

**JOB SATISFACTION AMONG PUBLIC SCHOOL TEACHERS IN PARDO
ELEMENTARY SCHOOL, CEBU CITY**

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CHAPTER I

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Teachers are the backbone of the educational system. They have a vital role in the development of youth knowledge and abilities. Education is viewed widely as a critical indicator of progress. One of education's primary purposes is to produce trained human resources capable of addressing a country's developmental challenges. To achieve this goal, the teachers must be satisfied. Job satisfaction is the joy and pleasure of doing a good job. (Kasemsap, 2017a). Employees that are happy in their jobs devote more time, energy, and effort to their jobs, resulting in higher output (Scott, 2004). Meanwhile, teacher job satisfaction has numerous essential and far-reaching implications. To begin with, this promotes teacher happiness because happy teachers are less likely to suffer from stress and burnout (Kyriacou & Sutcliffe, 1977; Skaalvik & Skaalvik, 2011). Furthermore, there is evidence that students of teachers who are happy with their jobs are also so glad (Collie, Shapka, & Perry, 2012; Spilt, Koomen, & Thijs, 2011). Furthermore, happy teachers provide better education and learning support to their students (Klusmann et al., 2008; Kunter et al., 2013). Finally, content instructors are more dedicated to their jobs and are less likely to quit (Blömeke et al., 2017; Klassen & Chiu, 2011), which is especially significant during high teacher turnover. M. Zembylas and E. Papanastasiou (2006) looked

at teacher work satisfaction due to the perceived relationship between what a teacher expects from teaching and what teaching seeks to deliver. According to Hongying (2008), job satisfaction relates to teachers' general attitudes and perspectives about their working environment and profession.

Teachers are a school's most valuable resource. They are the driving forces behind any educational reforms that are required. High-quality teachers must provide a high-quality education system (Jyoti and Sharma, 2009). Teacher morale, subject knowledge, and specialized teaching skills (pedagogical knowledge) are essential components of high-quality teaching and learning (Bolin, 2007).

Teachers are pretty crucial in our society. The quality of a school's education is proportionate to the quality of its teachers. Teachers are architects of the learners' futures. A satisfied teacher can do their job correctly and efficiently. If teachers work under stress during a pandemic, they will be dissatisfied with their jobs, harming the task. It is thus vital to discover the elements that influence teachers' ability to get satisfaction from their jobs. Teachers may miraculously change students' raw materials into outstanding finished goods, such as whole individuals and productive citizens.

As a result, this study aims to assess the school implementations that influence teachers' job satisfaction. Although this study appears to be identical to those of other researchers, it is not because the study's environment and respondents differ.

Theoretical Background

This study is anchored by Miller's (2020) Herzberg Theory of Motivation in the workplace, which claims that certain workplace variables cause job satisfaction while others cause job unhappiness, independent of one another. When people are satisfied with their jobs, they exhibit recognition, achievement, development, and growth. Among those dissatisfied, the following criteria were mentioned: corporate policy, supervision, salary, and working environment. For an employee to be content with their work, "motivating" variables like growth, the nature of work, responsibility, recognition, and achievement should be met by the school. On the other side, "hygiene" factors are associated with occupational discontent (such as working conditions, job security, and interaction with coworkers). Working relationships, prestige, and security are aspects of a school's policy and administration. These characteristics do not promote job happiness; instead, they serve to avoid job unhappiness, just as adequate hygiene does not guarantee good health in and of itself, but its absence does. Because their absence or inadequacy causes workplace dissatisfaction, Herzberg refers to them as maintenance factors. Some elements are not true motivators because they require constant reinforcement.

A successful educational system was built by solid teaching staff. Recognizing the factors that influence teaching quality and retention is the first step toward developing a high-quality faculty. This study aims to assess the primary elements influencing elementary teachers' job satisfaction at Pardo Elementary School. Leadership and planning of the organization function within

the school, work environment, training and development, resources, and compensation and benefits.

Given how important job happiness is to every teacher worldwide, it's not surprising that it has received much attention in the scientific literature. Satisfaction, however, has resulted in an abundance of definitions, ideas, and metrics. Despite this, they are helpful as a resource for better understanding this notion and determining how job satisfaction might be measured in various contexts.

There must also be caution, as several incongruent theories and assessments can stifle our knowledge of job satisfaction. Teachers play a critical part in today's educational system, and they have a wide range of responsibilities. Today's teacher must balance irrational responsibilities and high expectations from students, parents, administrators, and others. In this case, people must re-dedicate themselves and re-direct their attention away from their new and chasing roles. If you quickly change the surroundings or remove what is upsetting them, they will not become content with their job. Similarly, if you make employment more enriching, an individual will not suddenly be satisfied with their job (Kurt, 2021).

The impact of technological and population booms, and the growing need for universal access to high-quality education provide new problems. Job satisfaction affects student performance, and educational advancement is impossible unless these two factors improve. It leads to school improvement,

high-quality education, and student satisfaction, which is the ultimate goal of any organization. Furthermore, this trait significantly influences leadership behavior, work performance, and leadership styles. It is essential in the workplace. Job adaptability, motivation, and success may all influence one another. Satisfaction, health security, dependability, and meeting fundamental standards can all be achieved when performance is improved (Baluyos et al., 2019).

In education, improving school effectiveness is primarily a method to increase teacher motivation, and capabilities should be at the forefront of efforts to improve school effectiveness based on improving teaching. Furthermore, highly motivated and need-satisfied teachers can foster a positive social, psychological, and physical environment in the classroom. When a teacher is content with their job, it appears that they can integrate.

Professional knowledge, interpersonal knowledge, and intrapersonal knowledge are examples of knowledge. The extent to which you are pleased with your work is job satisfaction. If a person prioritizes job satisfaction, they will feel confident and excited about their work. Job fulfilling and dissatisfying job traits were coined by Herzberg. Variables that act as motivators and elements that act as hygienic factors, respectively, motivators (e.g., difficult labor, recognition for accomplishments, responsibility, etc.), opportunity to perform something worthwhile, participation in decision-making, and a sense of belonging, positive satisfaction, arising from intrinsic conditions) offer importance to an organization) give positive pleasure (Damiji, 2015). Lack of hygiene factors (e.g., status, etc.), on the other hand, work circumstances, good pay, supervisory techniques, job

security, wage, fringe perks, and work conditions. Extrinsic conditions (e.g., paid insurance, vacations) cause unhappiness with the task (Damji, 2015).

Naturally, in the field of education, the emphasis is on teacher job satisfaction, as instructors play an essential role in the transmission of knowledge in the classroom. Teachers are a country's most valuable asset and the backbone of every educational institution. In their responses to the world, they develop perceptual and cognitive performance style features. As a result, people are more likely to act in ways that maximize their strengths. Proficiency, enthusiasm, academic competence, teaching strategy, personal qualities, the classroom environment, general mental capacity, personality, and relationships with students are all aspects that influence an instructor's work effectiveness. To develop outstanding teachers, one must first comprehend the components involved. Teachers are a country's most valuable asset and the backbone of every educational institution. Their responses to the world develop perceptual and cognitive performance style features. As a result, people are more likely to act in ways that maximize their strengths. Non-financial elements, such as work environment, supervisor relationship, organizational policy, job characteristics, and coworker relationship, were significant predictors of job satisfaction. Thus, the work environment had the most significant impact on public school teachers' job satisfaction, followed by organizational policy, head-teacher relationships, job characteristics, and coworker relationships. Teachers are clearly the backbone of student learning attainments in a society where successful learning is dependent on teaching methods, and student performance is decided by teacher quality.

Teacher growth, welfare, motivation, and satisfaction are critical in such a situation for improved teaching performance (Amzat,2017).

By identifying the contributing components, this research intends to give a theoretical framework of the factors affecting academics' job satisfaction. The study's primary goal was to create a theoretical framework based on existing literature. The use of a large body of literature focusing on the factors influencing teachers' job satisfaction to achieve the goal of building the framework is unique to this study. The findings may help raise awareness of the aspects that contribute to academics' job satisfaction at primary institutions. The question of job satisfaction has long been important to educators on a personal and organizational level. Recent studies of growing occupational stress and burnout in early childhood education, on the other hand, suggest that the topic deserves more attention. It then gives a conceptual framework for comprehending how the various aspects of job satisfaction interact with one another.

The flow of the Research Process

The Research flow chart depicted the progression of a particular study step by step. It displayed a graphical, symbolic representation of a process, which included Input, Process, and output.

The primary **Input** shown in this study assesses the job satisfaction among public school teachers in Pardo Elementary School.

The **Process** includes the development, finalization, distribution, and retrieval of questionnaire items, and it is the second phase of the flow. Data will be compiled, represented, analyzed, and interpreted.

The **Output** will include proposals for improvement as well as a recommendation basis.

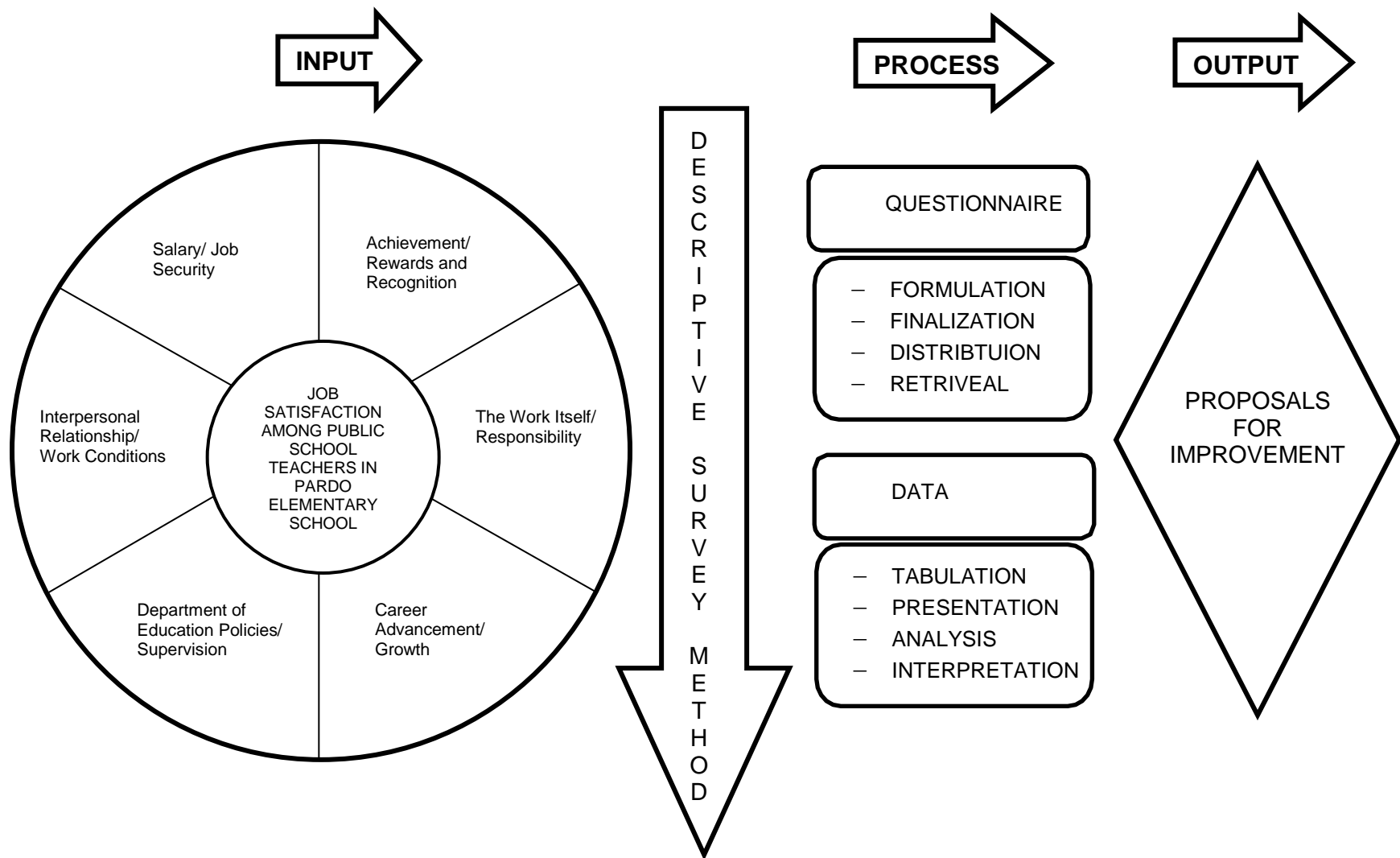


FIGURE 1
Research Flow Chart

THE PROBLEM

Statement of the Problem

The study aimed to determine job satisfaction among public school teachers in Pardo Elementary School, Cebu City. It sought to answer the following questions in particular:

1. As assessed by the respondents, what are the levels of job satisfaction among public school teachers in terms of:

- Achievement/ Rewards and recognition;
- The work itself/ Responsibility;
- Career advancement/ Growth
- Department of Education policies/ Supervision;
- Interpersonal relationships/ Work conditions; and
- Compensation and Benefits/ Job security?

2. Based on the study findings, what proposals for improvement can be recommended?

SIGNIFICANCE OF THE STUDY

The following sectors will benefit from the study:

The Teachers / Respondents

The direct recipients of this study are the teachers. They will become more efficient and excel in performance if they are satisfied.

The School Administrators

School administrators heavily influence teachers' job satisfaction. The study's findings will help them determine which aspects of school management need to address. Also, the modifications that must be made, especially in the case of remote learning. Effective education is ensured in this manner.

The Department of Education

The Department of Education will benefit from this research in determining how their implementations affect teacher job satisfaction.

The Students

This study will also help students who are the receivers of the teachers' performance. When teachers are satisfied with their jobs, they are more effective in creating educational materials, which make a significant contribution to the students' learning process.

The Parents

This study will also benefit parents whose children are enrolled in a distance learning program. The more satisfied teachers are with their job, the less worried parents will be about their children's learning development because of the

assurance that teachers are doing well in their careers.

The Researchers

This study will assist the researchers in honing their critical thinking and analytical abilities. The research would also help them to broaden their expertise in the field of human resource management.

The Future Researchers

The study's findings will be utilized as a guideline by future researchers in performing their research. It would also assist them in being aware of and well-versed in the methods used in a research project for future reference.

RESEARCH DESIGN

Research Method

The study was conducted systematically, with a descriptive survey method assisting a modified researcher-created questionnaire as the primary data collection instrument. A random sampling technique was used in the study. The collected data are tabulated, analyzed, and interpreted thoroughly to ensure accurate results and the ability to make meaningful recommendations.

Research Environment

This research was conducted at Pardo Elementary School. This is a public elementary school run by the Department of Education in A. Gabuya St., Cebu City, Cebu, founded on January 1, 1947. Pardo ES was the school's last name. The school has a total of 143 full-time teachers who currently have a modular mode of teaching.

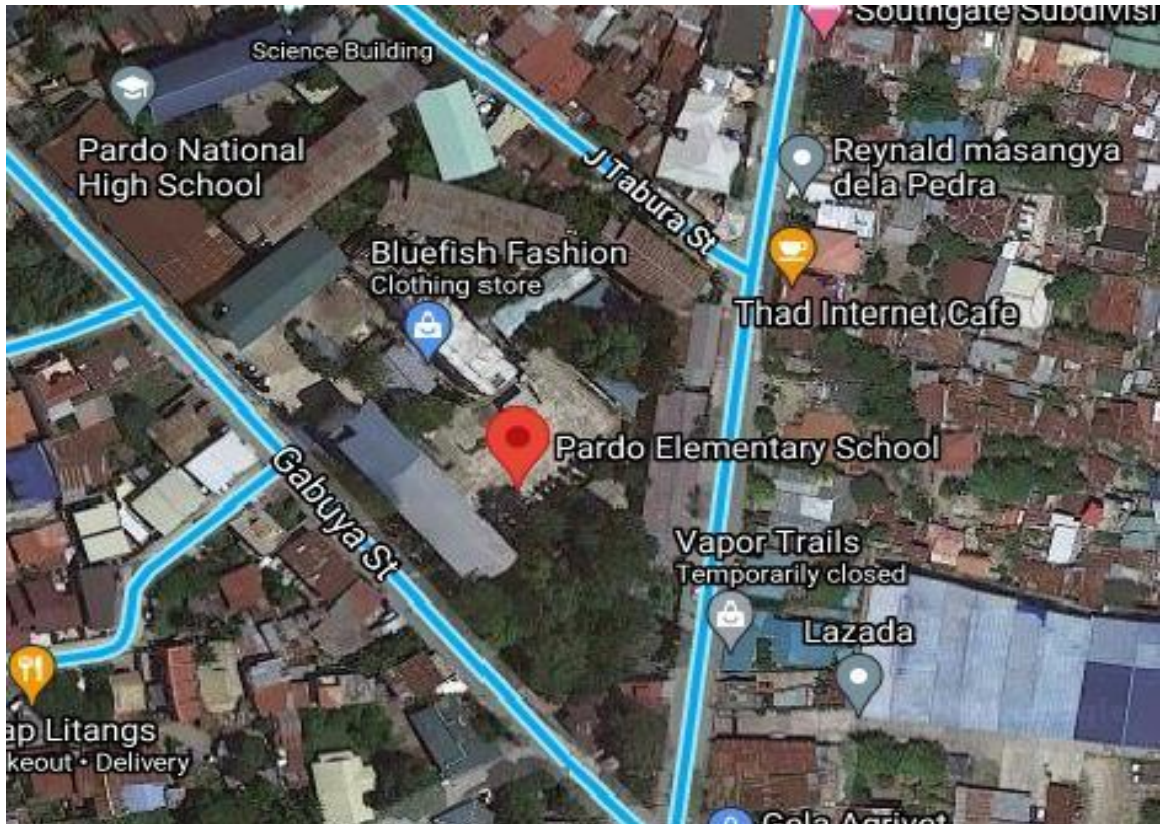


Figure 2 Location Map

Research Respondents

The respondents of the study were the full-time faculty of Pardo Elementary School. The researchers have the entire population of full-time teachers in every level from Grade One to Grade Six as respondents, with 143 full-time teachers.

Research Instrument

In gathering the data relevant to the study, the researchers used a survey questionnaire to the full-time faculty as the primary data. The essential research instrument used in this study was in the form of a modified researcher-made survey questionnaire. The research instrument includes scales to measure the

degree of satisfaction of the respondents.

Scale	Description	Interpretation
4	Very Satisfied (VS)	which means that the item is implemented all the time
3	Satisfied (S)	which means that the item is implemented oftentimes
2	Less Satisfied (LS)	which means that the item is sometimes implemented
1	Dissatisfied (DS)	which means that the item is never implemented

Data Gathering Procedure

The researchers sent a transmittal letter asking permission to the Schools Division Superintendent to conduct the research study, which entitles Job Satisfaction among Public School Teachers in Pardo Elementary School, Cebu City. The modified research-made questionnaires were handed to the school principal, who then facilitated the distribution to respondents. The distribution and retrieval of questionnaires were from April 19, 2022, to April 27, 2022. The collected data were transcribed, processed, arranged, and interpreted.

Data Treatment

The collected data were subjected to the weighted average mean formula to determine the average value of a specific set of numbers for the significant measure of response central tendency.

The formula is as follows:

$$\mu = \frac{\sum f x}{N}$$

Where:

μ = weighted mean

\sum = summation

F = number of respondents under each scale

X = weight assigned to each scale

N = number of respondents

For the researchers to facilitate the analysis of the weighted mean, the following mean range and interpretation are utilized:

Mean Range		Description
3.26 – 4.00	VS	Very Satisfied
2.51 – 3.25	S	Satisfied
1.76 – 2.50	LS	Less Dissatisfied
1.00 – 1.75	DS	Dissatisfied

DEFINITION OF TERMS

The following terms are conceptually defined as follows:

Achievement

Refers to accomplishing a problematic yet valuable endeavor. It instills pride in the employee.

Career Advancement

It refers to the possibility of teachers advancing in their careers.

Compensation and Benefits

These are the monetary and non-monetary benefits provided by the school to teachers.

Department of Education Policies

These are the rules and guidelines put in place by the Department of Education.

Distance or remote learning

It refers to the way of learning for students that do not require physical interaction with other students and the teachers.

Growth

Means that teachers' jobs should include opportunities for them to gain new skills. Change might occur on the job or through more formal education.

Interpersonal Relationship

It refers to the social connections that teachers have with one another.

Job Dissatisfaction

It refers to the situation when teachers become demotivated with their jobs due to school implementations.

Job Satisfaction

It refers to the situation when teachers are content with their jobs due to the school's well-executed performances.

Job Security

It pertains to the importance of teachers feeling safe in their careers and not constantly on the verge of losing them.

Responsibility

It means that teachers should take ownership of their careers. It entails keeping themselves accountable for the task at hand rather than feeling micromanaged.

Rewards and Recognition

These refer to the ways of acknowledging the teachers' performance.

Supervision

Means that teachers should be given as much discretion as possible.

The Work Itself

The teaching job should be interesting, varied, and challenging enough to keep teachers engaged.

Work Conditions

This means that the teachers' equipment and working environment should be safe, fit, and sanitary.

CHAPTER II

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The data collected in the study was presented, analyzed, and interpreted in this chapter. The data gathered pertains to the Job Satisfaction among Public School Teachers in Pardo Elementary School. This chapter is composed of two sections. Section 1 presents the motivational and hygiene factors of Public School Teachers while Section 2 shows the findings of the study's findings on what proposals for improvement will be further recommended.

Table 1

Achievement/ Rewards and Recognition

N=143

Indicator	μ	Description
1. The school recognizes the achievements of the teachers.	3.69	Very Satisfied
2. The school lets teachers have a feeling of accomplishment.	3.58	Very Satisfied
3. The school encourages teachers to have a constructive solution to a problem.	3.57	Very Satisfied
4. The school gives employees recognition in a timely and meaningful way.	3.51	Very Satisfied
5. The school practices a formal program to recognize teachers' achievement.	3.50	Very Satisfied
6. The school allows teachers to participate in seminars and gatherings in school.	3.41	Very Satisfied
Factor Average	3.54	Very Satisfied

Legend:

Mean Range		Description
3.26 – 4.0	(VS)	Very satisfied
2.51 – 3.25	(S)	Satisfied
1.76 – 2.50	(LS)	Less Satisfied
1.00 – 1.75	(DS)	Dissatisfied

It resulted in a positive outcome after tallying the statistics and calculating the weighted mean of each item under the table of achievement, rewards, and recognition. It demonstrates how the school recognizes and rewards instructors' achievements. Table 1 shows that the most significant weighted mean of all variables is 3.69, indicating that the school values teachers' accomplishments. The lowest score is 3.41, indicating that the school recognizes small victories. According to Guffey (2013), the school environment influences instructors' performance in the classroom. The organizational context determines an individual's or person's performance in an organization. Employees are more likely to be motivated if they are given something that will make them feel more excited at work. Employee appreciation has been found as a powerful motivator that can improve job satisfaction (Zani et al., 2011) and (Rahim & Duad, 2013).

Table 2
The Work Itself/ Responsibility

N=143

Indicator	μ	Description
1. The school encourages teachers to have challenging and exciting jobs.	3.49	Very Satisfied
2. The school lets teachers enjoy the work.	3.82	Very Satisfied
3. The school allows teachers to multitask at work.	3.96	Very Satisfied
4. The school lets teachers take ownership of the work.	3.64	Very Satisfied
5. The school encourages teachers to have action plans in the event of job difficulties.	3.45	Very Satisfied
6. The school regularly reminds teachers of work compliance and deadlines.	3.54	Very Satisfied
Factor Average	3.65	Very Satisfied

After obtaining all of the results, the Work Itself and Responsibility produced a favorable result, with the highest weighted mean of 3.96, indicating that the school allows teachers to multitask at work. Most teachers who multitask in the workplace enjoy and maintain the workflow that comes from switching from one task to another and considered it to be the most productive way when stimulated with a variety of tasks. The table also portrays the lowest weighted mean that has 3.49 in figures indicating that the school encourages teachers to have challenging and exciting jobs. To do their tasks properly, employees must improve their knowledge and abilities. (Kubicek et al., 2015). The highest weighted mean is 3.64, as shown in Table 4, indicating that the school allows teachers to take ownership of their work. The lowest weighted mean is 3.45, indicating that the school encourages teachers to have action plans in the event of job difficulties. The deficiencies must be addressed if the school is to improve

the quality of education it gives to its students. It is an essential component in determining a school's pace of progress is developing an effective action plan that gives a clear agenda for improvement (Djoub Z, 2021).

Table 3
Career Advancement/ Growth
N=143

Indicator	μ	Description
1. The school offers job-related training.	3.39	Very Satisfied
2. The school provides opportunities for professional growth.	3.45	Very Satisfied
3. The school offers career advancement opportunities.	3.44	Very Satisfied
4. The school gives opportunities for teachers to grow and develop personally.	3.52	Very Satisfied
5. The school supports the skills and performance improvement of the teachers.	3.51	Very Satisfied
6. The school provides information, suggestions, and/or resources that are related to the teachers' goals.	3.38	Very Satisfied
Factor Average	3.45	Very Satisfied

The Career Advancement and Growth delivered a satisfactory outcome after acquiring all of the results. Based on Table 5, the highest weighted mean is 3.45 which indicate that the school provides opportunities for Professional Growth. It signifies that it encourages teachers to experiment with new ideas or tools in their teaching contexts, reflecting on how these impacts their students' learning. The lowest weighted mean is 3.39, indicating that the school offers job-related training. The teacher may participate in improving their professional knowledge, skills, and competence in the teaching profession (Fisher, 2003). As has been observed, there is a positive effect on teachers' professional

development. The highest weighted mean in table 6 is 3.52 in figures, indicating that the opportunities can help teachers broaden their knowledge base in various subject areas. In figures, the lowest weighted mean is 3.38, indicating that the school's provision of resources and information significantly impacts teachers becoming better educators and developing into competent future school administrators. Teachers can benefit from school leaders' assistance in identifying their professional development needs, encouraging experimentation, locating and allocating resources to enhance teachers' learning, and improving the application of new learning in their schools (Vanblaere and Devos 2016).

Table 4

Department of Education Policies/ Supervision

N=143

Indicator	μ	Description
1. The DepEd requires attendance from teachers.	3.74	Very Satisfied
2. The DepEd requires that all applications for sick leave of absence for one full day or more shall be made on the prescribed form and shall be filed immediately upon employees' return from such leave.	3.70	Very Satisfied
3. The DepEd requires teachers that on those days when there is no prescribed office uniform for the day, employees shall be dressed in appropriate business attire.	3.66	Very Satisfied
4. The school monitors the preparation of the timetables.	3.64	Very Satisfied
5. The school holds sessions with teachers to guide them on lesson note writing.	3.48	Very Satisfied
6. The school regularly checks the performance evaluation of teachers.	3.62	Very Satisfied
Factor Average	3.64	Very Satisfied

After receiving all of the results, the DepEd Policies and Supervision resulted in a positively. It indicates how the school monitors the timetable preparation and the teachers were very satisfied with the required attendance with the weighted mean of 3.69. The lowest weighted mean is 3.57, indicating that teachers are pleased with the policy requiring employees to dress in appropriate business attire on days when there is no designated office uniform. It shows that the school holds meetings with instructors to assist them in writing lesson notes. This is because the success or failure of any organization is determined by how well employees perceive justice throughout policy implementation (Khurosani & Salim, 2017). Because employees are accountable for carrying out the organization's goals and objectives, professional personnel must be overseen by the organization (Janosik et al., 2003).

Table 5

Interpersonal Relationship/ Work Conditions

N=143

Indicator	μ	Description
1. The school resolves conflicts between colleagues as soon as possible.	3.46	Very Satisfied
2. The school organizes seminars on mental and emotional awareness.	3.46	Very Satisfied
3. The school encourages suggestions.	3.43	Very Satisfied
4. The school operates in a socially responsible manner.	3.47	Very Satisfied
5. The school's work positively impacts teachers' lives.	3.51	Very Satisfied
6. The school ensures a safe working environment.	3.54	Very Satisfied
Factor Average	3.47	Very Satisfied

According to the table, the most significant weighted mean of all variables for interpersonal relationships and work conditions, is 3.48, indicating that coworker conflict is dealt with quickly, seminars on mental and emotional awareness are well-organized, and the school provides a safe environment. According to Damiao & Obaob (2014), teaching in safe conditions makes the work so interesting and motivating. In this case, it has a significant impact on the environment, as teachers are encouraged to collaborate and form close bonds with their colleagues. On the other hand, the table shows a low rating of 3.43, indicating that the school fosters suggestions but does not significantly differ from the rest. The school continues to encourage faculty suggestions in order to ensure that everyone is heard. Listening is a critical workplace skill for ensuring high-quality communication, developing relationships, and motivating employees (Tiffany et al., 2021).

Table 6
Compensation and Benefits/ Job Security
N=143

Indicator	μ	Description
1. The DepEd provides clothing and teaching supply allowances.	3.71	Very Satisfied
2. The DepEd provides an increase in salary.	3.62	Very Satisfied
3. The DepEd provides incentives such as Performance-Based Bonus (PBB) annually.	3.66	Very Satisfied
4. The DepEd provides an annual medical examination to all teachers.	3.48	Very Satisfied
5. The DepEd gives 13 th -month pay, mid-year, and year-end bonuses.	3.65	Very Satisfied
6. The DepEd offers leave privileges such as maternity leave, paternity leave, and study leave.	3.68	Very Satisfied

Factor Average	3.63	Very Satisfied
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According to the table, DepEd provides clothing and teaching supplies, with the highest rating of 3.71 in figures. While the lowest figure is 3.48, it indicates that school administrators must also assure teachers that they are safe and secure in their job and their future. Instead of being concerned about teachers' performance, school administrators should be concerned about teachers' job security. According to Faremi (2017), teacher retention methods should include early salary payment, worker welfare packages, good working conditions, teacher mentoring programs, teacher preparation, and the supply of essential amenities for a productive academic calendar.

Table 7

Summary of Tables

N=143

Factors	μ	Description
1. Achievement/ Rewards and Recognition	3.54	Very Satisfied
2. The Work Itself/ Responsibility	3.65	Very Satisfied
3. Career Advancement/ Growth	3.45	Very Satisfied
4. Department of Education Policies/ Supervision	3.64	Very Satisfied
5. Interpersonal Relationship/ Work Conditions	3.47	Very Satisfied
6. Compensation and Benefits/ Job Security	3.63	Very Satisfied
Grand Mean	3.56	Very Satisfied

The grand mean of table seven was determined by summing all the weighted means from variables one to six and dividing them by the number of elements, which was six, as shown in the summary of tables. After computation, the grand mean in figures was 3.56, indicating a positive influence and teachers'

satisfaction with the implementation. It implies that the performances benefit all teachers in all settings. As a result, it represents the school regarding how teacher implementations are carried out. As a result, Pardo Elementary School's job satisfaction has ultimately imposed performance and satisfaction towards its teachers.

CHAPTER III

THE PROPOSALS

This chapter presents a scheme to address the need for improvement in the extent of Job Satisfaction among Public School Teachers in Pardo Elementary School. This study demonstrates that providing training will help improve the implementation of the school concerning the job satisfaction of the teachers.

Proposal No. 1: Continuous Improvement for Teachers

The weighted mean of 3.45, of table number three is a satisfactory result. However, the rating in indicator number six has the weighted mean of 3.38 is the lowest of all. By that, the researchers want to propose the continuity and enhancement at the same time of the existing implementation of a Professional Development Training in the school. The goal is to motivate teachers to enhance their skills to provide the best learning outcomes for their learners and be more productive and fulfilled in other aspects of their work. Therefore, the training is necessary to assist teachers in efficiently managing and learning new professional practices and skills while improving on previous professional techniques and skills. This training will highly influence the educators' career advancement/growth. The budgetary source will be from June to July 2022 to see if extending the activity by two months will boost instructors' professional growth and advancement. The person in charge of training is the training and development personnel. The concept includes a critical method for determining the effectiveness of teacher education in terms of professional development and

advancement, whether in a real world or virtual setting. As a result, the school will benefit from the teachers' professional development, as well as their ability to maintain excellence.

No. 2: Strengthening the Relationship/Bond of Pardo Elementary School Teachers.

As shown in the table under the Interpersonal Relationship variable, a rating of 3.43 indicates that the teachers are delighted with their growth. However, the researchers want to propose an additional program by offering this program for the teachers to be able to improve relationships with each other. Building strong teamwork has been a biggest challenge for a lot of companies. It affects the interpersonal relationships among the teachers, but it also creates a work environment that is more conducive to working together and getting things done. However, the result in table number five at item number three has the lowest mean among all the indicators under the interpersonal relationship. As a result, it requires a tool that can help the school in improving the teachers' relationship. The strengthening of relationship program will be held every summer or at the end of the school year for three days at their desired date. It can also be the best way for teachers to relax and break from their lessons. The school will prepare interactive activities and an open forum in that everyone must participate. These activities can help the teachers work together and increase their understanding of each other's needs and personalities. The proposal provided is essential for teachers because it will assess their job

satisfaction. As a result, the school can benefit from the proposal above because it is an excellent way to improve every employee's interpersonal skills by breaking the ice between teachers, becoming more acquainted, and building trust.

Rationale

Like any other employee, teachers have specific attributes that are appropriate for their position. Those qualities are, in fact, one of the variables taken into account while hiring them. They have the information and abilities necessary to carry out their responsibilities. However, simply possessing these characteristics do not guarantee success in accomplishing their objectives. Individuals can better themselves through developing new attributes and improving existing talents. Continuous improvement for teachers should be promoted in this regard. Employee development is when employees receive formal training or seeks opportunities to learn with the assistance of their organization to advance their skills, knowledge, and careers (Heinz, 2021). It's good that the school provides teachers with helpful information, feedback, and resources. It's a great approach to assist them in improving and achieving their goals. The school's involvement will assist teachers in obtaining broader chances for many resources, which they would not be able to get on their own without assistance. As a result, these educators will become more satisfied with their jobs.

According to the study results, teachers of Pardo Elementary School are assessed as to how the school can maintain and improve the implementations that positively impact all employees. In terms of maintaining and improving performances, the researchers developed a proposal whose primary goal is to endorse new ways to promote the growth of teachers in their jobs, which leads to job satisfaction. This proposal assists teachers in equipping themselves with the knowledge and resources they require at work so that employees are on the right track when meeting their objectives. This can be useful for both the teachers and the school improve the implementation and increase job satisfaction. In the long run, well-improved commissions will increase teachers' job satisfaction. Hence, teaching will become more effective.

Proposal Design

The overall goal of job satisfaction among public school teachers at Prado Elementary School is outlined by feedback and collaboration. The remainder of this proposal contains information on (1) achievement/rewards and recognition, (2) work itself/responsibility, (3) career advancement/growth, (4) DepEd policies /supervision, (5) interpersonal relationships/work conditions, and (6) salary/job security.

This proposal is effective for professional development because it improves teacher skills while also adding value to the school. Teachers must have a feedback system, team collaboration, and personal and professional growth goals. Teacher professional development supports active learning,

collaboration with peers, and modeling best practices in the field. The groups that will be attending and their requirements must be identified. A platform for criticism and reflection is also necessary. Educators routinely solicit feedback from their coworkers to track and adjust their teaching tactics and delivery.

This proposal will implement a variety of feedback-gathering platforms, such as surveys, focus groups, and discussions. This proposal aims to address teachers' concerns about the school's collaboration with teachers to improve professional growth.

TABLE 8
PROPOSED ACTION PLAN

PROPOSAL NO.	REFERENCE	CONCERN	RATING	DESCRIPTION	PROPOSED ACTION PLAN	PERSON RESPONSIBLE	TIMEFRAME	BUDGET
1	Table 3 Item 6	The school provides information, suggestions, and/or resources that are related to the teachers' goals.	3.38	Very Satisfied	Continuous Improvement for Teachers	Training and Development Personnel	June to July 2022	P0.00
2	Table 5 Item 3	The school encourages suggestions.	3.43	Very Satisfied	Annual Team Building	School principal	Summer 2022	

Post Training Evaluation Scheme

The study's findings were used to develop a proposal to improve the efficacy of professional development training at Pardo Elementary School, which will be implemented in a year using the same method to confirm that educators' expectations were met and satisfied with the program's implementation.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The study aimed to determine job satisfaction among public school teachers in Pardo Elementary School, Cebu City. It aimed to answer the following questions in particular:

1. As assessed by the respondents, what is the extent to which the public school teacher's job satisfaction is manifested, in terms of:

- 1.1 Achievement/ Rewards and recognition;
- 1.2 The work itself/ Responsibility;
- 1.3 Career advancement/ Growth;
- 1.4 Department of Education policies/ Supervision;
- 1.5 Interpersonal relationships/ Work conditions; and
- 1.6 Compensation and Benefits/ Job security?

2. Based on the findings of the study, what proposals for improvement can be recommended?

The study was conducted systematically, with a descriptive survey method assisting a modified researcher-created questionnaire as the primary data collection instrument. A random sampling technique was used in the study. The collected data are tabulated, analyzed, and interpreted thoroughly to ensure accurate results and the ability to make meaningful recommendations.

FINDINGS

The following findings gathered from the analysis of data show that:

1. Achievement/Rewards and Recognition

The overall interpretation of the data presented has a weighted mean of 3.54, indicating a positive impact.

2. Work itself/Responsibility

A weighted mean of 3.65 in figures indicates that it positively influences the school.

3. Career/Growth

The overall result in the statistics, the weighted mean is 3.45.

4. DEPED Policies/Supervision

The entire analysis shows a favorable impact with a weighted mean of 3.64.

5. Interpersonal Relationships/Work Conditions

The overall analysis creates a positive effect, resulting in a weighted mean of 3.47 in figures.

6. Compensation/Job Security

The overall result shows a beneficial impact on the school, with a weighted mean of 3.63.

CONCLUSION

The findings confirmed Herzberg's theory, Miller (2020), that all of the components of the results were very satisfactory, indicating that the effectiveness of implementation influences multiple dimensions of organizational

commitment as mediated by job satisfaction. The implementations of the policies confirmed that the school administrator should limit their supervision of their teachers' teaching performance while increasing their concern for their teachers' well-being. Thus, employee satisfaction affects every aspect of an employee's life, from happiness to overall productivity.

RECOMMENDATIONS

Primary Recommendations

To implement the proposals outlined in Chapter III of this research.

Secondary Recommendation

1. Conduct a Study on the Effect of Implementation of Training and Development Programs
2. Initiate Research in Performance Improvement for Employees
3. Evaluate Training and Seminars in a Creative Way

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Appendix A Transmittal Letter



Republic of the Philippines
Department of Education
 REGION VII – CENTRAL VISAYAS
 Schools Division of Cebu City

March 29, 2022

MARIA CHERRY GILBUELA
 HEARTZELL MOLEJON
 JOSHUA RAFAELES
 DIVINIER MARIE TILAR
 RIZA RICA UY
 Researchers

This has reference to your request for permission to conduct a study entitled **“Job Satisfaction Among Public School Teachers in Pardo Elementary School, Cebu City”**, which was received at our end on March 28, 2022.

Anent to this, please be informed that this Office interpose no objection to your request under the following conditions:

- 1) that prior coordination with the school principal of Pardo Elementary School must be sought;
- 2) that minimum health and safety protocols such as but not limited to wearing of masks and physical distancing must be always observed during the conduct of the activity;
- 3) that no classes or official functions will be disrupted on the conduct of the study;
- 4) that participation of the proposed respondents will be strictly voluntary;
- 5) that any information gathered during the study must be treated with utmost confidentiality; and
- 6) that this Office will be furnished with the results of the study.

Please be guided accordingly.

Very truly yours,


RHEA MAR A. ANGTUD EdD
 Schools Division Superintendent



Address: New Imus Ave., Barangay Day-as Cebu City
 Telephone Nos.: 2551516
 Email Address: cebu.city@deped.gov.ph

Recd: fph # respondents - 143
4/19/22
Retrieval: 4/26/22

March 24, 2022

Rhea Mar A. Angtud, Ed.D.
Schools Division Superintendent
Department of Education
Cebu City

Thru: Ms. Elsie M. Colo
School Principal
Pardo Elementary School
Pardo Cebu City

Dear Dr. Angtud:

We are the third year Human Resource Management students from the University of San Jose-Recoletos. We are writing to request permission to conduct research at Pardo Elementary School.

As compliance to our requirements, we decided to choose this school as the subject of our study "Job Satisfaction Among Public School Teachers in Pardo Elementary School, Cebu City".

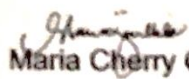
In line with this, we will be gathering information on what is the job satisfaction among the public-school teachers. In addition, we ask permission to allow us to distribute questionnaires to the employees in time. The data and results of this study will remain absolutely confidential and to be used for educational purposes only.

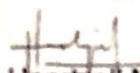
Attached herewith are the sample questionnaires for your reference. You may contact us through this email: rafaelesjosh@gmail.com. Your approval is greatly appreciated.



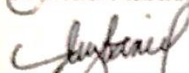
Thank you very much and God bless.


Researchers,


Maria Cherry Gilbuela


Heartzell Molejon


Joshua Rafaeles


Divinier Marie Tilar


Riza Rica Uy

Appendix B

Survey Questionnaire

In partial fulfillment of the requirements for the degree of Bachelor of Science in Business Administration major in Human Resource Management at the University of San Jose-Recoletos, we the undersigned researchers are conducting a study entitled, Job Satisfaction among Public School Teachers in Pardo Elementary School, Cebu City.

In this connection, we humbly seek your consent to conduct the research in your prestigious school. Rest assured that whatever information will be gathered, will be treated with the utmost confidentiality and will be used for academic purposes only.

Your permission to conduct this study will be greatly appreciated and will certainly contribute a big help in fulfilling our bachelor's degree.

Hoping for a positive response. Thank you very much.

Researchers

INSTRUCTION: Please answer the following questions by putting a checkmark (✓) that corresponds to your answer. Each item in this section has corresponding numerical and qualitative measures as follows:

Scale	Description	Interpretation
4	Very Satisfied (VS)	which means that the item is implemented all the time
3	Satisfied (S)	which means that the item is implemented oftentimes
2	Less Satisfied (LS)	which means that the item is sometimes implemented
1	Dissatisfied (DS)	which means that the item is never implemented

Items	4 (VS)	3 (S)	2 (LS)	1 (D)
Achievement/ Rewards and Recognition				
1. The school recognizes the achievements of the teachers.				
2. The school lets teachers have a feeling of accomplishment.				
3. The school encourages teachers to have a constructive solution to a problem.				
4. The school gives employees recognition in a timely and meaningful way.				
5. The school practices a formal program to recognize teachers' achievements.				
6. The school recognizes individual small victories.				
The Work Itself/ Responsibility				
1. The school encourages teachers to have a challenging and exciting work.				
2. The school lets teachers enjoy the work.				
3. The school allows teachers to multitask at work.				
4. The school lets teachers take ownership of the work.				
5. The school encourages teachers to have action plans in the event of job difficulties.				
6. The school regularly reminds teachers of work compliance and deadlines.				
Career Advancement/ Growth				
1. The school offers job related training.				
2. The school provides opportunities for professional growth.				
3. The school offers career advancement opportunities.				
4. The school gives opportunities for teachers to grow and develop personally.				

5. The school supports the skills and performance improvement of the teachers.				
6. The school provides information, suggestions, and/or resources that are related to the teacher's goals.				
Department of Education Policies/ Supervision				
1. The DepEd requires attendance to teachers.				
2. The DepEd requires that all applications for sick leave of absence for one full day or more shall be made on the prescribed form and shall be filed immediately upon employee's return from such leave.				
3. The DepEd requires teachers that on those days when there is no prescribed office uniform for the day, employees shall be dressed in appropriate business attire.				
4. The school monitors the preparation of timetables.				
5. The school holds sessions with teachers to guide them on lesson notes writing.				
6. The school regularly checks the performance evaluation of teachers.				
Interpersonal Relationship/ Work conditions				
1. The school resolves conflicts between colleagues as soon as possible.				
2. The school organizes seminars on mental and emotional awareness.				
3. The school encourages suggestions.				
4. The school operates in a socially responsible manner.				
5. The school's work positively impacts teacher's lives.				
6. The school ensures a safe working environment.				
Compensation and Benefits/ Job Security				
1. The DepEd provides Special Hardship Allowance (SHA).				

2. The DepEd provides salary increases.				
3. The DepEd provides incentives such as Performance Based Bonus (PBB) annually				
4. The DepEd provides annual medical examination to all teachers.				
5. The DepEd gives 13th month pay, mid-year and year-end bonuses.				
6. The DepEd offers leave privileges such as maternity leave, paternity leave and study leave.				



UNIVERSITY OF SAN JOSE-RECOLETOS
Center for Policy, Research and Development Studies



CERTIFICATION

The manuscript entitled **“JOB SATISFACTION AMONG PUBLIC SCHOOL TEACHERS IN PARDO ELEMENTARY SCHOOL, CEBU CITY”** has undergone Similarity and Grammarly tests under Turnitin and Grammarly softwares.

AUTHOR/s: **GILBUELA, MARIA CHERRY V.**
MOLEJON, HEARTZELL
TILAR, DIVINIEL MARIE
RAFAELES, JOSHUA
UY, RIZA RICA

TURNITIN RESULT: **6%**

GRAMMARLY RESULT: **99/100**

This is to certify further that the manuscript has registered an originality grade of **94%** and technical writing quality of **99%** which includes grammar, spelling, and punctuations, among others. Given this 7th day of June, 2022 at the Quality Assurance Unit of the Center for Policy, Research and Development Studies, University of San Jose-Recoletos, Cebu City.


AGNES C. SEQUINO, Ph.D.
CPRDS Director

Certification

June 04, 2022

To whom it may concern,

This is to certify that the thesis entitled “**JOB SATISFACTION AMONG PUBLIC SCHOOL TEACHERS IN PARDO ELEMENTARY SCHOOL**” by Maria Cherry V. Gilbuela, Heartzell Molejon, Joshua Rafaeles, Diviniel Marie Tilar, Riza Rica Uy has been edited by the undersigned.


Dr. Jojit M. Foronda

Editor

CURRICULUM VITAE

I. PERSONAL DATA

Name : Maria Cherry V.Gilbuella
 Address : Kabac, Bantayan,Cebu
 Birth Date : August 03,2000
 Gender :Female
 CivilStatus : Single
 Father'sName : Bartolome O. Gilbuela
 Mother'sName : Agnes V.Gilbuela



II. EDUCATIONAL ATTAINMENT

College : Bachelor of Science in Business
 Administration Major in Human Resource
 Management
 University of San Jose-Recoletos
 Magallanes St., Cebu City
 2019-Present

Senior high School: Accountancy, Business, and Management
 Madridejos National High School
 Poblacion, Madridejos, Cebu
 2017-2019

Junior High School : Secondary Level
 Madridejos National High School
 Poblacion, Madridejos, Cebu

2013-2017

Grade School :Elementary Level

Kabac Elementary School

Kabac, Bantayan, Cebu

2007-2013

CURRICULUM VITAE**I. PERSONAL DATA**

Name : Heartzell R. Molejon
Address : Corazaon, Catmon, Cebu
Birth Date : October 4, 2000
Gender : Female
Civil Status : Single
Father's Name : Warren L. Molejon
Mother's Name : Amelrn R. Molejon

**II. EDUCATIONAL ATTAINMENT**

College : Bachelor of Science in Business
Administration Major in Human Resource
Management
University of San Jose-Recoletos
Magallanes St., Cebu City
2019-Present

Senior high School : Accountancy, Business, and Management
Carmen National High School – Day Class
Cogon West, Carmen, Cebu
2017-2019

Junior High School : Secondary Level
Gabriel Jurado Foundation School, Inc.
Flores, Catmon, Cebu

2013-2017

Grade School :Elementary Level

Catmon Integrated School

San Jose, Catmon, Cebu

2007-2013

CURRICULUM VITAE**I. PERSONAL DATA**

Name : Joshua R. Rafaeles

Address : 145 Lawaan 3, Sitio Selma
Crusher, Purok Mangga,
Talisay City Cebu, 6045

Birth Date : August 13, 1999

Gender : Male

Civil Status : Single

Father's Name : Reynaldo B. Rafaeles

Mother's Name : Marites R. Rafaeles

**II. EDUCATIONAL ATTAINMENT**

College : Bachelor of Science in Business
Administration Major in Human Resource
Management
University of San Jose-Recoletos
Magallanes St., Cebu City
2019-Present

Senior high School : Accountancy, Business, and Management
Adventist Academy Cebu
Bulacao, Talisay City Cebu, 6045
2017-2019

Junior High School : Secondary Level

Adventist Academy Cebu

Bulacao, Talisay City Cebu, 6045

2013-2017

Grade School :Elementary Level

Lagtang Seventh Day Adventist School

Lagtang, Talisay City Cebu, 6045

2007-2013

CURRICULUM VITAE**I. PERSONAL DATA**

Name : Diviniei Marie U. Tilar
Address : Brgy. Looc, Locatha,
Lapu-Lapu City
Birth Date : April 2, 2000
Gender : Female
Civil Status : Single
Father's Name : Danilo M. Tilar
Mother's Name : Divina U. Tilar

**II. EDUCATIONAL ATTAINMENT**

College : Bachelor of Science in Business
Administration Major in Human Resource
Management
University of San Jose-Recoletos
Magallanes St., Cebu City
2019-Present

Senior high School : Accountancy, Business, and Management
Lo-ok National High School Looc,
Lapu-Lapu City
2016-2018

Junior High School : Secondary Level
Lo-ok National High School Looc,

Lapu-Lapu City

2012-2018

Grade School : Elementary Level Lo-ok Elementary School

Looc, Lapu-Lapu City 2006-2012

CURRICULUM VITAE**I. PERSONAL DATA**

Name : Riza Rica Z. Uy
Address : Banawa, Cebu City
Birth Date : January 12, 2000
Gender : Female
Civil Status : Single
Father's Name : Henry Uy
Mother's Name : Susan Uy

**II. EDUCATIONAL ATTAINMENT**

College : Bachelor of Science in Business
Administration Major in Human Resource
Management
University of San Jose-Recoletos
Magallanes St., Cebu City
2019-Present

Senior high School : Accountancy, Business, and Management
Asian College of Technology
Cebu City
2017-2019

Junior High School : Secondary Level
Abellana National School
Cebu City
2013-2017

Grade School :Elementary Level
City Central School
Cebu City
2007-2013