2020).

Highest Educational Attainment

Teacher-respondents are pursuing further studies, continuing education, and seeking professional growth and development. It also means that school principals should encourage and motivate their teachers to study and improve their teaching skills and competencies. They should take graduate studies for professional growth and development. The majority of the teachers are still honing their skills in teaching giving enough preparation for further studies. Moreover, the bulk of work assigned to newly graduate teacher is consuming most of their time. These neophyte teachers are still adjusting to their work pacing based on their capabilities of accomplishing the task assigned to them and the accuracy of the job to be performed (Escobar et al., 2021).

Number of Ancillary Functions

The number of ancillary functions refers on how many ancillary functions handled in a particular school year. It also defined as engagements that provide vital support to the primary activities or operation of an organization and system. These functions among teachers are operationally defined as that aside from their being classroom teachers, they have other school-related functions, such as being designated as grade level advisers, subject coordinators/chairs, coaches in sports, in-charge in co-curricular and extracurricular activities and community involvement services (Salise et al., 2021).

Perception Toward Ancillary Functions

The ancillary functions among teachers are operationally defined as that aside from being classroom teachers. It is embedded in the schools to support the implementation of national agenda of our government. In the Philippines education context, these ancillary functions are provided according to the expertise of the teachers. However, it could not be avoided that these functions are also given to teachers upon entry, as experienced teacher have the confidence to decline when these functions are given to them (Salise et al., 2021)

Job Satisfaction

Job satisfaction is a feeling of people about their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. It can also be a reflection of good treatment and an indicator of emotional well-being. There are three aspects of job satisfaction. Values are aspects of a job satisfaction. These are connected to a person's desires to obtain consciously and unconsciously. People will be satisfied with their jobs as long as they perceive their jobs meet their important values. Ideas are considered as the second aspect of job satisfaction because it is important to know that different employees have different views in work because the same circumstances can produce different levels of jobs satisfaction. The perception is the third aspect of job satisfaction.

According to Viernes et al. (2024), teachers are more likely to be content, dedicated, and driven to perform their jobs effectively when key motivating factors are present. Similarly, Toropova (2021) noted that teachers who lack job satisfaction and motivation may negatively affect their students' productivity. A teacher's job satisfaction can also be influenced by workload and interpersonal relationships. This was echoed in Nor's (2020) study, which found that low levels of satisfaction can lead to poor teacher performance and reduced productivity. Furthermore, Werang et al. (2024) established a strong connection between teacher dedication, performance, and overall job happiness.

Supervision

The concept of job satisfaction among teachers is multifaceted and influenced by a range of factors, including supervision, working conditions, pay, and overall responsibilities. The influence of leadership within educational institutions cannot be overstated, particularly concerning teacher motivation. The leadership styles of school principals and their initiative behaviors have a significant impact on teacher motivation, as evidenced by the research of Yeves, et al. (2019). Their findings indicate a direct and positive relationship between effective leadership and teacher motivation, thereby affecting teachers' performance and educational outcomes.

Similar attitudes shared by teachers foster positive working relationships and improve social interactions in all their facets. In the realm of instructional support, there is a notable impact on teacher efficacy and job satisfaction. Demonstrates that robust instructional support structures are predictive of higher job satisfaction among teachers. This

finding highlights the essential role those supportive environments play in enhancing teacher morale and effectiveness, thereby contributing to their overall sense of efficacy in the educational setting.

Working Condition

Working conditions play a crucial role in shaping the size, quality, and effectiveness in the workplace (Stark et al., 2023). The physical, social, and psychological aspects of the workplace are referred to as work conditions, and they define the atmosphere in which employees operate. Both the environment in which work is done and an employee's performance are considered work conditions. However, it can be more efficient to allow employees to work more independently. Autonomy encourages creativity where the working conditions are different from physical standards since they represent the operational environment of a position and are informational. Moreover, working conditions through students' engagement relationships among colleagues can lessen burden and paying attention to trust in strengthening and satisfying working conditions (White, 2023). Additionally, improving teachers' well-being and working conditions as strategies to boost teacher retention (Steiner et al., 2023). Teacher's retention in an good environment make works fulfillment and satisfying.

Pay

Emotions can play a role in job satisfaction, as mentioned discussing one's feelings towards the job and their thoughts regarding it (De Coning, Rothmann & Stander, 2019). People who are getting underpaid and are doing a lot of work are not happy with what they are doing. When one's satisfaction is not met, they either try to fix the solution to discuss with higher management options of getting paid more to equal the pay level or leave. Job happiness cannot be attained with a low wage. The salary must be reasonable given the socioeconomic climate today. It implies that one necessity their pay to cover living expenses. Additionally, suggesting that teacher merit pay has the potential to improve teacher's behavior about income and incentives but researchers and policymakers should pay close attention to program design and implementation Pham et al. (2021).

Responsibility

Responsibility connotes your personal commitment and accountability in your workplace. It contributes to policy making on to how improve the pupils' performance academically. Accordingly, teachers' work in school is said to be under increasing pressure from favoured forces. Key constructs that are essential in understanding how teachers cope with these changes are teacher responsibility and teacher accountability, which are closely related within scholarly and everyday contexts although serving different logic and outcomes (Yew-Jin Lee, 2024). It is stated that teachers' perceptions of responsibility are an important but not a sufficient enough if alone variable in transforming goal achievements determined in the curriculum into a qualified manner in students (Cetin et al., 2021).

Work Itself

Helping people feel that the work they are doing is significant and that their duties have significance is the most crucial factor in motivating teachers. Teachers that find teaching engaging are probably enthusiastic about their subject, relish engaging with learners, and cherish the chance to motivate and instruct future generations. In addition, work performance relies on good environment (Khorakian, 2023).

Advancement

Teachers make sure they put on them roles that make use of their skills and do not set them up for failure in order to assist them. For every role, establish attainable criteria and goals, and make sure staff members are aware of them. Teachers should also feel that they are being sufficiently pushed at work and receive timely, regular feedback on how they are performing. They have an outlook on career advancement and corresponding influential factors such as personal, environmental, and social cognitive factors (Sevilla, Snodgrass, and Rangel, 2023). However, they should exercise caution to avoid overwhelming them with tasks that are too tough or unachievable which can be crippling. As teachers continue their professional development, their teaching effectiveness, quality, and performance are enhanced. Furthermore, it can be enhanced by creating a supportive corporate culture, providing career development opportunities, offering work-life balance, recognizing employee achievements, and implementing recognition programs (Zhang, et. at, 2022).

Security

Job security, often measured using the perceived risk of job loss in the near future, is a significant determinant of job satisfaction. The present study intends to examine the influence of job characteristics on employees' attitudes, job satisfaction, organizational commitment and employee' turnover intentions as psychological response to job characteristics. According to Mahinay, (2024), job security at present, may harbor concerns about economic changes, potential fluctuations in the job market, or how external factors could impact their future financial security. The work balance of teachers in the field promotes harmonious and conducive workplace for all including the welfare of the pupils and stakeholders.

Recognition

Recognition is the act of acknowledging and appreciating someone's efforts, achievements, or qualities. It serves as a powerful motivator, validating an individual's contributions and reinforcing positive behavior. Whether in the workplace, in academic settings, or in personal relationships, recognition fosters a sense of value and belonging. It boosts morale and encourages individuals to continue striving for excellence, knowing their hard work is noticed

and appreciated. Moreover, recognition can enhance relationships, building trust and goodwill by demonstrating that people are seen and respected for their unique contributions.

Furthermore, this, in turn, influences teachers' effectiveness and satisfaction in their roles, suggesting that equipping teachers with the skills to implement effective learning strategies is vital for enhancing educational outcomes. Through the utilization of a Learning Management System or other similar technology, learners may access learning materials, submit homework, and participate in classes in an online distance setup (Llego, 2020).

Learners' Academic Performance

Learner's performance can be measured through student success using standardized test or performance task using rubrics in evaluation such as the grade point average, high school graduation rate, yearly standardized test scores, and college entrance examinations.

Teachers must give valuable insights for educators aiming to improve learner performance in the evolving landscape of digital and hybrid learning environments. This one points to the potential need for subject-specific strategies to boost teacher satisfaction. The broader implication of this study is significant, suggesting that elevating teacher job satisfaction is a pivotal strategy in improving student performance across various academic disciplines Canuto et al. (2023).

Statement of the Problem

This study aimed to determine the level of job satisfaction among teachers with ancillary functions and the learners' academic performance in the selected districts, Division of Misamis Oriental, School Year 2023 - 2024. Specifically, this study sought to answer the following questions:

1. What is the profile of the respondents in terms of age, sex, position, grade level taught, highest educational attainment, number of ancillary functions, and perceptions toward ancillary functions?
2. What is the level of job satisfaction among teachers with ancillary functions considering supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition?
3. What is the learners' level of academic performance in English, Science, and Mathematics during the First and Second Quarter of School Year 2023 - 2024?
4. Is there a significant relationship between the teacher's job satisfaction and the learners' academic performance in English, Science, and Mathematics during the first and second quarter of School Year 2023 - 2024?
5. Is there a significant difference in the teachers' job satisfaction when grouped according to their profile?

Theoretical Framework

Herzberg's Motivation-Hygiene Theory remains highly relevant in the present educational landscape, particularly in understanding teachers' job satisfaction and its impact on student performance. According to the theory, hygiene factors such as salary, working conditions, and supervision prevent dissatisfaction but do not necessarily lead to higher motivation, while motivators such as achievement, recognition, and personal growth drive job satisfaction and productivity. In today's educational setting, teachers who find fulfillment in their work—through meaningful student interactions, intellectual stimulation, and professional growth—are more likely to remain motivated and effective in the classroom. This aligns with findings that intrinsic job satisfaction significantly influences student outcomes, as motivated teachers create engaging learning environments that foster academic success.

However, when hygiene factors such as excessive workload, inadequate resources, and lack of administrative support are neglected, teachers may experience dissatisfaction, leading to burnout and reduced teaching effectiveness. Although these factors do not directly enhance motivation, their absence can hinder performance and commitment. Therefore, school administrators must strike a balance by addressing both hygiene factors ensuring fair policies, support systems, and adequate resources and motivators providing professional development opportunities, recognition, and career growth. By applying Herzberg's theory, educational institutions can cultivate a more satisfied, motivated, and high-performing teaching workforce, ultimately benefiting student learning and overall school success.

Scope and Limitations

This study focused on examining the job satisfaction of teachers with ancillary functions and to learners' academic performance in select districts of the Division of Misamis Oriental during the School Year 2023–2024. The study specifically involved two hundred twenty (220) Grades 4, 5, and 6 teachers as respondents, while the 6,230 pupils from these grade levels were considered the subjects of the study, as their academic performance was analyzed in relation to teacher job satisfaction. The research was conducted in select schools from the Salay, Sugbongcogon, Kinoguitan, Balingoan, Talisayan, and Medina North and South districts of Misamis Oriental.

The independent variables in this study were limited to various dimensions of teacher job satisfaction, including supervision, relationships with colleagues, working conditions, compensation, responsibilities, the nature of the work itself, opportunities for advancement, job security, and recognition. These factors were assessed to determine their influence on teachers' overall job satisfaction, particularly in the context of handling ancillary functions alongside their teaching responsibilities.

The dependent variable was learners' academic performance in English, Science, and Mathematics during the First and Second Quarters of the School Year 2023–2024. The 6,230 pupils were not direct respondents but rather the subjects of analysis, as their academic performance was evaluated in connection with the job satisfaction levels of their teachers. The study did not account for other potential factors influencing student performance, such as socioeconomic background, parental involvement, or external learning conditions.

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to examine the level of job satisfaction among teachers with ancillary functions and its relationship to learners' academic performance. This design allowed the researcher to analyze the association between two or more variables without establishing a direct cause-and-effect relationship. By systematically collecting and evaluating data, the study aimed to identify patterns, trends, and potential correlations between teachers' job satisfaction and student academic outcomes.

Descriptive-correlational research is particularly useful in exploring relationships without manipulating variables, ensuring that findings reflect real-world conditions (Akinlua, 2019). While this design does not describe the nature of causality, it helps determine whether a significant relationship exists between teacher job satisfaction and student performance. Furthermore, this research methodology emphasizes objective data collection and analysis, allowing for an accurate representation of the characteristics and trends within the studied population.

Study Setting

This study was conducted in selected districts within the Division of Misamis Oriental, specifically focusing on public elementary schools in the districts of Salay, Sugbongcogon, Kinoguitan, Balingoan, Talisayan, and Medina. These districts were chosen due to their unique educational landscapes and their potential for further exploration in the field of education. Collectively, they form Unit One for sports events in the province and are part of the first legislative district of Misamis Oriental. By selecting these areas, the study aimed to capture the educational dynamics of both urbanized and rural settings, offering a well-rounded perspective on the relationship between teachers' job satisfaction and learners' academic performance in this region. Salay District has a population of over 30,000 people and is home to 15 public elementary schools, five public secondary schools, and three private schools. Known for its "Buswak Salay" tagline, the district is recognized for its scenic coastal landscapes along the bay area.

The district includes eight elementary schools, one senior high school, one junior high school, and one integrated school. Talisayan, a coastal municipality, has a population of 25,761 (2020 Census) and is divided into 18 barangays. It is home to 29 elementary schools, two junior high schools, and one senior high school. Medina, another coastal municipality, was officially established on July 1, 1948. With a population of 35,612 (2020 Census) and 19 barangays, it hosts 20 elementary schools, three junior high schools, one integrated school, and two senior high schools. By selecting these districts, the study ensures a comprehensive understanding of job satisfaction among teachers with ancillary functions across diverse educational settings. The inclusion of both urbanized and rural municipalities provides a broader perspective on how teaching conditions, administrative support, and additional responsibilities impact learner performance in English, Science, and Mathematics.

Research Respondents and Sampling Technique

The respondents for this study include two hundred twenty (220) public elementary teachers with ancillary functions from the select districts within the Division of Misamis Oriental for the School Year 2023–2024. The study focuses on Grades 4, 5, and 6 teachers, who are actively teaching in the schools where the research was conducted. The distribution of respondents by districts, schools, and grade level is provided in the study, offering a clear breakdown of the areas and teaching levels involved. Furthermore, the 6,230 Grades 4, 5, and 6 learners were the subject of the study. These are the representative samples needed to obtain the learners in English, Science, and Mathematics.

To verify the process, universal sampling procedure was employed where all teachers in the population were involved. These are all the grades 4, 5, and 6 teachers in the select districts. As to the number of learners involved in the study, all the 6,230 learners of the teacher respondents were included. Further confirmation of the selected teachers was done by reviewing records from the six participating districts. The researcher sought permission from the district supervisors or district in-charges in each of the districts—Salay, Sugbongcogon, Kinoguitan, Balingoan, Talisayan, and Medina—to access these records. This collaboration with district officials ensured that the right number of teachers holding ancillary functions was accurately determined and verified. By cross-referencing multiple official sources, the researcher was able to maintain the integrity and accuracy of the sampling process, ensuring that only teachers who truly performed ancillary functions were included in the study.

Research Instrument

The instrument used for data collection in this study was a questionnaire composed of three distinct parts, designed to gather comprehensive information on various aspects of the study.

Part 1 focused on the respondent's profile, gathering demographic and professional data such as age, sex, position, grade level taught, highest educational attainment, number of ancillary functions, and perceptions toward ancillary functions. The section on perceptions toward ancillary functions was specifically designed by the researcher, ensuring that it directly addressed the teachers' perspectives on the additional responsibilities they are assigned outside of regular classroom teaching.

Part 2 assessed teacher job satisfaction across multiple dimensions, including supervision, relationships with colleagues, working conditions, pay, responsibilities, work itself, opportunities for advancement, job security, and recognition. This part was adapted and modified from Lester's (1987) study, "Educational and Psychological Measurement," which has been a widely recognized framework in understanding teacher job satisfaction. Each of the nine dimensions of job satisfaction was measured through seven indicators, with respondents asked to rate each on a Likert scale ranging from 1 (Never), 2 (Sometimes), 3 (Most of the Time) and 4 (At all Times). This scale allowed teachers to express their level of satisfaction with various aspects of their job, offering valuable insights into the factors influencing their job satisfaction.

Part 3 focused on learners' academic performance, specifically in English, Science, and Mathematics during the First and Second Quarters of the School Year 2023–2024. The academic performance data was gathered from the learner's School Form 9 (SF-9), with the necessary permissions obtained from their teachers. The researcher cross-checked these performance ratings against the class records to ensure accuracy and consistency in the data.

Statistical Treatment of Data

To analyze the data gathered in this study, the following statistical tools were employed:

For Problems 1, 2, and 3, the data were analyzed using frequency, percentage, mean, and standard deviation. These descriptive statistics were used to summarize and describe the key variables in the study. Frequency and percentage were employed to present the distribution of responses, providing an overview of how teachers' profiles, job satisfaction, and perceptions toward ancillary functions were distributed. The mean was calculated to measure the central tendency of the data, giving an average score of teachers' satisfaction levels across different aspects. The standard deviation was used to assess the variability or spread of the responses, providing insight into the consistency of the data.

For Problem 4, Pearson Product-Moment Correlation (r) was applied to determine the significant relationship between teachers' job satisfaction and learners' academic performance in English, Science, and Mathematics. This statistical method was used to analyze the degree of correlation between the variables, helping to identify whether a positive or negative relationship exists between teachers' satisfaction and learners' academic performance.

For Problem 5, a T-test or F-test was used to test for significant differences in teachers' job satisfaction based on their profiles. The T-test was employed when comparing the means between two groups, while the F-test (or Analysis of Variance, ANOVA) was used to compare means across more than two groups. This allowed the researcher to assess whether teachers' job satisfaction varied significantly based on respondent's profile such as age, sex, position, grade level taught, highest educational attainment, number of ancillary functions, and perceptions toward ancillary functions.

Ethical Considerations

To ensure that the respondents are comfortable participating in the study and provide honest and open responses, it is essential to guarantee their privacy and anonymity. Participants were assured that their identities and personal information will be treated with the utmost confidentiality. The following ethical concerns were thoroughly addressed to uphold the integrity of the research process:

First, it is crucial to ensure that participants fully understand the implications of the study before participating, allowing them to make informed decisions. Informed consent is a fundamental ethical principle, as it protects the autonomy of the participants, ensuring they are aware of their rights to participate voluntarily and withdraw at any time without any negative consequences. By obtaining informed consent, the researcher promotes respect, benefits, and justice, ensuring that participants are not coerced and are fully aware of the purpose of the study and the potential risks involved.

To further protect participants, teachers were instructed to remove or replace any personally identifiable information (e.g., names, school names, or contact details) from the data before analysis and reporting. Pseudonyms were assigned to the respondents to ensure that their identities remain confidential throughout the research process. This measure guarantees that no identifying information will be disclosed in the final analysis.

Additionally, data security is a critical consideration in ensuring the integrity and confidentiality of the collected data. The data was securely stored, and where necessary, encryption methods were employed to safeguard sensitive information. Access to the data was restricted to authorized personnel only to prevent accidental or unauthorized disclosure of the information.

Finally, the research output was subjected to an ethical review to ensure that the study adhered to the highest ethical standards. To guarantee the study's compliance with ethical guidelines, the researcher consulted the Institutional Review Board (IRB) of the school to obtain ethical approval. This review process ensured that the research design and data handling techniques aligned with ethical standards, providing assurance that participants' rights were protected throughout the study.

RESULTS AND DISCUSSION

Problem 1. **What is the profile of the respondents in terms of age, sex, position, grade level taught, number of ancillary functions, and perceptions toward ancillary functions?**

Table 1
Distribution of Respondents' Profile in Terms of Age

Category	Frequency	Percentage
60 years old and above	10	4.55
50 - 59 years old	59	26.82
40 - 49 years old	75	34.09
30 - 39 years old	71	32.27
Below 30 years old	5	2.27
Total	**220**	**100.00**

Table 1 presents the distribution of respondents' profile in terms of **age**. The data reveal that the age range 40–49 years old category has the highest frequency, with 75 respondents (34.09%), indicating that most teachers are in their mid-career stage with significant experience and stability in the profession. Teachers in this age group typically have over a decade of classroom experience, allowing them to bring valuable insights, expertise, and stability to the education system Egeberg, McConney, & Price, (2020). The high representation of teachers in this age range suggests that the profession provides a fulfilling and sustainable career path. Given their experience, this group may also be well-equipped to handle ancillary functions effectively.

On the other hand, the below 30 years old category has the lowest representation, with only five (5) respondents (2.27%), indicating a low number of younger teachers entering the field. This may be due to recruitment challenges or a declining interest in the teaching profession among younger generations. The small percentage of young teachers highlights potential difficulties in attracting new graduates, which could lead to long-term workforce shortages. Although they make up a minimal portion of the respondents, young teachers in this study have likely experienced handling ancillary functions, as these roles often require energy and adaptability, qualities associated with younger professionals.

While experienced teachers bring stability and expertise, the lack of younger teachers may slow the adoption of new teaching methods and technological advancements. Schools and educational institutions should implement strategies to retain experienced teachers while also attracting and supporting young professionals in the field. This data underscores the importance of teacher retention programs to prevent burnout and early retirement, youth engagement initiatives to encourage new teachers to enter the profession, and succession planning to ensure knowledge transfer between generations. Addressing these challenges through targeted policies can help create a balanced, dynamic, and sustainable teaching workforce.

Table 2
Distribution of Respondents' Profile in Terms of Sex

Category	**Frequency**	**Percentage**
Male	44	20.00
Female	176	80.00
Total	**220**	**100.00**

Table 2 presents the distribution of respondents' profile in terms of **sex**. The data reveal that female has the highest frequency of 176 (80%), a significant gender imbalance in the teaching workforce. This indicates that teaching remains a female-dominated profession, which may be influenced by societal norms, career preferences, or traditional gender roles associated with education.

While male teachers has the lowest frequency of 44 (20%), this means that the low percentage of male teachers raises concerns about gender diversity in the workplace, which could impact classroom dynamics, mentorship opportunities, and role modeling, particularly for male students. Additionally, the underrepresentation of men in teaching suggests possible challenges in attracting them to the profession, potentially due to perceptions about salary, career advancement, or societal expectations.

To promote a more balanced workforce, educational institutions and policymakers may need to explore strategies to encourage more male teachers to enter the field. This could include targeted recruitment efforts, scholarships, and awareness campaigns that highlight the importance of gender diversity in education. Addressing potential barriers, such as career advancement opportunities and workplace policies that support both male and female teachers, may also help create a more inclusive and diverse teaching environment.

As observed, teaching is female dominated profession rather the males. The predominance of female teachers among the respondents reflects the gender distribution within the teaching profession, particularly in certain educational levels or subject areas. The percentage distribution is expected since in the teaching field, it is the female group that dominates the population of teachers among the districts. It is a common notion and an observation that teaching is a female profession as compared to engineering and law enforcement.

This data was useful in understanding the respondents' composition of the teaching workforce and how it may vary across different educational contexts (Regalado, 2019). Additionally, the responses from a majority of female teachers offer a unique perspective as individuals who are directly involved in the education system, their experiences, perceptions, and insights can shed light on the challenges, concerns, and needs specific to female educators (unesco.org, 2023). This information is valuable for policymakers, school administrators, and researchers in developing targeted strategies and interventions to support and empower female teachers.

Table 3
Distribution of Respondents' Profile in Terms of Position

Category	Frequency	Percentage
Master Teacher II	11	5.00
Master Teacher I	13	5.91
Teacher III	93	42.27
Teacher II	26	11.82
Teacher I	77	35.00
Total	220	100.00

Table 3 presents the distribution of respondents' profile in terms of **position**. The data reveal that Teacher III obtained the highest frequency of 93 (42.27%). This means that most of the respondents are teachers with Teacher III position, indicating that a significant portion of the teaching workforce has reached this level. This suggests that many educators have gained enough experience and qualifications to advance beyond entry-level positions, reflecting career stability and professional growth.

The high representation of Teacher III respondents indicates that the sample is composed primarily of experienced and senior-level teachers, reflecting a higher level of teaching expertise and professional development compared to lower-level teaching positions (Antipolo & Rogayan, 2021). This suggests that the majority of the respondents possess the necessary knowledge, instructional strategies, and classroom management skills to effectively facilitate learning. According to (Toropova et al. 2021), satisfied and experienced teachers tend to be more effective in their teaching, provide better academic support and guidance to students, and foster a more conducive learning environment. Their years of service enable them to develop strong pedagogical competencies and a deeper understanding of learner diversity, ultimately contributing to improved academic outcomes.

Furthermore, the predominance of Teacher III respondents may suggest that they have been able to meet the required qualifications and criteria for promotion over the years. However, Ramos and Dela Cruz (2022) emphasized that despite this, many teachers encounter barriers to career progression due to complex promotion policies and limited available positions.

On the other hand, the Master Teacher II category had the lowest representation, with only 11 respondents (5.00%), highlighting the limited number of teachers who have attained this advanced rank. This scarcity may be attributed to stringent promotion criteria, fewer available slots, and challenges in meeting the requirements for higher designations, such as the completion of graduate degrees, research outputs, and demonstration of leadership in educational initiatives. Villanueva and Manalo (2023) highlighted that the scarcity of Master Teachers reflects systemic challenges in providing adequate professional development opportunities and mentorship programs to prepare teachers for advanced career pathways.

The disparity between these ranks underscores the need for policies that promote career advancement, offering teachers equitable opportunities for growth and higher positions. De Guzman et al. (2023) stressed that strengthening professional development programs, providing mentoring opportunities, and streamlining promotion processes can foster a well-balanced and motivated teaching workforce. Additionally, Lopez and Javier (2020) suggested that incentivizing teachers through structured career progression and recognizing their contributions through merit-based promotions can boost teacher morale and retention, leading to higher levels of instructional effectiveness and learner success.

Table 4
Distribution of Respondents' Profile in Terms of Grade Level Taught

Category	Frequency	Percentage
Grade 6	77	35.00
Grade 5	70	31.82
Grade 4	73	33.18
Total	220	100.00

Table 4 presents the distribution of respondents' profiles in terms of grade level taught shows that the highest frequency of teachers are assigned to Grade 6, with 77 (35.00%) indicating a slightly greater focus on this level. This may suggest that more teachers are needed in Grade 6 to handle the increased academic demands as students prepare for their transition to higher education levels. indicate a significant focus on educators who are responsible for teaching and guiding students at the sixth-grade level. This concentration of respondents working with Grade 6 pupils indicates a specific interest or relevance in understanding the experiences, challenges, and perspectives of teachers who interact with students in this particular grade.

According to Moore (2023), teachers handling Grade 6 pupils play a crucial role in shaping young minds, supporting academic development, and fostering social and emotional growth during a critical stage of the students' educational journey. By gathering insights from teachers working with Grade 6 students, valuable information can be obtained to enhance teaching practices, curriculum design, and support mechanisms tailored to the unique needs and characteristics of students at this grade level. Understanding the perspectives of teachers handling Grade 6 pupils can provide valuable insights into effective strategies for promoting student success, engagement, and well-being in the classroom.

On the other hand, the lowest percentage is found in Grade 5, with 70 (31.82%), though the difference among the three grade levels is minimal. This relatively balanced distribution suggests that staffing is well-planned across Grade 4, Grade 5, and Grade 6. However, the slight variation may imply a need for additional support or resources in Grade 6 to accommodate students' final year in elementary school, ensuring a smooth academic progression.

This means that the least number of the respondents are teachers handling the upper grade level and more grown up learners. As it is shown, most of the respondents are handling lower grade level while rather than higher grade level. Besides, as student can view the location of the popular.

Table 5
Distribution of Respondents' Profile in Terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree	0	0
With Doctorate Degree Units	6	2.73
Master's Degree	46	20.90
With Master's Degree Units	151	68.64
Bachelor's Degree	17	7.73
Total	220	100.00

Table 5 presents the distribution of respondents' profile in terms of highest educational attainment. The data reveal that respondents with master's degree units obtained the highest frequency of 151 (68.64%). The result implies that most of the teacher attempt to pursue their master's degree. This means that they are not content with their bachelor's degree and they want to work out on their professional growth by taking master's degree. Indicating a strong commitment to professional growth and further education. This suggests that many educators are pursuing graduate studies to enhance their qualifications and career advancement opportunities.

David et al. (2020) stated that teachers with master's degree units have pursued advanced studies beyond a bachelor's degree, indicating a commitment to enhancing their knowledge, skills, and expertise in the field of education. This concentration of respondents with master's degree units signifies a group of educators who have invested time and effort in furthering their education to deepen their understanding of teaching methodologies, subject matter expertise, and educational leadership. According to Ulferts et al. (2021) teachers with advanced degrees are often equipped with specialized knowledge and training that can positively impact their teaching practices, student engagement, and overall classroom effectiveness. Their advanced qualifications also reflect a dedication to continuous learning, professional growth, and a desire to excel in their roles as educators. Having a significant number of respondents with master's degree units can contribute to a rich exchange of ideas, best practices, and innovative approaches within the teaching community, ultimately benefiting both teachers and students in the educational setting.

The notably low percentage of teachers holding or pursuing doctorate degrees underscores significant barriers in advancing to the highest academic qualifications. Key challenges include financial constraints, time commitments,

and limited incentives. A study by Cailing and Merida (2023) highlighted that the high cost of tuition and other academic fees often presents an insurmountable challenge for educators, leading many to abandon their academic pursuits due to financial impracticality. Additionally, the escalating costs of higher education are not always commensurate with the salaries of teaching professionals, making further education financially unfeasible for many.

Furthermore, the heavy workload associated with teaching, including lesson planning, grading, and administrative tasks, leaves little time for educators to engage in further studies. Gomez and Catan (2021) found that lack of time was a primary factor preventing public school teachers from conducting research, which is often a component of advanced degrees. The limited number of doctorate holders among faculty members can impact educational outcomes. Research by Balanquit, Ladia, and Nool (2023) indicates a significant direct relationship between the proportion of doctoral degree holders and higher passing rates in the Licensure Examination for Teachers (LET). This suggests that higher qualifications among educators contribute to improved teaching quality and student performance.

To address these challenges, it is essential to provide more support and encouragement for teachers to pursue advanced degrees. Recommendations include offering financial assistance, such as scholarships or grants, to alleviate the burden of tuition costs, and implementing policies that provide time allowances or reduced workloads for educators engaged in further studies.

Table 6
Distribution of Respondents' Profile in Terms of Number of Ancillary Functions

Category	Frequency	Percent
5 and above	24	10.91
3 – 4	94	42.73
1 – 2	98	44.54
None	04	1.82
Total	220	100.00

Table 6 presents the distribution of respondents' profiles in terms of the **number of ancillary functions.** The **1–2 ancillary functions** category registered the highest frequency, with 98 respondents (44.54%). This suggests that most teachers are assigned a manageable number of additional duties, enabling them to balance their core teaching responsibilities effectively. Limiting ancillary tasks supports job satisfaction and improves instructional focus. As emphasized by Tolibas and Lydia (2022), keeping such responsibilities within a reasonable range allows educators to maintain high teaching quality while still contributing meaningfully to school operations.

Meanwhile, the **"None" category**, with only 4 respondents (1.82%), represents a very small fraction of teachers with no ancillary tasks assigned. While this might allow them to fully focus on instructional duties, it may also reflect potential disparities in workload distribution. Teachers not engaged in any additional functions may be missing opportunities to contribute to broader school development or professional growth. It is important that ancillary task assignments are equitable and aligned with individual capacity and interests. As Dela Cruz and Mendoza (2021) pointed out, regular reviews of ancillary duty allocations are necessary to ensure fairness, transparency, and optimal use of teacher competencies. Furthermore, while most teachers manage a balanced number of ancillary responsibilities, a small portion still shoulders a disproportionate share. Ensuring equitable and well-supported task distribution is vital to maintaining teacher well-being, job satisfaction, and overall school effectiveness.

Table 7
Distribution of Respondents' Perceptions toward Ancillary Functions

Indicator	Mean	SD	Description
I receive an assignment without the manpower to complete it.	2.59	0.67	Agree
I receive an assignment without adequate resources and materials to execute it.	2.70	0.70	Agree
I have to 'buck' a rule or policy in order to carry out a task assigned to me by our school head.	2.52	0.77	Agree
I work on unnecessary things.	1.56	0.72	Strongly Disagree
I do things that are likely to be accepted by one person and not accepted by others.	2.43	0.80	Disagree
I feel that accomplishing paper works is much important than teaching.	2.26	0.90	Disagree
I know what my responsibilities are	3.37	0.60	Strongly Agree
I know exactly what is expected of me	3.14	0.64	Agree
Coping with new technology is a burden for me.	2.31	0.78	Disagree

Lack of specialized training for present work is an issue for me.	2.61	0.73	Agree
Lack of support from the school head is an issue for me.	2.55	0.82	Agree
I get clear explanations of what has to be done.	2.84	0.67	Agree
Shortage of essential resources makes me feel uneasy with some tasks assigned to me.	2.85	0.71	Agree
Overall	2.66	0.73	Agree

Legend: 3.26 - 4.00 Strongly Agree / Very Positive 1.76 - 2.50 Disagree / Negative
2.51 - 3.25 Agree / Positive 1.00 - 1.75 Strongly Disagree / Very Negative

Table 7 describes the distribution of the respondents' **perceptions toward ancillary functions** with an overall mean of 2.66 (SD = 0.73), this means that respondents generally agree with most statements regarding their perceptions of ancillary functions. With the challenges and responsibilities associated with their additional tasks. This means that the respondents have a positive perception towards the teachers handling ancillary functions. This implies that teachers hold favorable views and attitudes towards taking on additional roles and responsibilities beyond their primary teaching duties.

This positive perceptions toward ancillary functions reflects a willingness and readiness among educators to engage in diverse tasks that contribute to the overall functioning and enrichment of the educational environment. Teachers who view ancillary functions positively see these additional responsibilities as opportunities for professional growth, skill development, and making a broader impact within the school community. Embracing ancillary functions with a positive mindset can lead to increased job satisfaction, collaboration with colleagues, and a sense of fulfillment in contributing to the holistic development of students. According to Sales et al., (2021), a positive perception towards ancillary functions indicates a proactive and engaged approach to school involvement, teamwork, and enhancing the educational experience for both teachers and learners.

In particular, the indicator **I know what my responsibilities are** obtained the highest mean of 3.37 (SD = 0.60), described as **Strongly Agree**. This means that despite the added workload, teachers have a strong understanding of their roles and expectations, which helps them manage their responsibilities effectively. Clear job expectations contribute to stability and efficiency in task execution, reducing confusion and enhancing performance.

The findings highlight the need for better manpower support, resource allocation, and training programs to help teachers manage ancillary functions more effectively. Schools should implement strategies to reduce administrative burdens on teachers, ensuring they have adequate time for lesson preparation. Providing specialized training, technological support, and clearer guidance on ancillary tasks may also improve efficiency and job satisfaction. Addressing these concerns can help create a more balanced workload, allowing teachers to focus on their primary role—educating students.

Furthermore, Tatto (2021) examines the status of teaching as a profession and the role of teacher education in sustaining professionalism, emphasizing the need for clearly defined professional knowledge and responsibilities. In addition, teachers who are aware of their responsibilities are better equipped to meet the needs of their students, collaborate with colleagues, and contribute meaningfully to the overall success of the school community Van Geel et al. (2023).

However, the indicator **I work on unnecessary things** obtained the lowest mean of 1.56 (SD = 0.72), describe as **Strongly Disagree**. This means that the teachers have a Very Negative perception of the idea that they are doing things that are not necessary. On the contrary, teachers perceived that their work involve tasks that are necessary or relevant to their roles. This strong disagreement indicates that educators feel that their time and efforts are focused on meaningful, purposeful activities that contribute to their teaching responsibilities and the overall educational goals. This negative interpretation implies that teachers are committed to maximizing their impact, utilizing their time efficiently, and dedicating their efforts to tasks that enhance student learning and support their role as educators. By minimizing unnecessary work, teachers can optimize their effectiveness, job satisfaction, and contribution to the educational community.

According to Kanwal et al. (2023), teachers who strongly disagree with working on unnecessary tasks are likely to prioritize efficiency, effectiveness, and productivity in their work, avoiding activities that do not align with their professional duties or the needs of their students. This implies the importance of balancing workload and support systems for teachers. While they feel confident about their responsibilities, the burden of ancillary tasks, particularly paperwork and resource shortages, may negatively impact their ability to focus on lesson preparation and student engagement. The results suggest that excessive non-teaching responsibilities could contribute to stress, decreased job satisfaction, and potential burnout if not properly managed. Schools and policymakers must address these challenges by providing adequate manpower, resources, and training to support teachers in fulfilling both instructional and administrative roles efficiently.

In general, these insights emphasize the critical need for workload management strategies, streamlined administrative processes, and additional support mechanisms to help teachers maintain a balance between their primary teaching responsibilities and ancillary functions (Dela Cruz, and Candelaria, (2023). Overburdening teachers with excessive administrative or non-teaching tasks can lead to burnout, decreased job satisfaction, and reduced

instructional quality. Thus, it is essential for school administrators and policymakers to develop proactive measures that alleviate unnecessary burdens while ensuring that teachers remain engaged and motivated in their core role—facilitating student learning.

Investing in professional development is another crucial aspect of fostering teacher well-being and enhancing educational outcomes. Providing targeted training opportunities, mentorship programs, and continuous learning initiatives can empower educators with the skills and strategies needed to effectively manage their workload. Moreover, professional development initiatives should not only focus on pedagogical advancements but also on time management, stress reduction, and leadership training, enabling teachers to navigate their responsibilities more efficiently.

Optimizing work distribution through strategic delegation and collaboration can further ease the pressure on teachers. Schools may explore solutions such as hiring additional support staff, redistributing non-teaching responsibilities among administrative personnel, or implementing team-based approaches to workload sharing. Encouraging a culture of collaboration among teachers can also foster peer support systems, enabling educators to share best practices and alleviate some of the challenges associated with balancing instructional and ancillary duties as stated by Cortes (2023).

Ensuring access to necessary resources—whether in the form of adequate teaching materials, technological tools, or well-structured institutional support—plays a pivotal role in maintaining teacher satisfaction. Equipping teachers with modern digital solutions, such as automated grading systems, classroom management software, and efficient communication platforms, can significantly reduce administrative workload and allow them to focus more on instruction (Esguerra 2023). Additionally, schools should prioritize policies that promote teacher autonomy, giving educators the flexibility to adapt teaching methodologies based on their students' needs without being overwhelmed by rigid bureaucratic requirements.

Addressing these concerns would contribute to the development of a more sustainable and effective teaching workforce, ultimately benefiting both educators and students. A well-supported and motivated teaching staff fosters a more dynamic and engaging learning environment, leading to improved student performance and overall academic success. Accordingly, Supporting Education (2024), by recognizing and addressing the challenges associated with workload management, schools and education policymakers can work toward a system that not only values teacher well-being but also prioritizes high-quality education for all learners.

Problem 2. What is the level of job satisfaction among teachers with ancillary functions in terms of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition?

Table 8
Summary Distribution of the Level of Job Satisfaction among Teachers with Ancillary Functions

Variable	Mean	SD	Interpretation
Supervision	2.82	0.68	Satisfied
Colleagues	2.74	0.66	Satisfied
Working Conditions	2.81	0.65	Satisfied
Pay	2.40	0.73	Dissatisfied
Responsibility	2.98	0.65	Satisfied
Work Itself	2.68	0.71	Satisfied
Advancement	3.11	0.71	Satisfied
Security	2.88	0.72	Satisfied
Recognition	2.97	0.69	Satisfied
Overall	2.82	0.69	Satisfied

Legend: *3.26 - 4.00 At all Times / Very Satisfied* *1.76 - 2.50 Sometimes / Dissatisfied*
2.51 - 3.25 Most of the Time / Satisfied *1.00 - 1.75 Never / Very Dissatisfied*

Table 8 describes the summary distribution of the level of **job satisfaction among teachers with ancillary functions** has an overall mean of 2.82 (SD=0.69), interpreted as **Satisfied.** This means that teachers with ancillary roles are contented and fulfilled with various aspects of their job. This overall satisfaction is attributed to a combination of factors, including job security, recognition for their work, opportunities for advancement, a supportive work environment, satisfaction with their responsibilities and tasks, and a sense of fulfillment in the work they do. Teachers with ancillary functions feel valued, respected, and supported in their roles, leading to a positive work experience and job satisfaction. Achieving a sense of overall job satisfaction among teachers in ancillary functions is essential for employee retention, motivation, and the overall well-being of the educational institution (Dreer, 2024). Providing a conducive work environment that addresses multiple aspects of job satisfaction can contribute to the overall job satisfaction of teachers in ancillary roles.

Furthermore, the variable **Advancement** obtained the highest mean of 3.11 (SD=0.71), interpreted as **Satisfied**.This means that teachers perceive opportunities for career advancement and growth within their profession. This satisfaction may from avenues for professional development, skill enhancement, leadership roles, or opportunities

to take on new challenges and responsibilities. Teachers who feel satisfied with advancement opportunities are motivated to progress in their careers, expand their knowledge, and contribute to the educational field Zhang et al. (2021). Having clear pathways for advancement can lead to a sense of accomplishment, career satisfaction, and a commitment to ongoing professional development. Providing opportunities for advancement and growth within the teaching profession is crucial for fostering a motivated, engaged, and satisfied workforce of educators.

However, the variable **Pay** obtained the lowest mean of 2.40 (SD=0.73), interpreted as **Dissatisfied**. This means that teachers are unhappy with their level of compensation. This dissatisfaction with pay is due to various factors such as low salary levels, no salary increases, inadequate benefits, or a perception that their pay does not enough the value of their work and dedication.

Teachers play a crucial role in shaping the future through education, and feeling undervalued in terms of compensation can lead to feelings of frustration, financial strain, and demotivation. Adequate and competitive pay is essential for recognizing the importance of teachers' contributions, retaining talented educators, and ensuring job satisfaction and well-being within the teaching profession Fulmer et al. (2023). Addressing concerns related to pay is crucial for supporting and retaining a motivated and dedicated teaching workforce. Moreover, fair compensation reflects society's appreciation for the invaluable role teachers play in student success and national development. When educators receive salaries that align with their expertise and workload, they can focus on delivering high-quality instruction without financial stress. Competitive pay also attracts skilled professionals, strengthening the overall education system's effectiveness.

Problem 3. What is the learners' academic performance in English, Science, and Mathematics during the First Quarter and Second Quarter of School Year 2023-2024?

Table 9
Summary Distribution of the Learners' Level of Academic Performance for First and Second Quarters, School Year 2023-2024

Learning Areas	Academic Performance						Overall		
	First Quarter			Second Quarter					
	Mean	SD	Description	Mean	SD	Description	Mean	SD	Interpretation
English	3.74	0.56	VS	3.96	0.31	VS	3.85	0.52	Passed
Science	3.85	0.65	VS	3.89	0.39	VS	3.87	0.52	Passed
Mathematics	3.80	0.64	VS	3.85	0.48	VS	3.83	0.56	Passed

Legend: (4.00 -5.00) 90 -100 = Outstanding / Passed (1.76 - 2.50) 75 - 79 = Fairly Satisfactory / Passed
(3.26 - 4.00) 85 - 89= Very Satisfactory / Passed (1.00 - 1.75) Below 75 = Did not meet Expectation / Failed
(2.51 - 3.25) 80 - 84 = Satisfactory / Passed

Table 9 presents the summary distribution of the learner's level academic performance in English, Science, and Mathematics during the First and Second Quarter of School Year 2023-2024. The data reveal that among the subjects English, Science, and Mathematics, "Science", obtained the highest mean of 3.87 (SD=0.52), described as Very Satisfactory. This implies that the overall performance in Science was higher than that of English and Mathematics.

Science being described as Very Satisfactory indicates that the performance in this subject was considered excellent or highly commendable. It means that students demonstrated a strong understanding of scientific concepts, critical thinking skills, and the ability to apply their knowledge effectively.

This provided a valuable insights into the academic performance in Science compared to English and Mathematics. A mean of 3.87 (SD=0.52) signifies that, on average, students achieved a level categorized as Very Satisfactory in Science, indicating a solid understanding of the subject's concepts and skills assessed.

The standard deviation of 0.52 suggests that student performance in Science clustered closely around this average score, indicating consistent achievement across the cohort. This consistency implies that a significant majority of students performed well, with scores closely aligned to the average, reinforcing the overall high level of performance described as Very Satisfactory. Compared to English and Mathematics, where specific mean scores and deviations are not detailed here, Science emerges as the subject with the highest average performance during the assessment period. This data underscores Science as an area where students showed strong and consistent academic performance relative to their peers in other subjects.

Science being described as Very Satisfactory indicates that the performance in this subject was considered excellent or highly commendable. It means that students demonstrated a strong understanding of scientific concepts,

critical thinking skills, and the ability to apply their knowledge effectively. Comparatively, the performance in English and Mathematics have been lower or not as impressive as Science.

On the other hand, the subject Mathematics, obtained the lowest mean of 3.83 (SD=0.56) which have a description Very Satisfactory. This means that the level of learner's academic performance in Mathematics subject is rated as Very Satisfactory. Generally, when Mathematics is described as Very Satisfactory despite having the lowest mean score, it indicates that even though the average performance in Mathematics may be lower compared to other subjects, the overall quality of achievement is still considered satisfactory.

It is possible that the curriculum or teaching methods in Mathematics are designed to challenge students and push them beyond their comfort zones, resulting in a lower average score but a higher level of achievement among those who excel in the subject. Additionally, the description of Very Satisfactory may indicate that the performance in Mathematics meets or exceeds the expected standards, despite the lower mean score.

Furthermore, the individual strengths and weaknesses of students in different subjects should also be considered. Some students may naturally excel in Mathematics or Science, leading to higher mean scores in those subjects, while Mathematics may require more effort and practice for consistent performance.

Problem 4. Is there a significant relationship between teachers' job satisfaction and learners' academic performance in English, Science, and Mathematics?

Table 10
Result of the Test on Relationship Between Teachers' Job Satisfaction and Learners' Academic Performance

Teachers' Job Satisfaction	Learners' Academic Performance First and Second Quarters, 2023-2024			
	English	**Science**	**Mathematics**	**Overall**
	r *p-value* *Interpretation*	*r* *p-value* *Interpretation*	*r* *p-value* *Interpretation*	*r* *p-value* *Interpretation*
Supervision	-0.038 0.58 NS	0.042 0.53 NS	-0.028 0.68 NS	0.021 0.76 NS
Colleagues	0.029 0.67 NS	-0.016 0.81 NS	0.068 0.31 NS	0.056 0.41 NS
Working Conditions	-0.026 0.70 NS	0.158 0.02 S	0.037 0.59 NS	0.063 0.35 NS
Pay	0.055 0.42 NS	0.031 0.65 NS	0.021 0.75 NS	0.041 0.55 NS
Responsibility	0.002 0.98 NS	-0.086 0.20 NS	0.004 0.96 NS	-0.064 0.35 NS
Work Itself	.172' 0.01 S	.183'' 0.01 S	-0.022 0.74 NS	0.097 0.01 S
Advancement	-0.065 0.33 NS	-0.104 0.12 NS	-0.131 0.05 NS	-.148 0.33 NS
Security	0.115 0.09 NS	0.011 0.87 NS	.156 0.02 S	0.08 0.24 NS
Recognition	0.006 0.93 NS	0.013 0.85 NS	0.051 0.46 NS	-0.015 0.82 NS

Legend: Significant (S) Non-Significant (NS)

Table 10 presents the results of the test on the relationship between teachers' job satisfaction and learners' academic performance for the First and Second Quarters of the School Year 2023–2024. Among the various indicators of job satisfaction, only the variable Work Itself showed a statistically significant relationship with learners' academic performance (r = 0.097, p = 0.01). This indicates that teachers who find satisfaction in the nature of their

work—such as teaching, interacting with students, and helping learners grow academically—positively influence student outcomes. Therefore, the null hypothesis is **rejected** for this variable.

This finding underscores the idea that when teachers are genuinely passionate and engaged in their teaching profession, their motivation and dedication can directly enhance students' academic performance. As Tria (2023) emphasized, teachers who are satisfied with the intrinsic aspects of their job tend to demonstrate higher levels of motivation, engagement, and commitment, which in turn leads to more effective instruction and better student support. Similarly, Fabella (2022) noted that job-satisfied teachers are more likely to pursue professional development and collaborative practices, which further improve classroom outcomes.

On the other hand, all other job satisfaction factors—including supervision, colleagues, working conditions, pay, responsibility, advancement, security, and recognition—showed **non-significant** relationships with learners' academic performance, with *p*-values ranging from (0.12 to 0.87.) Hence, the null hypothesis is **accepted** for these indicators. This suggests that while these factors may affect teachers personally and professionally, they do not directly impact how students perform in the classroom.

It can be inferred that learners are more influenced by how teachers engage with them and deliver instruction than by the external or administrative aspects of the teaching job. The teacher's passion for teaching and their effectiveness in the classroom—the essence of the Work Itself—are what resonate most with students and drive their academic success.

The findings highlight the importance of nurturing teachers' intrinsic motivation and commitment to their craft. While improvements in pay, recognition, and working conditions are essential for overall job satisfaction and well-being, it is the teacher's engagement in the act of teaching itself that most directly benefits student learning outcomes.

Problem 5. Is there a significant difference in the teachers' job satisfaction when grouped according to their profile?

Table 11
Difference in Teachers' Job Satisfaction when Grouped According to their Profile

Respondents Profile	Supervision	Colleagues	Working Conditions	Pay	Responsibility	Work Itself	Advancement	Security	Recognition
	F-value *P-value* *Interpret*	*F-value* *P-value* *Interpret*	*F-value* *P-value* *Interpret*	*F-value* *P-value* *Interpret*	*F-value* *P-value* *Interpret*	*F-value* *P-value* *Interpret*	*F-value* *P-value* *Interpret*	*F-value* *P-value* *Interpret*	*F-value* *P-value* *Interpret*
Age	3.947 .004 S	1.629 .168 NS	1.050 .382 NS	.230 .921 NS	1.464 .214 NS	2.196 .071 NS	0.449 .773 NS	2.334 .057 NS	5.469 .000 S
Sex	3.608 .059 NS	.118 .732 NS	.175 .676 NS	.806 .370 NS	.008 .931 NS	2.979 .453 NS	2.979 .086 NS	0.257 .613 NS	1.696 .194 NS
Position	2.636 .025 S	1.928 .091 NS	1.358 .241 NS	5.336 .000 S	2.562 .028 S	2.302 .046 S	1.774 .119 NS	3.874 .002 S	4.813 .000 S
Grade Level Taught	.101 .904 S	4.649 .011 S	4.140 .017 S	2.663 .072 NS	.201 .818 NS	2.271 .106 NS	2.382 .095 NS	0.079 .924 NS	1.557 .213 NS
Highest Educational Attainment	.178 .911 S	.255 .858 NS	1.339 .263 NS	4.408 .005 S	4.913 .003 S	2.103 .101 NS	0.689 .560 NS	2.282 .080 NS	5.304 .002 S
Number of Ancillary Functions	.883 .451 NS	.255 .858 NS	1.107 .386 NS	2.020 .112 .NS	1.618 .566 NS	0.281 .839 NS	0.114 .952 NS	0.234 .873 NS	0.042 .989 NS
Perceptions toward Ancillary Functions	2.302 .046 S	.255 .858 NS	1.339 .263 NS	2.979 .453 NS	2.979 .086 NS	0.257 .613 NS	2.103 .101 NS	0.689 .560 NS	1.050 .382 NS
Overall	1.892 0.392 S	1.831 .321 NS	1.513 .328 NS	2.577 .247 NS	1.619 .439 NS	1.619 .269 NS	1.397 0.430 NS	1.510 0.425 NS	3.147 0.233 NS

Legend: Significant (S) Not Significant (NS)

Table 11 presents the test results of the difference on the teacher's job satisfaction when grouped according to their profile. The overall results in all variables indicate that **there is no significant difference** on the teachers' job satisfaction when they were grouped according to their profile as reflected in the overall mean values which are greater than .05 level of significance. Hence, the null hypothesis is accepted.

In particular, the data reveal that **age** shows a significant difference in job satisfaction in terms of supervision and recognition. Age can have a significant impact on job satisfaction, particularly in terms of supervision and recognition. One study found that age differences play a moderating role in job satisfaction Topino et al. (2021), with older employees often exhibiting different levels of satisfaction compared to younger ones. For younger employees, job satisfaction may be influenced by under-reward inequity. This occurs when they perceive that their high task contributions are not adequately rewarded, such as receiving low monetary rewards for their efforts. This lack of recognition and reward can negatively impact their job satisfaction.

On the other hand, older workers tend to prioritize different aspects of their jobs. They may place greater importance on factors such as job characteristics, work design, and autonomy. Older employees often value the opportunity to have control over their work and make decisions independently. Additionally, they may prioritize annual income and overall job security. These factors can positively influence their job satisfaction. The changing priorities and perceptions of employees as they age contribute to the significant differences in job satisfaction observed across different age groups Cavanagh et al. (2020). Younger employees may place more emphasis on recognition and financial rewards, while older workers prioritize factors such as autonomy and job design.

In terms of **sex**, the data reveal a non-significant difference in teachers' job satisfaction. One possible reason for the non-significant difference is that job satisfaction is influenced by a combination of intrinsic and extrinsic factors that are not solely determined by gender. For example, factors such as job insecurity, job control, and job strain may impact job satisfaction differently between men and women. Higher levels of job insecurity or lower job control could lead to lower job satisfaction, regardless of gender Yeves et al. (2019).

As to the **position**, the data show a significant difference in job satisfaction in terms of supervision, pay, responsibility, work itself, security and recognition. One study examined how job satisfaction could be explained by needs and work values. The research highlighted that different positions may have varying needs and values, which can impact overall satisfaction levels. For example, positions that offer more autonomy and decision-making authority tend to have higher job satisfaction levels compared to those with limited control over their work (Chang et al., 2021). This indicates that the level of responsibility and task variety can significantly influence job satisfaction based on position.

Another study explored the relationship between promotion, job satisfaction, and high performance. The research concluded that promotions can positively impact job satisfaction, as they boost employees' morale and reduce labor turnover. This finding signifies that opportunities for growth and advancement within different positions can contribute to higher levels of job satisfaction (Weng & Zhu, 2020).

In terms of **Grade level taught**, the data shows a significant difference in job satisfaction in terms of colleagues, and working condition. One key factor in this variation is the level of self-efficacy, where teachers with lower self-efficacy may experience different levels of job satisfaction based on student discipline Ortan et al. (2021). Research has also explored the relationship between teacher job satisfaction and student achievement, revealing positive correlations, particularly in specific grade levels. Furthermore, the instructional level, whether elementary or secondary, can impact job satisfaction due to the unique challenges and rewards associated with teaching different grades.

It is important to consider these factors when examining differences in job satisfaction among teachers at various grade levels. Understanding these dynamics can contribute to creating a supportive and fulfilling work environment for teachers, ultimately enhancing the quality of education provided to students.

As to the **Highest educational attainment**, the data show a significant difference in job satisfaction in terms of pay, and responsibility, and recognition. Higher education is often associated with increased autonomy and decision-making authority. Individuals with advanced degrees may have more control over their work processes, allowing them to make decisions independently and have a sense of ownership over their work. This autonomy can positively impact job satisfaction, as individuals feel a greater sense of control and fulfillment in their roles.

Higher education often provides individuals with specialized knowledge and skills that can enhance their job performance and contribute to job satisfaction. For example, individuals with advanced degrees may have a deeper understanding of their field and be better equipped to handle complex tasks, leading to a higher level of job satisfaction (Merlino, 2019).

Additionally, higher educational attainment can open doors to better job opportunities and career advancement. Individuals with higher degrees may have access to more prestigious positions or roles that align with their interests and abilities (Tholen, 2023). This alignment between job responsibilities and personal preferences can contribute to increased job satisfaction.

In terms of the **Number of ancillary functions**, the data reveals a non-significant difference in teachers' job satisfaction. Addressing the challenges associated with ancillary functions is crucial for improving job satisfaction. Schools and educational institutions can consider strategies such as workload management, appropriate task allocation, and professional development opportunities to support teachers in balancing their core responsibilities with ancillary functions.

Research indicates that ancillary functions can have both positive and negative effects on job satisfaction. On the positive side, ancillary functions can provide opportunities for personal and professional growth (Arañas, 2023). They can enhance teachers' skills, broaden their knowledge base, and contribute to their overall development. This can lead to increased job satisfaction as teachers feel a sense of accomplishment and growth in their roles.

However, the presence of ancillary functions can also have negative implications for job satisfaction. Teachers who are burdened with numerous additional tasks may experience increased workload, time constraints, and stress (Creagh et al., 2023). These challenges can detract from their ability to focus on their core teaching responsibilities and may lead to lower job satisfaction. Addressing the challenges associated with ancillary functions is crucial for improving job satisfaction. Schools and educational institutions can consider strategies such as workload management, appropriate task allocation, and professional development opportunities to support in balancing their core responsibilities with ancillary functions.

Lastly, the results for **Perceptions Toward Ancillary Functions** in Table 23 indicate that this factor has a significant effect on teachers' job satisfaction in the category of supervision ($F = 2.302$, $p = .046$). However, for all other aspects of job satisfaction—including colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition—the results show non-significant relationships, as evidenced by p-values well above the standard significance threshold ($p > .05$).

The significant relationship between perceptions toward ancillary functions and supervision suggests that teachers' views on their additional responsibilities outside of teaching influence their perceptions of school leadership and support. If teachers see ancillary functions as overwhelming or mismanaged, they may also feel dissatisfied with the level of supervision and guidance they receive. Conversely, when these functions are perceived as meaningful and well-integrated into their professional roles, teachers may have a more positive outlook on supervision.

Similarly, research by Beladas and Callo, (2023) found that principals' effective leadership and supervisory skills are strong predictors of job satisfaction among public elementary school teachers . These findings suggest that when teachers perceive supervisory practices as supportive and constructive, their overall job satisfaction improves.

However, the relationship between ancillary functions—additional non-teaching responsibilities—and job satisfaction appears more complex. A 2023 case study by Arañas explored the experiences of teachers with multiple ancillary functions and found that while these roles contribute to personal and professional development, they also encroach upon instructional time and personal life, leading to increased stress . This aligns with reports indicating that excessive administrative tasks contribute to teacher burnout and attrition. For example, a 2024 article highlighted that

Queensland state schools are overwhelmed with administrative work due to numerous policy changes, leaving teachers and principals stressed and exhausted . Therefore, while effective supervision can enhance job satisfaction, the imposition of ancillary functions may counteract these benefits by adding to teachers' workload and stress.

These insights underscore the importance of school leadership in balancing supervisory responsibilities and the assignment of ancillary tasks. Implementing strategies to manage workloads effectively, such as distributing non-teaching duties equitably and providing adequate support, is crucial. By doing so, schools can enhance teachers' job satisfaction, reduce burnout, and ultimately improve educational outcomes.

Conclusion

The findings reveal that the majority of respondents hold a Teacher III position (42.27%) and have earned master's degree units (68.64%), reflecting a workforce with substantial experience and a strong commitment to professional growth. However, the limited number of Master Teachers and doctorate degree holders suggests potential barriers to career advancement. Teachers with ancillary functions report the highest satisfaction in advancement opportunities, emphasizing the importance of clear pathways for career progression and professional development in sustaining motivation and overall job satisfaction.

Additionally, the consistently Very Satisfactory academic performance in Science across both quarters underscores students' strong foundational understanding of scientific concepts, reinforcing the need for continuous support, engaging teaching strategies, and hands-on learning experiences to sustain and enhance scientific proficiency. Among the various factors of job satisfaction, only work itself shows a significant relationship with learners' academic performance, demonstrating that teachers' passion for their profession and commitment to their instructional roles directly impact student success. While overall job satisfaction does not significantly differ based on demographic and professional profiles, specific factors such as age, position, grade level taught, and highest educational attainment influence satisfaction in key areas like supervision, recognition, pay, and responsibility, highlighting the need for targeted strategies to enhance teacher well-being and retention.

Recommendations

Based on the conclusions of the study, the following recommendations are drawn:

1. Educational institutions should provide additional financial incentives or honoraria to teachers with extra roles to improve job satisfaction, motivation, and performance.
2. Schools should use interactive tools like educational apps, gamification, and online simulations in Mathematics. Offer professional development to help teachers adopt innovative, student-centered methods.
3. Align professional development opportunities with Career Progression: Link professional development programs to career advancement, giving priority for promotions, leadership roles, and salary increments to teachers who engage in professional development.
4. DepEd should provide financial and institutional support for further studies: Offer scholarships, tuition reimbursements, or study leave for teachers pursuing advanced degrees or certifications. Partner with universities to provide accessible graduate programs.
5. Educational institution should implement mentorship programs that pair new teachers with experience mentors to facilitate knowledge transfer and professional growth, creating career advancement pathways that offer leadership training and promotion opportunities to encourages continuous learning and career progression.

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