
THE ROLE OF JOB SATISFACTION ON TEACHER EFFECTIVENESS: THE PERSPECTIVES OF TEACHERS FROM SELECTED SECONDARY SCHOOLS IN ILIGAN CITY

Nuraldin A. Ali
Graduate Studies Department, Mindanao State University-Main Campus

Keywords

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ABSTRACT

The study was mainly concerned with determining the level of satisfaction and the degree of agreements about their job as teaching and non-teaching personnel of the Adiong Memorial Polytechnic State College (AMPSC) at the Municipality of Ditsaa- Ramin in the Province of Lanao del Sur. Specifically, answers to the following questions were sought: 1. What are the socio- demographic characteristics of respondents in terms of age, gender, civil status, educational attainment, job tenure, length of service and monthly income? 2. What is the level of job satisfaction of the respondents as to degree of agreements on hygiene or maintenance factors? 3. What is the level of job satisfaction of the respondents in terms of agreements as to the motivators? and, 5. What are the problems encountered by AMPSC personnel in relation with their job and recommendations to resolve them? The study employed the descriptive method of research in determining the level of job satisfaction among the teaching and non-teaching personnel of the Adiong Memorial Polytechnic State College (AMPSC) in Ditsaan Ramin, Lanao del Sur. It explored associations between variables by validating hypotheses through testing using non-inferential tests. A 10-item questionnaire was used to gather data from the 95 teaching and non-teaching personnel of the AMPSC who were completely enumerated. Most of the respondents, both teaching and non-teaching, were middle aged with ages of 36 to 45 years old, were females, married, bachelor's degree holders, non-permanent as to tenure, length of service ranging from 5 years and below, and with monthly incomes between 9,000.00 to 24,000.00 pesos. Majority of both respondents, the teaching and non-teaching personnel of AMPSC, agreed to all of the hygiene statement indicators. They agreed that working conditions in the school such as working space, facilities and equipment were good for one's health; wages and salaries and other compensation were also good; they got along well with the supervisors; had good opportunities for promotion; and they felt close to people at work and got along well with them. These results indicated that both of the respondents were satisfied with these hygiene factors as provided at AMPSC. Moreover, as to agreements in motivators, both respondents agreed and were thus satisfied with feeling good about their jobs as well as in the opportunities to take responsibility given them in AMPSC. However, in chances to achieve and opportunity for advancement, the teaching personnel disagreed and were therefore dissatisfied about them while the non-teaching personnel did agree on such indicators and were thus satisfied about them. And while the teaching personnel agreed they were given recognition for job well done and were thus satisfied, the non-teaching personnel on the other hand, disagreed and were therefore dissatisfied about it. The top five (5) problems cited by both teachers and staff were quite similar. These were the lack of laboratory equipment and facilities, chairs, supplies; no maintenance of facilities; unfair management practices; unclear policies and guidelines; and, lack of references, books and reading materials. The rest of the top problems cited by the respondents were mostly administrative in nature. These included the following: disorganized management, improper tasking and unclear designations, lack of interest among the students, presence of attitudes like "palakasan" and crab mentality, lack of proper administrative coordination between heads of offices and their subordinates, and full of plans but no implementation. The respondents also offered their recommendations to solve or minimize the problems they encountered at AMPSC. The top five (5) solutions were as follows: 1) provide/procure equipment, books, and learning aids as well as improve facilities, 2) implement by-laws, policies, and school guidelines as well as improve other physical facilities such as the school's drainage system and potable water system, 3) enhance task structuring, specialization, and minimize multi-tasking as well as disseminate policies and guidelines through a

newsletter, 4) designate a good leader with high academic qualifications and ability to supervise and control, and 5) improve academic qualifications and skills of personnel.

INTRODUCTION

Educational Management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system. It was a field which was concerned with the operation of educational organizations. It covered processes on planning, organizing, and directing activities in a school effectively utilizing human and material resources, in order to accomplish the school's objectives.

The reasons people can feel happiness or contentment in their work can often be quite complicated. For some, it is the moral reward of man, others are happy to simply make a living, still others appreciate the good career opportunities their positions offer or their relationships at work. According to Adiong (2016), defining job satisfaction has been a challenge for researchers, as work plays a significant role in people's lives and job satisfaction is central to their well-being. It is also important for employers, since satisfied employees can be more committed to the company, more efficient and creative.

Several scholars also defined job satisfaction as the emotional state of enjoyment that an employee gets from doing his or her job well and being suitably rewarded. Others take into account the emotional fulfilment an individual reaches when the job meets his or her expectations. For most researchers, however, job satisfaction has multiple dimensions and is determined by a number of factors such as the nature of the work itself, relations and interactions with superiors and peers, pay, benefits, promotion, the organization and its management and last but not least the working conditions.

Ensuring job satisfaction is important for employers as it can reduce absenteeism and staff turnover and save costs on recruitment and retraining. The reason for losing interest in one's job can be the work's routine character, conflicts with other employees or the supervisors, or inadequate pay.

Managers are expected to develop a good mix of factors that make employees happy about their jobs. Knowing the needs of their employees they will be able to match tasks with personalities, preferences and skills. Many companies are aware that job enrichment is crucial for creating a good work environment. Job enrichment involves increased responsibilities, higher recognition and good conditions for growth and achievements. Studies have shown that pay is not the top priority for job satisfaction but salaries should be comparable to the compensations for similar positions in the industry. It is essential that pay rewards efforts adequately and pay rises are tied to performance.

One central variable in work and organizational psychology is job satisfaction. In any type of endeavour, it is undoubtedly strategic to make work as gratifying as possible to ideally carry out the tasks expected of us. Although people oftentimes fall short of their dream jobs, maybe due to inaccessibility of positions that correspond to their qualifications or for some other reasons, it should be borne in mind that no job can make any worker 100% satisfied. Not even the ideal job he has always fantasized about. Not even the job he/she worked hard for after years of education himself in the best institutions.

One of the most influential contributions to understanding job satisfaction is the motivation-hygiene theory of the American psychologist Frederick Herzberg (1923 to 2000, wherein two dimensions of job satisfaction were identified as hygiene and motivation. The hygiene issues were company policies, supervision, salary, interpersonal relations and working environment, are considered as the conditions to be met in order to prevent dissatisfaction. The motivation factors included recognition, achievement, the work itself, responsibility, advancement and growth.

As we explored how job satisfaction affected teacher-efficiency, this study covered the context of Secondary Schools in Iligan City. Similar to other organizations, educational institutions are no exception to the various issues that is associated to job satisfaction of employees.

For decades, the educational system had already taken not of various concerns that affected job satisfaction, by which also greatly affected the delivery of services of an institution. Though a great number of studies both in foreign and local context have been conducted that dealt with job satisfaction, the researcher believed that revisiting the subject matter was necessary as society had already changed, thus factors like employee job satisfaction might have also changed with time. Therefore, the researcher believed that there was a need to revalidate factors involved in job satisfaction among teaching employees as it affects teacher effectiveness. Thus, this study was conducted in order to contribute for the field of education to ensure the welfare and the highest potentials of their teachers nowadays.

METHODOLOGY

Research Design

This study made use of a quantitative-descriptive design. The quantitative-descriptive design quantified, described, and tested the association of data gathered in the revisiting the role of job satisfaction to teacher effectiveness, as perceived by teachers from selected secondary schools in the city of Iligan, Lanao del Norte.

Quantitative research is a systematic investigation of occurrences by gathering quantifiable data and executing statistical, mathematical, or computational techniques. This study made use of the quantitative design, by employing statistical tools in presenting

and analyzing the role of job satisfaction in teacher effectiveness among the respondents of the study.

Locale of the Study

The study was conducted at the city of Iligan, province of Lanao del Norte, by which it cover select-Public Secondary Schools specifically Iligan City National High School, Iligan City East High School, Tomas Cabili National High School, Dalipuga National High School, Abuno National High School, and Hinaplanon National High School.

These secondary schools are covered under the Schools Division of Iligan City located at Poblacion, City of Iligan. From being merely a small district in the Department of Mindanao and Sulu, Philippine Islands in 1903, Iligan City became a chartered city by virtue of Republic Act 525 signed into by the late President Elpidio Quirino. Republic Act 525 included the creation of Iligan as a separate School Division. It was in 1963 that the Municipal Board passed Resolution #208 separating Iligan City Division from Lanao del Norte. It was however, only in September 1964 that the Division of Iligan City was finally installed with the then Iligan City District as its nucleus of learning institution in the locality.

Respondents and Sampling Procedure

The study involved one hundred six (106) teachers from six (6) Public Secondary Schools in Iligan City for the School Year 2022-2023.

In identifying the respondents of the study, the researcher employed a combination of the snowball and quota sampling method. By which, the researcher's personal teacher-acquaintances served as the instrument establishing networks/linkages to complete the highest possible number of respondents. In choosing and identifying respondents, the minimum criteria was for the respondent to be working as a secondary school teacher in a public secondary school.

Name of School	F	%
Iligan City National High School	29	27.3
Iligan City East High School	23	21.7
Tomas Cabili National High School	19	17.9
Dalipuga National High School	12	11.3
Abuno National High School	9	8.5
Hinaplanon National High School	14	13.3
Total	106	100.0%

Research Instrument and Its Validity

A self-made questionnaire was used as the primary instrument of data gathering. The instrument was categorized in three (3) parts.

The questionnaire consisted of self-made questions/items in the first part in obtaining the socio demographic characteristics—age, gender, civil status, educational attainment, length of service and monthly income of respondents.

The second part consisted statement-indicators describing job satisfaction in relation to an employees' work conditions. This part was inspired by the standardized Job Description Index (JDI) questionnaire to measure the level of satisfaction of employees in terms of hygiene (maintenance) and motivating factors. In this questionnaire, items however were redesigned and simplified to suit the situations of teacher-respondents.

The third part of the instrument consisted statement-indicators describing teacher-efficiency as perceived by the respondents.

Data Gathering

Data were gathered through the use of a self-made questionnaire. The questionnaire consisted of three parts, specifically; 1) Respondent's profile; 2) Job Satisfaction Indicators; and 3) Teacher Effectiveness Indicator. The questionnaire was made possible through the ideas of the researcher and the respective adviser.

The statements were validated through the conduct of a pilot test among fifteen (30) teachers from St. Peter's College. The responses were analyzed and interpreted using the Cronbach Alpha. The pilot test results obtained an internal consistency Cronbach Alpha value of .913 indicated that the set of statements were reliable and valid, thus, were interpreted as good and acceptable.

Statistical Tools

The weighted mean was used in computing and analyzing the responses on job satisfaction as perceived by teachers in terms of work conditions in relation to physical resources, school administration, work, and pay. Data processing and analysis were made possible with the Statistical Package for the Social Sciences version 19 (SPSS).

Each component was measured by a number of variables, each in turn was measured by a question to which the respondent answered in terms of the SA-A-D-SD scale, with each scale item assigned the numerical values of 1 to 4.

Any computed value above the mean is interpreted as satisfied while that which is below the mean is dissatisfied.

The results obtained from the former were analyzed by computing the weighted mean with the corresponding formula below:

Formula:

Where: x^i = is the i th observation
 n = sample size

$$x = \frac{\sum_{i=1}^n (x_i * w_i)}{\sum_{i=1}^n w_i}$$

The test on relationship between job satisfaction and teacher effectiveness were computed and analyzed with the use of Chi Square.

Formula

Where: $\chi^2 = \sum \frac{(O-E)^2}{E}$

χ^2 = the test statistic

O = Observed frequencies

Σ = the sum of

E = Expected frequencies

RESULTS AND DISCUSSIONS

Respondent's Profile

This section presents the profile of respondents such as age, gender, civil status, educational attainment, length of service, and family income to establish and further support the data gathered in answering the primary objectives of this study.

Table 1 Frequency and Percentage Distribution of Employees in terms to Age

Age	F	%
25 and below	11	10.4
26-35	25	23.6
36-45	36	33.9
46-55	16	15.1
56 and above	18	17.0
Total	106	100.00

As presented in Table 1, figures show that many (36 or 33.9%) respondents were of ages thirty-six to forty-five years, thus were middle-aged adults; followed by respondents who were twenty-six to thirty-five years of age (25 or 23.6%). Others were specifically as follows: eighteen (17.0%) were fifty-six years of age and above at their senior years of teaching; sixteen (15.1%) were of ages forty-five to fifty-five; and there were eleven (10.4%) who were on their beginning years of teaching with ages twenty-five and/or below. It can be implied from the results that the respondents were distributed, thus of varied ages, depicting different life experiences.

Table 2 Frequency and Percentage Distribution of Employees in terms to Gender

Gender	F	%
Female	84	79.2
Male	22	20.8
Total	106	100.00

In terms of gender, the female population consisted the majority (84 or 79.2%) of the respondents. However, the male samples were accounted only to nearly one-fourths (20.8%) of the total respondents. In terms of gender, the female population consisted the majority (84 or 79.2%) of the respondents. However, the male samples were accounted only to nearly one-fourths (20.8%) of the total respondents.

Table 3 Frequency and Percentage Distribution of Employees in terms to Civil Status

Civil Status	F	%
Single	22	20.7
Married	76	71.7
Separated/Widowed/Others	8	7.5
Total	106	100.00

In terms of civil status, results revealed that almost the majority (76 or 71.7%) of the respondents were married. Almost one-fourths (22 or 20.7%) were accounted to be singles. There were a few (8 or 7.5%) who were either separated, widowed, and other possible status in life.

Table 4 Frequency and Percentage Distribution of Employees in terms to Educational Attainment

Educational Attainment	F	%
Bachelor's Degree	57	53.8
Married	35	33.00
Separated/Widowed/Others	14	13.2
Total	106	100.00

As to educational attainment, more than half (57 or 53.8%) of the respondents were Bachelor's degree holders; nearly one-thirds (35 or 33.0%) of the sample-population were holders of a Master's Degree; few (14 or 13.2%) claimed to be doctorate degree holders.

Table 5 Frequency and Percentage Distribution of Employees in terms to Length of Service

Educational Attainment	F	%
Bachelor's Degree	57	53.8
Married	35	33.00
Separated/Widowed/Others	14	13.2
Total	106	100.00

Results in Table 5 presents that respondent of the study had varied years in the length of their service to their respective workplace. As shown, most (44 or 41.5%) of the respondents had served as teachers for six to ten years; twenty-nine (27.4%) also

claimed to have served in teaching for eleven to fifteen years; nineteen (17.9%) have claimed to be in their early years of teaching having served for five years and below; lastly, there were fourteen (13.2%) who were teachers for sixteen years or more.

Table 6 Frequency and Percentage Distribution of Employees as to Monthly Income

Monthly Income	F	%
P21,000-30,000	42	39.6
P31,000-P40,000	32	30.3
P41,000-P50,000	19	17.9
P51,000 and above	13	12.2
Total	106	100.00

Results in Table 6 presents that respondent of the study had varied monthly earnings. As shown, more than one-third (42 or 39.6) of the sample- population were earning twenty-two thousand pesos to thirty-thousand pesos monthly. Many (32 or 30.3%) revealed to be earning an income of thirty-one to forty thousand pesos monthly; nineteen (17.9%) had a monthly income of forty- one to fifty thousand pesos; lastly, only thirteen (12.2%) had revealed to had been earning higher salaries amounting to fifty-one thousand and above.

II. Perceived Job Satisfaction of Secondary School Teachers

This section will be presenting the statement-indicators that describe job satisfaction in terms of conditions at work, in relation to physical resources, school administration, work and pay.

Table 7 Job Satisfaction in terms of Work Conditions (Physical Resources)

Statement	Mean	Interpretation
S1. Our workplace provides conducive infrastructures for employees	3.20±0.64	Agree
S2. Our school provides us with offices where we can do our daily workload comfortably and efficiently	3.23±0.71	Agree
S3. Our school provides us with comfortable work space with school tables, chairs, cabinets and other office necessities.	3.34±0.57	Agree
S4. Our school provides us with the office equipment (e.g. computer/laptop, printer, wifi connection) needed for us to finish our workload on time.	3.38±0.61	Agree

Note: 1.00-1.79 Strongly Disagree 2.60-3.39 Agree
1.80-2.59 Disagree 3.40-4.00 Strongly Agree

Results in Table 7 above presents the perceived job satisfaction of teacher- respondents in terms of Work Condition specifically physical resources provided at work.

The table had shown that five (5) statement-indicators that described job satisfaction that focused on work conditions by which statements were inspired by the concepts of Maslow's Hierarchy of Needs.

Among the five (5) indicators, teacher-respondents expressed affirmation (Agree) on four (4) statements. Results may imply that the four (4) indicators were perceived by the teacher-respondents positively as follows: with the weighted mean of 3.38+ and an SD of 0.61, respondents agreed that their respective schools had provided them with office equipment like computers/laptops, printers, wifi connection and other necessities needed for them to finish their workload on time. Providing these things at work definitely help teachers accomplish their workload on time as they were provided with the logistics, they needed by which there was no reason for them not to be able to finish their workload.

Similarly, respondents also agreed (3.34±0.57) that their respective schools provided them with comfortable work space with school tables, chairs, cabinets and other office necessities. Having comfortable and conducive work spaces enable employees' mental

health to be at its working state. Similar to how teachers prepare classrooms for learners, the former also need similar work spaces by which they feel comfortable and safe. In turn, teacher-respondents would be mentally-fit and motivated in doing their tasks as there are no distractions that would hinder their productivity.

Correspondingly, respondents also affirmed (Agree, 3.23 ± 0.71) to another statement-indicator stating that their schools provided them with offices where they could do their daily workload comfortably and efficiently. Offices were very important to employees as this space served as their comfort space while at work, by which they could do their office works or by which this space may also be where they could rest. These offices could also motivate employees by which they could feel being valued by their employers, just like how parents try hard to provide their children a comfortable home.

Lastly, respondents also affirmed that their workplace provided conducive infrastructures for employees (Agree, 3.20 ± 0.64). In connection to all aforementioned statement-indicators, these conducive infrastructures/buildings shelter the comfortable offices and equipment provided to our teacher-respondents.

In this section, results in Table 8 presents the perceived job satisfaction of teacher-respondents in terms of Work Condition specifically on the school administration.

The table had presented that seven (7) statement-indicators that described job satisfaction that focused on work conditions related to how the school administration had managed their workplace.

Table 8 Job Satisfaction in terms of Work Conditions (School Administration)

Statement	Mean	Interpretation
S1. Our school administration is fair and just in implementing school policies.	3.29 ± 0.60	Agree
S2. Our school administration promotes a harmonious and peaceful organization atmosphere for employees.	3.18 ± 0.51	Agree
S3. Our office environment has a harmonious and peaceful atmosphere.	3.05 ± 0.42	Agree
S4. Our school administration gives teachers equal opportunities for job promotion.	2.78 ± 0.22	Agree
S5. Our school administration gives teachers equal opportunities in attending seminars and trainings for professional development.	3.05 ± 0.28	Agree
S6. Our school administration gives rewards and recognition to employees who have minor accomplishments.	3.21 ± 0.61	Agree
S7. Our school administration gives rewards and recognition to employees who have minor accomplishments	3.26 ± 0.67	Agree

Note: 1.00-1.79 Strongly Disagree 2.60-3.39 Agree
1.80-2.59 Disagree 3.40-4.00 Strongly Agree

Teacher-respondents expressed affirmation (Agree) on all seven (7) statements, as follows: S1: Our school administration is fair and just in implementing school policies (3.29 ± 0.60).; S2. Our school administration promotes a harmonious and peaceful organizational atmosphere for employees (3.18 ± 0.51).; S3. Our office environment has a harmonious and peaceful atmosphere (3.05 ± 0.42).; S4. Our school administration gives teachers equal opportunities for job promotion (2.78 ± 0.22).; S5. Our school administration gives teachers equal opportunities in attending seminars and trainings for professional development (3.05 ± 0.28); S6. Our school administration gives rewards and recognition to employees who have minor accomplishments (3.21 ± 0.69).; and S7. Our school administration gives rewards and recognition to employees who have major accomplishments (3.21 ± 0.57).

Teacher-respondents having agreed on S1: Our school administration is fair and just in implementing school policies (3.29 ± 0.60) may be implied as something positive that could give satisfaction to our respondents. By being just and fair in implementing school policies may imply that the school administration may have treated everyone fairly in implementing their policies, thus there was justice and equality in their respective workplaces. With this, employees may less likely to have reasons to feel inequality which basically is a reason why people feel dissatisfaction. In many studies, employees who are satisfied with their workplace tend to be

more productive and efficient compared to employees who feel dissatisfied.

Similarly, having agreed on S2. Our school administration promotes a harmonious and peaceful organizational atmosphere for employees (3.18±0.51) and \$3. Our office environment has a harmonious and peaceful atmosphere (3.05±0.42) may imply the same positive implications like statement number one. Just like any situation, when a place is harmonious and peaceful, individuals tend to have a sense of belongingness and unity. In several studies conducted, individuals, more specifically employees who feel harmony and belongingness in their workplace tend to show more productivity because of the positivity they feel within themselves and towards others.

In connection to the first statement earlier, being just and fair is a major factor in promoting equality, especially in organizations and workplaces, thus, only employees who feel dissatisfaction are those employees who have been experiencing inequality. However, respondents agreeing on S4. Our school administration gives teachers equal opportunities for job promotion (2.78±0.22) and S5. Our school administration gives teachers equal opportunities in attending seminars and trainings for professional development (3.05±0.28) provide positive implications from our teacher-respondents.

In addition, respondents also affirmed to the last two statements on S6. Our school administration gives rewards and recognition to employees who have minor accomplishments (3.2±0.69).; and \$7. Our school administration gives rewards and recognition to employees who have major accomplishments (3.21±0.57) by which also gives positive implications that the respective schools of the teacher-respondents were providing ways promoting positivity among their employees. Accomplishments, whether big or small, when recognized or appreciated gives a sense of happiness towards an individual by which it further encourages an individual to even do better, or even the best. In the context of schools, various accomplishments can be noted, may it be a minor or major thing. In schools, minor accomplishments may include a complete attendance, going to work early, maintaining a clean work space, dressing nicely, being friendly and kind, and many others. As such, in several schools nowadays, these things have been already recognized as such to encourage more employees to do the same positive practices at work that actually promote productivity and efficiency at work.

In the next section, Table 9 presents the perceived job satisfaction of teacher-respondents with five (5) statement-indicators that described in terms Work Conditions related to their Job Description, Workload, and Work Supervision by their immediate department supervisor/heads

Table 9 Job Satisfaction in terms of Work Conditions (Job Description, Workload, Work Supervision)

Statement	Mean	Interpretation
The school assigns workload that is appropriate with my job description.	3.29±0.60	Agree
The school is considerate with work deadlines and/or submission.	3.18±0.51	Disagree
The school pays (incentives/overtime pay) for additional workload/assignments.	3.05±0.42	Agree
The department head/supervisor is professional and fair in dealing with subordinates like me.	2.78±0.22	Agree
The department head/supervisor is organized and systematic in assigning office works.	3.05±0.28	Agree

Note: 1.00-1.79 Strongly Disagree 2.60-3.39 Agree
1.80-2.59 Disagree 3.40-4.00 Strongly Agree

Teacher-respondents expressed affirmation (Agree) on all four (1) statements and disagreed on one (1), as follows: S1. The school assigns workload that is appropriate with my job description (Agree, 3.20 ± 0.64).; S2. The school is considerate with work deadlines and/or submission (Disagree, 2.55±0.24).; S3. The school pays (incentives/ overtime pay) for additional workload/ assignments (Agree, 3.34±0.57).; S4. The department head/ supervisor is professional and fair in dealing with subordinates like me (Agree, 2.98±0.31).; and S5. The department head/ supervisor is organized and systematic in assigning office works (Agree, 3.19±0.58).

Teacher-respondents having agreed S1. The school assigns workload that is appropriate with my job description (3.20 ± 0.64) may reveal a positive implication from our respondents. These results may imply that they have been doing workloads aligned with their job description, thus, this may have brought a positive feeling to the respondents as they were actually working on what was required of their job. Positive feelings to one's work in many cases bring more productivity and efficiency when it comes to work output. In many cases in the world of the working class, various reports have been made that workers have been experiencing job

mismatch and other issues on having workloads that were not related to their job. These scenarios have been found to actually cause dissatisfaction to employees.

Similarly, teacher-respondents also affirmed on S3. The school pays (incentives/ overtime pay) for additional workload/ assignments (Agree, 3.34±0.57). This result gave a positive implication on the productivity of our respondents as they were also motivated with extra income. Apart from the typical teacher workload, it was unavoidable in work organizations like the Department of Education not to be assigned to do other workloads.

In addition, affirmation was also expressed on S4. The department head/ supervisor is professional and fair in dealing with subordinates like me (Agree, 2.98±0.31) which gave positive implications as to the work experiences of our teacher-respondents given they had somewhat positive experience with their supervisors at work. This statement described having professional and fair supervisor at work which is believed to be necessary for employee satisfaction as they were treated fairly inside the office, Inequalities at work are inevitable as some supervisors may actually favorites and biases which brought negative implications to their subordinates giving them a sense of work dissatisfaction; S5, the department head/supervisor is organized and systematic in assigning office works (Agree, 3.19±0.58).

On the other hand, respondents revealed a negative response on S2. The school is considerate with work deadlines and/or submission (Disagree, 2.55±0.24). Disagreeing on the said statement may imply that the teacher- respondents' workplace may be strict with deadlines when it comes to workload. Considering our respondents come from secondary schools which were under the Department of Education, it is a not surprising that they have heavy paper workloads required to all basic education institutions. Department of Education as a system, it is also given that deadlines were strict as these offices works with their Learning Information System (LIS).

In this section, Table 10 presents the perceived job satisfaction of teacher- respondents with five (5) statement-indicators that described work conditions related to their salaries, payments, and incentives received.

Teacher-respondents expressed Disagreement on four (4) statements out of five, as follows: S1. The school provides payment/ incentives to additional workload (2.69±0.41).; S2. My salary is appropriate with the workload I do (2.38±0.32); S3. My salary is sufficient to buy/pay for basic needs like food, shelter, groceries, internet connection, electricity, and others (2.45±0.21).; S4. My salary is sufficient to buy personal needs like new clothing, shoes, bags, cellphone, laptop, other gadgets, and others (2.31±0.18).; and S5. My salary is sufficient for me to have savings for future needs (2.52±0.31).

Table 10 Job Satisfaction in terms of Work Conditions (Salary/Pay/ Incentives)

Statement	Mean	Interpretation
The school provides payment/incentives to additional workload.	2.69±0.41	Agree
My salary is appropriate with the workload I do.	2.38±0.32	Disagree
My Salary is sufficient to buy/pay for basic needs like food, shelter, groceries, internet connection, electricity, and others.	2.45±0.21	Disagree
My salary is sufficient to by personal needs like new clothing, shoes, bags, cellphone, laptop, other gadgets, and others.	2.31±0.18	Disagree
My salary is sufficient for me to have savings for future needs.	2.52±0.31	Disagree

Note: 1.00-1.79 Strongly Disagree 2.60-3.39 Agree
1.80-2.59 Disagree 3.40-4.00 Strongly Agree

Unlike the other preceding sections, this part reveals Disagreement on four (4) statements, firstly, disagreeing on S2. My salary is appropriate with the workload I do (2.38±0.32) may express negative implications that teacher- respondents may actually be loaded with work which was not good for the metal health of an employee at work. This type of context at work may actually be a major contributory factor of employee dissatisfaction at work which in turn may actually affect their work productivity and efficiency; secondly, disagreeing on S3. My salary is sufficient to buy/pay for basic needs like food, shelter, groceries, internet connection, electricity, and others (2.45±0.21) was another thing that may express a negative implication that teacher-respondents have revealed that may actually cause them dissatisfaction at work. To experience difficulties due to insufficient financial resources may cause stress to individuals that may actually also bring anxiety, depression, or disturbance in a person's mental well-being. Thirdly, disagreeing on S4. My salary is sufficient to buy personal needs like new clothing, shoes, bags, cellphone, laptop, other gadgets, and others (2.31±0.18) may also bring a negative effect to a person's mental being even though these things also help teacher-respondents feel better about themselves that could boost their morale. As such, gadgets like android cellphones and laptops nowadays have also become a necessity, especially for work purposes with the advancement of the system of work in society. Lastly, disagreeing on S5. My salary is sufficient

for me to have savings for future needs (2.52±0.31) may also bring implications on the part of our teacher-respondents. As we are uncertain of the future, we tend to prepare for it by actually saving up finances for possible circumstances that we might face. As such, the disagreement on being able to save from their salaries may also bring a bad effect on the person's mental being as he/she may have the feeling of uncertainty on being financially stable in difficult times.

On the other hand, teacher-respondents having agreed on S1. The school provides payment/ incentives to additional workload revealed a positive implication on the productivity of our respondents. Aside from the usual teacher workload, it was inevitable in work organizations like the Department of Education not to be tasked to do other workloads, which may actually be an overload for teachers, especially those teaching in the secondary level considering the fact that teaching was not only their job description, they may also hold other administrative-type workloads. Given such context, employees like teachers, deserved commensuration for their additional services for them to feel their valued at work.

Table 12 Relationship between Job Satisfaction and Teacher-Effectiveness

Variables	Teacher-Effectiveness		Remark
	Chi-Square Value	Sig-Value	
<i>Physical Resources</i>	4.214	0.12	Significant
<i>School Administration</i>	11.200	0.19	Significant
<i>Work</i>	5.775	0.05	Significant
<i>Pay</i>	9.057	0.23	Significant

Note: **-significant at 0.01 level

Table 12 revealed that there was significant relationship between job satisfaction and all four (4) indicators of work conditions, as illustrated in the table.

Further, it can be implied that results depict that job satisfaction had a significant role on teacher effectiveness

CONCLUSION

In light with the results presented, it is thus concluded that overall:

1. It can be concluded from the results of the study that there is a need there is still minimal number of a Master's degree among teachers in Iligan City.
2. It can be concluded from the results of the study that teachers Agreed on indicators related to job satisfaction in terms of Physical Resources, implying that they were Satisfied with their respective school in terms of the said indicator.
3. It can be concluded from the results of the study that teachers Agreed on indicators related to job satisfaction in terms of School Administration, implying that they were Satisfied with their respective school in terms of the said indicator.
4. It can be concluded from the results of the study that teachers Generally Agreed on indicators related to job satisfaction in terms of Work, implying that they were Generally Satisfied with their respective school in terms of the said indicator. However, it can be noted that respondents Disagreed on one indicator, implying Dissatisfaction.
5. It can be concluded from the results of the study that teachers expressed Disagreement on four (4) out of five (5) indicators related to job satisfaction in terms of Pay, implying that they were Generally Dissatisfied with their respective school in terms of the said indicator. However, it can be noted that respondents only Agreed on one indicator.
6. It can be concluded from the results of the study that respondents perceived themselves as Effective in teaching, in general.
7. It can be concluded from the results of the study that job satisfaction in terms of work condition had a significant relationship with teacher effectiveness.

RECOMMENDATIONS

1. It can be recommended from the results of the study that there is a need for the schools of Iligan City to support their teacher-employees in pursuing Master's Education considering the minimal number of a master's degree among teachers coming from different schools.
2. It can be recommended from the results of the study that school administrations can further improve their physical resources in their campuses as it plays a significant role in teacher effectiveness.
3. It can be recommended from the results of the study that school administrations can further improve their administration in their campuses as it plays a significant role in teacher effectiveness.
4. It can be recommended from the results of the study that school administrations can further improve their work conditions in terms of workloads and work supervision in their campuses as it plays a significant role in teacher effectiveness.
5. It can be recommended from the results of the study that there is a need for the Department of Education to revisit the aspect on the teachers' salary and amount of work given to them. It can be noted from the results that teachers were Dissatisfied

when financial resources were involved. The DepEd should propose a new payment scheme to commensurate the load of work assigned to teachers.

6. It can be recommended from the results of the study for schools to assess teacher effectiveness be assessed regularly to ensure that teachers are always fit in all aspects for them to be effective at work.
7. It can be recommended that since the following variables in this study were found to be significantly related to teacher effectiveness, DepEd and the school should always take into consideration on ensuring that the following factors be properly implemented, to help promote teacher effectiveness.
8. Findings of this study are not conclusive but their implications are of great help. Despite that the different schools is a limited setting it is an interesting focus for further research on the same subject using other measures and statistical tools. Research on the other aspects of the same respondents, may be on their job performance, can be conducted this time to include students as respondents.

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