

Job Satisfaction and Teaching Performance Among Elementary School Teachers in General Luna District

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Abstract

This study examined the differences in job satisfaction and teaching performance among public elementary school teachers in the General Luna District, Division of Siargao, for the school year 2024–2025, using Herzberg’s Two-Factor Theory as the theoretical framework. Job satisfaction was assessed through hygiene factors—salary and compensation, job security, working conditions, work–life balance, department policies, and interpersonal relationships—and motivation factors—achievement, recognition, advancement, personal growth and development, responsibility, and work itself. Teaching performance was measured using the Individual Performance Commitment and Review Form (IPCRF) and the Classroom Observation Tool (COT). A descriptive–comparative research design was employed, involving 113 teacher–respondents selected through purposive sampling. Validated survey instruments were used, and data were analyzed through descriptive statistics, t–tests, and ANOVA. Results showed that respondents were moderately satisfied with hygiene factors and highly satisfied with motivation factors, particularly achievement, personal growth, and responsibility. Significant differences in job satisfaction were observed when grouped by selected profile variables, and higher IPCRF ratings were associated with greater satisfaction in certain motivation factors. No significant differences were found in satisfaction levels when grouped by COT ratings. The study recommends the implementation of a Teacher Satisfaction and Performance Enhancement Program (TSP–EP) focusing on workplace equity, recognition systems, and inclusive leadership to address disparities, enhance intrinsic motivators, and promote instructional quality in geographically challenged areas.

Keywords: Job Satisfaction, Teaching Performance, Herzberg’s Two-Factor Theory, IPCRF, COT, Public Elementary Teachers, Siargao Division

Introduction

Teacher job satisfaction is recognized as a crucial factor in sustaining an effective and resilient education system, directly influencing teacher retention, instructional quality, and student learning outcomes. The Organization for Economic Co-operation and Development (OECD, 2020) emphasized that satisfaction with working conditions significantly impacts teacher performance and commitment. However, the increasing global standards in education have also intensified the demands placed on educators, resulting in heavier workloads, administrative responsibilities, and evolving curriculum requirements that can challenge both job satisfaction and teacher well-being.

In the Philippine setting, the adoption of the K to 12 basic education curriculum aimed to enhance teaching and learning quality, align with international standards, and promote mastery of essential competencies (Bautista, 2019). While this reform provided opportunities for improved educational outcomes, it also introduced greater instructional and administrative demands. These challenges are particularly evident in geographically isolated and underserved areas such as the Division of Siargao, where limited resources and multi-grade teaching assignments are common.

Motivation and equitable compensation are essential for fostering teacher engagement and commitment (Raralio, 2023). Teachers who face moderate to high levels of professional challenges require adequate recognition and institutional support to sustain their performance. Factors such as manageable class sizes, balanced workloads, and strategic curriculum planning have been identified as key to reducing dissatisfaction and enhancing productivity (Kume, 2024; Raralio, 2023).

Herzberg's Two-Factor Theory distinguishes between hygiene factors—such as salary, working conditions, and job security—that prevent dissatisfaction, and motivation factors—such as achievement, recognition, and responsibility—that actively promote satisfaction and professional growth (Herzberg, Mausner, & Snyderman, 1959). In remote contexts like Siargao, both factor categories are critical in shaping teacher experiences and influencing measurable performance outcomes, including those reflected in the Individual Performance Commitment and Review Form (IPCRF) and the Classroom Observation Tool (COT).

While prior research has explored teacher satisfaction primarily in urban and better-resourced environments, there remains limited empirical evidence addressing the interplay between job satisfaction and teaching performance in remote island districts. This study addresses that gap by examining the socio-demographic and professional variables influencing satisfaction, identifying disparities in performance outcomes, and proposing targeted interventions to strengthen teacher motivation and instructional effectiveness in the General Luna District of Siargao.

Aim of the Study

This study aimed to examine the differences in job satisfaction and teaching performance among public elementary school teachers in the General Luna District, Division of Siargao, for the school year 2024–2025, guided by Herzberg's Two-Factor Theory.

Research Questions

Specifically, the study sought to answer the following questions:

1. What is the socio-demographic and professional profile of the teacher-respondents in terms of:
 - a. Age
 - b. Sex
 - c. Educational attainment
 - d. Length of teaching experience
 - e. Teaching position
 - f. Number of teaching loads
 - g. Number of subjects taught
2. What is the job satisfaction level of elementary school teachers based on hygiene factors in terms of:
 - a. Salary and compensation
 - b. Job security
 - c. Working conditions
 - d. Work–life balance
 - e. Department policies

- f. Interpersonal relationships
3. What is the job satisfaction level of elementary school teachers based on motivation factors in terms of:
 - a. Achievement
 - b. Recognition
 - c. Advancement
 - d. Personal growth and development
 - e. Responsibility
 - f. Work itself
4. What is the level of teaching performance of the respondents based on:
 - a. School heads' composite evaluation from the Classroom Observation Tool (COT)
 - b. Individual Performance Commitment and Review Form (IPCRF)
5. Is there a significant difference between the teachers' job satisfaction on hygiene and motivation factors?
6. Is there a significant difference in the teachers' job satisfaction on hygiene and motivation factors when grouped according to their profile variables?
7. Is there a significant difference in the teachers' job satisfaction on hygiene and motivation factors when grouped according to teaching performance in the COT and IPCRF?
8. Based on the findings, what intervention program can be proposed to enhance teacher satisfaction and performance?

Hypotheses

At the 0.05 level of significance, the following null hypotheses were tested:

- **Ho₁:** There is no significant difference between teachers' job satisfaction on hygiene and motivation factors.
- **Ho₂:** There is no significant difference in teachers' job satisfaction on hygiene and motivation factors when grouped according to their profile variables.
- **Ho₃:** There is no significant difference in teachers' job satisfaction on hygiene and motivation factors when grouped according to teaching performance in the COT and IPCRF.

Significance of the Study

The findings of this study are expected to provide valuable insights for various stakeholders in the education sector, particularly in geographically isolated and resource-constrained contexts such as the Division of Siargao. For school administrators, the results can guide policy formulation, strategic planning, and resource allocation to address both hygiene and motivation factors influencing teacher satisfaction and performance. By identifying which factors most strongly impact teaching effectiveness, administrators can develop targeted programs—such as the Teacher Satisfaction and Performance Enhancement Program (TSP-EP)—to strengthen retention and professional growth. For policymakers at the division and regional levels, the study offers evidence-based recommendations to improve teacher welfare policies, recognition systems, and workload management practices. For teachers, the research provides an opportunity to reflect on their own professional needs and experiences, encouraging active participation in initiatives that enhance both their work environment and instructional quality. For students, the indirect benefits of improved teacher satisfaction and performance can lead to better learning experiences and outcomes. Finally, for future researchers, this study serves as a reference point for further investigations on the relationship between job satisfaction and performance in rural or remote school settings, contributing to the broader discourse on teacher motivation and educational quality.

Scope and Limitations

This study focused exclusively on public elementary school teachers in the mainland schools of the General Luna District, Division of Siargao, during the school year 2024–2025. It examined job satisfaction using Herzberg’s Two-Factor Theory, assessing hygiene factors—salary and compensation, job security, working conditions, work–life balance, department policies, and interpersonal relationships—and motivation factors—achievement, recognition, advancement, personal growth and development, responsibility, and work itself. Teaching performance was measured using the Individual Performance Commitment and Review Form (IPCRF) and the Classroom Observation Tool (COT). Socio-demographic and professional variables such as age, sex, educational attainment, length of service, position, number of teaching loads, and subjects taught were also considered.

The study did not include secondary school teachers or those employed in private institutions, nor did it account for external socio-political influences or policy changes beyond the identified job satisfaction factors. Data were gathered through self-reported surveys and performance evaluations, which may be subject to personal bias and perception. Furthermore, the research was limited to a single school year and did not measure changes in satisfaction or performance over time. These limitations should be considered when interpreting the findings and applying the results to other contexts.

Theoretical Framework

This study is anchored on Herzberg’s Two-Factor Theory of Motivation, developed by Herzberg, Mausner, and Snyderman (1959), which provides a framework for understanding the factors that influence job satisfaction and dissatisfaction in the workplace. The theory distinguishes between two distinct categories of factors: hygiene factors and motivation factors. Hygiene factors, such as salary, job security, working conditions, work–life balance, department policies, and interpersonal relationships, are essential for preventing dissatisfaction but do not necessarily create high satisfaction when improved. In contrast, motivation factors, including achievement, recognition, advancement, personal growth and development, responsibility, and the nature of the work itself, directly contribute to job satisfaction by fulfilling higher-level psychological needs.

Herzberg’s model posits that job satisfaction and dissatisfaction are not opposite ends of the same continuum but are influenced by separate dimensions. The absence or inadequacy of hygiene factors may cause dissatisfaction, while the presence of motivation factors can enhance satisfaction and performance. This distinction is particularly relevant in education, where working conditions and institutional policies (hygiene factors) must coexist with opportunities for professional growth and recognition (motivation factors) to foster both teacher well-being and instructional effectiveness.

In the context of the General Luna District in the Division of Siargao, applying this theory allows for the systematic assessment of how these two categories of factors interact to influence teacher satisfaction and performance. The study operationalizes hygiene and motivation factors into measurable variables and examines their relationship with performance ratings derived from the Individual Performance Commitment and Review Form (IPCRF) and the Classroom Observation Tool (COT). By linking Herzberg’s theoretical constructs to quantifiable performance indicators, the research provides a basis for developing targeted interventions aimed at enhancing both the extrinsic and intrinsic aspects of the teaching profession in geographically challenged areas.

Conceptual Framework

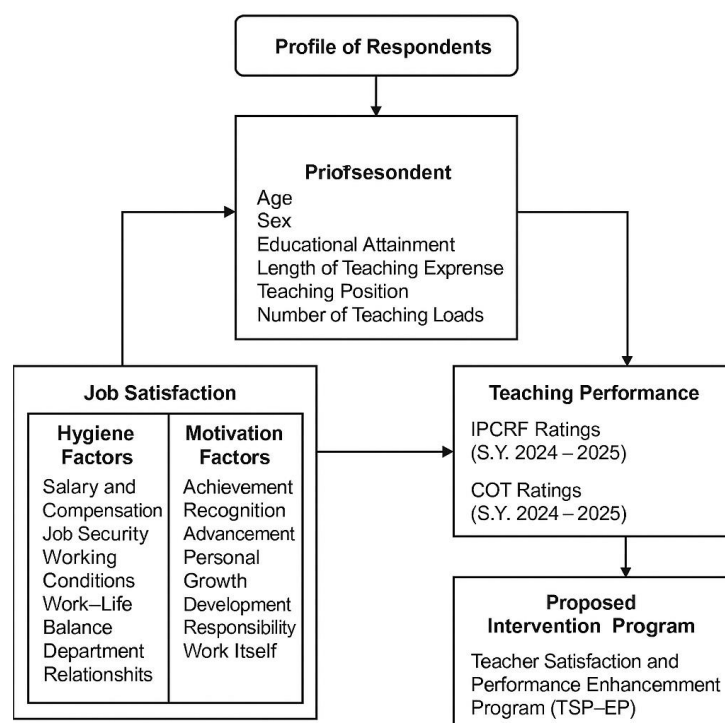


Figure 1. Schematic Diagram of the Study

Figure 1 presents the schematic diagram of the study, showing the relationship between the respondents' profile, job satisfaction, teaching performance, and the proposed intervention program. The profile variables—age, sex, educational attainment, length of teaching experience, teaching position, and number of teaching loads—serve as the independent variables that may influence job satisfaction and performance outcomes. Job satisfaction is assessed through Herzberg's Two-Factor Theory, which distinguishes between hygiene factors (salary and compensation, job security, working conditions, work-life balance, department policies, and interpersonal relationships) and motivation factors (achievement, recognition, advancement, personal growth and development, responsibility, and work itself). These satisfaction dimensions are expected to affect teaching performance, measured by the Individual Performance Commitment and Review Form (IPCRF) and the Classroom Observation Tool (COT) for school year 2024–2025. The findings derived from these relationships will inform the design of the Teacher Satisfaction and Performance Enhancement Program (TSP-EP), aimed at addressing both extrinsic and intrinsic factors to improve teacher well-being and instructional quality in the General Luna District.

Review of Related Literature and Studies

Teacher job satisfaction has been widely acknowledged as a vital component of an effective and sustainable education system, influencing retention rates, teaching quality, and student outcomes. The OECD (2020) highlighted that satisfaction with working conditions has a significant effect on teacher quality, commitment, and learning outcomes. In the Philippines, the implementation of the K to 12 curriculum aimed to strengthen competency mastery, contextualized learning, and 21st-century skills, but has also added demands on teachers in terms of content mastery, pedagogical diversity, and workload management (Bautista, 2019). These pressures are magnified in geographically isolated and underserved areas, where teachers face limited access to resources and professional development.

Herzberg's Two-Factor Theory provides a relevant framework for understanding teacher satisfaction. It differentiates between hygiene factors—salary, job security, working conditions, work–life balance, departmental policies, and interpersonal relationships—and motivation factors—achievement, recognition, advancement, personal growth and development, responsibility, and work itself (Herzberg, Mausner, & Snyderman, 1959). Hygiene factors prevent dissatisfaction but do not inherently promote high satisfaction, whereas motivation factors actively enhance engagement and performance. This distinction is supported by Kume (2024), who found that extrinsic rewards, operational conditions, and moral drivers interact to influence satisfaction levels, particularly in primary education contexts.

Demographic and professional characteristics play a considerable role in shaping satisfaction. Mehmeti, Spahi, and Elgün (2023) reported that younger teachers tend to express higher satisfaction due to enthusiasm and lower accumulated stress, while female teachers often report greater satisfaction than male counterparts. Position and workload also affect satisfaction levels, with higher ranks and reduced teaching loads correlating with more positive perceptions (Ghazi, Shahzada, & Khan, 2013). Similarly, the subjects taught can influence satisfaction, with primary educators frequently reporting higher satisfaction due to closer student interaction (Mehmeti et al., 2023).

Salary and compensation remain consistent determinants of satisfaction and dissatisfaction. Soomro, Abro, and Pitafi (2023) observed that low remuneration and limited promotion opportunities were key dissatisfiers among primary school teachers in Pakistan. In the United States, Queyrel-Bryan et al. (2019) found that while teachers valued collegial relationships and meaningful work, dissatisfaction stemmed from inadequate pay and insufficient administrative support.

Working conditions are another critical area. Queyrel-Bryan et al. (2019) and Soomro et al. (2023) documented that overcrowded classrooms, lack of teaching resources, and insufficient managerial assistance negatively affect satisfaction and performance. Teachers in such environments also reported lower perceptions of professional development relevance. This aligns with Anglo and Chua's (2023) findings that supportive work environments enhance both work–life balance and job satisfaction, leading to improved performance.

Interpersonal relationships and collegial support further influence teacher morale. Queyrel-Bryan et al. (2019) emphasized that civility and peer support can bolster organizational commitment and mitigate the effects of stressful working conditions. Anglo and Chua (2023) similarly found that positive peer relationships contribute to higher satisfaction and reduced burnout. Departmental policies and technical supervision also emerged as significant. Policies that fail to address promotion equity, workload balance, and recognition contribute to dissatisfaction (Soomro et al., 2023), while constructive supervision enhances teacher development and instructional quality (Anglo, 2023).

Collectively, these studies underscore the multifaceted nature of job satisfaction, where both extrinsic and intrinsic factors interact with personal and institutional characteristics to shape teachers' professional experiences. The evidence suggests that enhancing satisfaction requires a holistic approach that improves work conditions, strengthens professional growth opportunities, and nurtures intrinsic motivation—principles that are central to this study's application of Herzberg's framework in the General Luna District.

Results and Discussion

Profile of the Respondents

Table 1. Profile of Respondents

Category	Subcategory	Frequency	Percentage (%)
Age	≤ 30 years	28	24.78

Category	Subcategory	Frequency	Percentage (%)
	31–40 years	42	37.17
	≥ 41 years	43	38.05
Sex	Male	41	36.28
	Female	72	63.72
Educational Attainment	Bachelor's Degree	61	53.98
	Master's Degree	52	46.02
Length of Service	≤ 5 years	21	18.58
	6–10 years	36	31.86
	≥ 11 years	56	49.56
Teaching Position	Teacher I–III	92	81.42
	Master Teacher	21	18.58
Teaching Loads	≤ 20 hours/week	65	57.52
	> 20 hours/week	48	42.48
Subjects Taught	One subject	38	33.63
	Multiple subjects	75	66.37

The profile data indicate that the teaching workforce in the General Luna District is predominantly female (63.72%) and mid- to late-career, with 49.56% having more than 11 years of service. Most hold a bachelor's degree, while a significant proportion have completed graduate studies. The majority are Teacher I–III level educators with multiple subject assignments. This aligns with Mehmeti et al. (2023), who observed that workload and career stage influence satisfaction levels, and with Raralio (2023), who linked heavier workloads to increased job stress if not matched with adequate support systems.

Job Satisfaction Based on Hygiene Factors

Table 2. Level of Satisfaction on Hygiene Factors

Hygiene Factor	Mean	Interpretation
Salary and Compensation	3.15	Moderate
Job Security	3.46	Moderate
Working Conditions	3.22	Moderate
Work–Life Balance	3.27	Moderate
Department Policies	3.31	Moderate
Interpersonal Relationships	3.48	Moderate
Overall Mean	3.31	Moderate

Respondents reported moderate satisfaction across all hygiene factors, with the highest score for interpersonal relationships ($M = 3.48$) and the lowest for salary and compensation ($M = 3.15$). This confirms Soomro et al.'s (2023) findings that inadequate remuneration is a persistent source of dissatisfaction, while strong collegial relationships can help sustain morale (Queyrel-Bryan et al., 2019).

Job Satisfaction Based on Motivation Factors

Table 3. Level of Satisfaction on Motivation Factors

Motivation Factor	Mean	Interpretation
Achievement	3.62	High
Recognition	3.51	High
Advancement	3.44	Moderate
Personal Growth & Development	3.59	High
Responsibility	3.58	High
Work Itself	3.54	High
Overall Mean	3.55	High

Motivation factors were rated higher than hygiene factors, with achievement ($M = 3.62$) and personal growth ($M = 3.59$) emerging as the strongest motivators. These results support Herzberg's (1959) assertion that intrinsic factors enhance satisfaction more effectively than extrinsic ones. Anglo and Chua (2023) similarly reported that professional growth opportunities significantly improve morale and teaching quality.

Teaching Performance

Table 4. Teaching Performance Based on COT and IPCRF

Measure	Mean	Interpretation
COT Score	4.59	Outstanding
IPCRF Score	4.47	Very Satisfactory

Teachers achieved outstanding average scores in classroom observations and very satisfactory ratings in IPCRF performance. Higher motivation factor ratings were associated with higher IPCRF scores, echoing Ahn and Lee's (2023) finding that intrinsic motivation correlates with stronger teaching performance.

Differences in Job Satisfaction

Table 5. Significant Differences by Profile Variables

Factor	Variable with Significant Difference	p-value	Interpretation
Hygiene Factors	Age, Length of Service, Teaching Position	< 0.05	Significant
Motivation Factors	Age, Length of Service, Teaching Position	< 0.05	Significant

Significant differences in both hygiene and motivation satisfaction levels were found when respondents were grouped by age, years of service, and teaching position. This aligns with Mehmeti et al. (2023), who reported that career stage impacts satisfaction patterns, and suggests that interventions should be tailored to different teacher cohorts.

Summary, Conclusions, and Recommendations

Summary

This study investigated the differences in job satisfaction and teaching performance among public elementary school teachers in the General Luna District, Division of Siargao, during the school year 2024–2025, using Herzberg's Two-Factor Theory as the guiding framework. The research sought to determine the socio-demographic and professional characteristics of the respondents, measure their satisfaction levels in relation to hygiene and motivation factors, assess teaching performance through the Classroom Observation Tool (COT) and the Individual

Performance Commitment and Review Form (IPCRF), and examine significant differences in satisfaction when grouped according to profile variables and performance ratings. The results served as the basis for proposing the Teacher Satisfaction and Performance Enhancement Program (TSP-EP).

A descriptive-comparative research design was employed, involving 113 purposively selected respondents from the mainland schools of the General Luna District. Data were collected through validated survey instruments and analyzed using frequency, percentage, mean, t-test, and ANOVA at the 0.05 level of significance. The majority of respondents were female, mid- to late-career teachers occupying Teacher I-III positions, with many handling multiple subjects and substantial teaching loads. Findings revealed that overall satisfaction with hygiene factors was moderate ($M = 3.31$), with interpersonal relationships receiving the highest ratings and salary and compensation receiving the lowest. Motivation factors were rated high ($M = 3.55$), with achievement and personal growth emerging as the most influential elements. Teaching performance was high across both evaluation tools, with an outstanding mean score in COT ($M = 4.59$) and a very satisfactory mean in IPCRF ($M = 4.47$). Significant differences in satisfaction levels were noted when respondents were grouped by age, length of service, and teaching position, while higher IPCRF ratings were associated with greater satisfaction in certain motivation factors.

Conclusions

The results of this study confirm that teachers in the General Luna District maintain strong interpersonal relationships and intrinsic motivation despite reporting only moderate satisfaction with extrinsic aspects such as salary, working conditions, and departmental policies. Motivation factors, particularly achievement and personal growth, exert a more substantial influence on overall satisfaction than hygiene factors, consistent with the propositions of Herzberg's Two-Factor Theory. High teaching performance ratings suggest that intrinsic motivators can sustain instructional quality even when extrinsic conditions are less favorable. The significant variations in satisfaction across demographic and professional groupings indicate that career stage and position play important roles in shaping perceptions of job satisfaction. Furthermore, the association between higher IPCRF scores and greater satisfaction in selected motivation factors suggests that intrinsic drivers of satisfaction are closely linked with measurable teaching effectiveness.

Recommendations

In light of these findings, it is recommended that school administrators prioritize the implementation of the Teacher Satisfaction and Performance Enhancement Program (TSP-EP), with a focus on strengthening recognition systems, expanding opportunities for professional growth, and promoting a healthier work-life balance. Policymakers should review existing compensation packages, promotion policies, and workload assignments to address areas of low satisfaction among teachers, particularly in hygiene factors. Teachers themselves are encouraged to actively participate in continuous professional development to maintain high levels of intrinsic motivation and align their practice with performance standards. The Schools Division Office should consider designing targeted interventions that address the distinct needs of teachers at different career stages, ensuring equitable access to support and resources. Finally, future researchers are advised to conduct longitudinal studies to track changes in job satisfaction and teaching performance over time, as well as to explore the long-term impact of structured intervention programs in similarly remote and resource-limited educational settings.

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