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## Research Article

### Predictors Affecting the Level of Work Satisfaction in Relation to the Job Performance Among Secondary School Teachers in the Division of Zambales During Sy 2020-2021

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#### ABSTRACT

The research aimed to determine the Predictors Affecting the Level of Work Satisfaction in Relation to the Work Performance Among Secondary School Teachers in the Division of Zambales During SY 20120-2021. The descriptive research design were used with survey questionnaire as the data gathering. The study was limited on predictors affecting the level of work performance as to teaching hours, salary/remuneration, school officials/administrators, peer/colleagues, student factor, work environment and community supports predictors respectively. The respondents of the study were Secondary Teachers in the Division of Zambales.

The findings revealed that the teacher-respondent is a typical female in her early adulthood, married, Roman Catholic, Mathematics major, Teacher 1, BS degree with masteral units of education and had been teaching for almost a decade. The teacher-respondent agreed on the predictors affecting the level of work performance as to teaching hours, salary/remuneration, school officials/administrators, peer/colleagues, student factor, work environment factor and community support. The teachers were rated "Very Satisfactory" on their level of work performance. There was a significant difference on the assessment towards salary/remuneration when grouped according to civil status, religion and highest educational attainment; on school officials/administrators when grouped according to position/designation. There was significant difference on the assessment of the teacher-respondents towards predictors affecting the level of work satisfaction. There was no significant relationship between the work satisfaction predictors and the level of work performance as reflected in the IPCRF performance rating.

**Keywords:** *Work Satisfaction, Job Performance, Teachers, Predictors, Salary, Administrator, Colleagues.*

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## Introduction

The progress and stability of a nation in different spheres of life depends upon the quality of its people, which in turn depends upon how well the younger generations are molded by their parents, teachers and education system as a whole. Students are one of the important element of a civilized society. Well being of any society depends upon its intellectual assets in general and teaching faculties in particular. In achieving this goal, the roles of the teacher is undoubtedly extremely valuable, because teachers are the sources of inspiration and guidance in the crucial steps in academic life of the students.

The management of people at work is an integral part of the management process. To understand the critical importance of the people in the organization is to recognize that the human element as the organization are synonymous. Specific employee attitudes relating to job performance and satisfaction and organizational commitment are of the major interest to the field of organizational behavior and the practices of human resources management, Jain & Verma (2014).

Attitudes has a direct impact on work performance. Organizational commitment on the other hand, focuses on their attitudes towards the entire organization. Today educational institution find it hard to ignore the issue of work performances and work satisfaction. There two main reasons why they are concerned with work satisfaction. First, they have moral responsibility to do what they can provide their teaching staff with a satisfying work environment, Secondly, they believe that the behaviors of satisfied teachers will make positive contributions to the institutions.

Teachers who are satisfied with their work display higher levels of motivated behavior and performance as well as lower levels of stress, anxiety and burnout, Brouwers and Tomic (2000). However, the satisfaction of teachers gain from their work maybe experienced individually, but teaching is not practiced in a social or cultural vacuum as stated by Huang and Vliert (2004). Teachers work performance relates positively to participative decision-making higher autonomy artwork and ultimately

leads to positive wok environment and work satisfaction. As stated "A happy worker is a productive worker". Teachers who find their work environment supporting and nurturing and have self-perceptions of competence, worth, ownership and job satisfaction with their schools and find it difficult to leave a responsive workplace. Hence, the researcher would like to look into the predictors affecting work performance in relation to work satisfaction among secondary school teachers in the Division of Zambales SY 2020-2021.

## Statemen of the Problem

This research aimed to determine the predictors affecting the work performance in relation to work satisfaction among Secondary School Teachers in the Division of Zambales SY 2020-2021.

Specifically seek to provide answers to the following questions:

1. How is the level of work satisfaction be described?
2. How is the level of work performance related in the IPCRF for 2020 be described?
3. Is there a significant difference on the level of work satisfaction when grouped according to profile variables?
4. Is there a significant on the assessment of work performance predictors when grouped according to profile variables?
5. Is there a significant difference on the assessment of work performance predictors as cited in problem no. 2?
6. Is there a significant relationship between work performance predictors and the level of work satisfaction?
7. Is there a significant relationship between work performance predictors and the level?

## Methodology

The study used the descriptive research design with survey questionnaire in order to collect data to determine the predictors affecting the work satisfaction in relation to the level of job performance among Secondary School Teachers in the Division of Zambales school year 2020-2021. Descriptive method to obtain facts about existing condition or detect

significant relationship between current phenomenon.

The researcher sought permission and approval from the Schools Division Superintendent through letters signed by the researcher duly noted by the research adviser to administer the survey questionnaire to the teacher-respondents. The confidentiality of the responses was prioritized to assure a 100% retrieval of the instrument.

Descriptive tools such as percentage and mean. ANOVA was utilized to test hypothesis.

All the data gathered was coded, tallied and tabulated ready for analysis and interpretation.

## Result and Discussion

### *Assessment of the Respondents on the predictors affecting Level of Work Satisfaction*

#### *Teaching Hours*

Table 1 shows the assessment of the respondents on the predictors affecting the level of work satisfaction as to teaching hours.

Table 1. Assessment of the Respondents on the Predictors affecting the level of work satisfaction as to Teaching Hours (N=280)

No	Teaching Hour	WM	QI	Rank
1	I spent six (6) hours of actual teaching everyday.	2.04	Agree (A)	1
2	I need to stay eight (8) hours or more in school to finish my paper works (reports, checking of recording of students output).	2.32	Agree (A)	5
3	I spent my two (2) remaining hours mentoring of my colleagues.	2.45	Agree (A)	6
4	I spent my free time in gardening or "gulayan sa paaralan"	2.66	Disagree (D)	9
5	To complete my eight hours in conducting research extension.	2.62	Disagree (D)	8
6	I also spent my free time as a coach in sports and school paper	2.58	Disagree (D)	7
7	Aside from teaching I also act as librarian and canteen manager	2.76	Disagree (D)	10
8	I spent my two remaining hours outside the school for home visitation.	2.30	Agree (A)	4
9	Due to exigency of service I spent more than six hours in teaching.	2.13	Agree (A)	3
10	Aside from teaching for six hours I also spent my free hours for student's consultation.	2.12	Agree (A)	2
Overall Weighted Mean		2.40	Agree (A)	

The teacher-respondents agreed spending six (6) hours of actual teaching everyday as rank #1. The data simply implies that the respondents followed the civil service rules and labor code of rendering six (6) hours every day equivalent to thirty (30 hrs.) a week. In some cases where teachers handle maximum load of 24 to 26 hours, where the remaining hours are devoted in checking outputs, preparation and

development of instructional materials, daily planning and consultation with students.

#### *Salary/Remuneration*

Table 2 shows the assessment of the respondents on the predictors affecting the level of work satisfaction as to salary/remuneration.

Table 2. Assessment of the Respondents on the predictors affecting the level of Work Satisfaction as to Salary/Remuneration (N=280)

No	Salary/Remuneration	Weighted Mean	Qualitative Interpretation	Rank
1	I received my pay fair for the work I perform.	2.10	Agree (A)	1
2	I get my overtime pay for services I rendered more than eight hours in School.	2.76	Disagree (D)	10
3	I am satisfied with my latest salary increase mandated by Salary Standardization Law IV	2.34	Agree (A)	5
4	I am not satisfied in the computation of my step increment because it does not follow what is being stated in the provision of Magna Carta for Public School Teachers.	2.61	Disagree (D)	8
5	I received correct amount of hazard/hardship pay equivalent to at least 25% of my monthly salary.	2.62	Disagree (D)	9
6	I received my proportional pay and bonuses on time.	2.11	Agree (A)	2
7	I am enjoying my Cost of Living Allowance from the General Appropriation Fund of the Local Government.	2.48	Agree (A)	6
8	I am confident that the wage rate is possible to retain best teachers in the country.	2.49	Agree (A)	7
9	I want to join teachers union to protect my rights and air my grievances.	2.31	Agree (A)	3
10	I am not satisfied in the yearly computation of Performance- Based Bonus (PPB) for teachers.	2.32	Agree (A)	4
Overall Weighted Mean		2.41	Agree (A)	

The teacher-respondents agreed on indicator #1, "I received my pay for the work I perform. The data clearly suggest and surmised that the respondents received their fixed salary based on their academic rank, however, noted to have discontented and dissatisfaction in receiving other benefits and incentives. According to them, the last implementation of Salary Standardization Law, they are not happy on the

increase of only more than Ph500.00 a month. They took different kind of reactions

#### School Officials/Administrators

Table 3 shows the assessment of the respondents on the predictors affecting the level of work satisfaction as to school officials/administrators.

Table 3. Assessment of the Respondents on the predictors affecting the level of Work Satisfaction as to School Officials/Administrators (N=280)

No	School Officials/Administrators	Weighted Mean	Qualitative Interpretation	Rank
1	My school officials and administrators treats me fairly	2.16	Agree (A)	10
2	My school officials and administrators treats me with respect.	2.07	Agree (A)	7
3	My school officials and administrators handles my work- related issues satisfactorily	2.04	Agree (A)	3.5
4	My school officials and administrators acknowledges when I do my work well.	2.08	Agree (A)	8

No	School Officials/Administrators	Weighted Mean	Qualitative Interpretation	Rank
5	My supervisor gives proper encouragement when my work needs improvement.	2.06	Agree (A)	5.5
6	My school officials and administrators are open to hearing my opinion or feedback.	1.98	Agree (A)	1
7	My school officials and administrators handles my personal issues satisfactorily.	2.04	Agree (A)	3.5
8	My school officials and administrators help me develop my fullest potential.	1.99	Agree (A)	2
9	My school officials see to it that there is division of labor between teachers is practiced.	2.13	Agree (A)	9
10	My school administrators use certain rules to control teacher behavior.	2.06	Agree (A)	5.5
Overall Weighted Mean		2.06	Agree (A)	

The teacher-respondents assessed indicator #6 as rank 1, "My school officials and administrators are open to hearing my opinion or feedback". The findings was supported by Mohamed Imran Rashed (2010) in his research titled "Motivational Issues in Higher Education" found that the factors like job design and

participation are the potential factor for satisfying teachers in higher education.

#### Peer/Colleagues

Table 4 shows the assessment of the respondents on the predictors affecting the level of work satisfaction as to peer/colleagues.

Table 4. Assessment of the Respondents on the predictors affecting the level of Work Satisfaction as to Peer/Colleagues (N=280)

No	Peer/Colleagues	Weighted Mean	Qualitative Interpretation	Rank
1	My peers provides me with an opportunity to advance professionally.	2.04	Agree (A)	1
2	My freedom is curtailed in making decision to do my work.	2.08	Agree (A)	7
3	My colleagues listens and responds to my concerns	2.06	Agree (A)	4
4	My colleagues don't talk about others when they are not present.	2.19	Agree (A)	10
5	My colleagues gave me adequate recognition for my good work.	2.13	Agree (A)	8.5
6	My colleagues are focused on solutions rather than blame.	2.07	Agree (A)	5.5
7	My colleagues plan for activities to unwind and develop camaraderie.	2.13	Agree (A)	8.5
8	My colleagues trust me.	2.02	Agree (A)	2.5
9	My colleagues are concern about what is good for the entire organization instead of what is good for themselves.	2.07	Agree (A)	5.5
10	My colleagues are good communicators and innovators.	2.02	Agree (A)	2.5
Overall Weighted Mean		2.08	Agree (A)	

The teacher-respondents agreed on indicator #1 as rank 1. Relationship with colleagues is a very broad concept and the following research focuses on relationship with peers Buljubasic, E. (2008). The link between relationship with peers and work satisfaction will be explained as will the ways in which gender can influence work satisfaction. Relationship with peers is defined as "the social and working transactions with others on the work" (Herzberg, 1966). Herzberg's motivation-hygiene theory describes how relationship with peers affects an employee's work satisfaction by placing the relationship with peers as a hygiene factor. In other words the quality of

the relationship with peers leads to no satisfaction or dissatisfaction with the work depending on whether the employee perceives this relationship as being of a low or high quality. Relationship with peers on its own cannot lead to work satisfaction. Relationship with peers (=hygiene factor) is dependent on motivators to achieve work satisfaction. The motivators give an employee a sense of being valued.

#### Student Factor

Table 5 shows the assessment of the respondents on the predictors affecting the level of work satisfaction as to student factor.

Table 5. Assessment of the Respondents on the predictors affecting the level of Work Satisfaction as to Student Factor (N=280)

No	Student Factor	Weighted Mean	Qualitative Interpretation	Rank
1	I get well along with my students.	1.79	Agree (A)	1
2	I showed fairness and consideration to all learners with different socio-economic backgrounds.	1.84	Agree (A)	3
3	I provide appropriate intervention activities for learners at risks (late comers, poor academic performance, and ruddiness)	1.93	Agree (A)	10
4	I provide timely feedback to learners to encourage them to reflect on and monitor their own growth.	1.88	Agree (A)	7.5
5	I keep the room clean and conducive for learning for my students everyday.	1.92	Agree (A)	9
6	I act as a role model and second parent to my students.	1.88	Agree (A)	7.5
7	I provide better chance for my students to work suited for their abilities.	1.87	Agree (A)	5.5
8	I involved my students in decision making that will affect them.	1.86	Agree (A)	4
9	My students respects me as a teacher.	1.87	Agree (A)	5.5
10	I give proper instructions inside the Classroom to be followed by the students	1.82	Agree (A)	2
Overall Weighted Mean		1.86	Agree (A)	

The teacher-respondents agreed on indicator #1, "I get well along with my students", with mean of 1.79 and ranked 1. Students who perceive their teacher as caring, listening, fair and understanding are expected to be more motivated to interact, discuss and participate in class. Positive teacher-student relationships cultivate an environment where students can feel safe and are able, and willing to, participate

in discussions (Hamre and Pianta 2006; Midgely, Feldlaufer, and Eccles 1989; Wentzel 2016).

#### Work Environment

Table 6 shows the assessment of the respondents on the predictors affecting the level of work satisfaction as to work environment.

Table 6. Assessment of the Respondents on the predictors affecting the level of Work Satisfaction as to Work Environment (N=280)

No	Work Environment	Weighted Mean	Qualitative Interpretation	Rank
1	The school environment is not safe for the Covid-19 pandemic.	2.34	Agree (A)	10
2	The general working area has adequate lighting and ventilation.	2.09	Agree (A)	7
3	There is tolerable noise control to allow me to focus on my work.	2.24	Agree (A)	9
4	My workplace provides adequate privacy for me to do my work.	2.20	Agree (A)	8
5	My colleagues are easy to make friends with.	1.99	Agree (A)	2
6	I am satisfied the way my immediate head and I understand each other.	2.08	Agree (A)	6
7	I am satisfied the way my immediate superiors provides help on hard problems.	2.01	Agree (A)	4
8	I am happy the way my immediate head trains his/her subordinates.	2.04	Agree (A)	5
9	I go with the policies and practices towards employees of the school.	2.00	Agree (A)	3
10	I feel physically safe in my work environment.	1.97	Agree (A)	1
Overall Weighted Mean		2.10	Agree (A)	

The teacher-respondents agreed on indicator #10, "I feel physically safe in my work environment", with mean of 1.97 and ranked 1. The school should provide a working environment and professional community for teachers by making sure appropriate teaching assignment; enough access to information, materials and technology; and adequate time to work with

colleagues on matters of instruction (Little, 1993).

#### Community Support

Table 7 shows the assessment of the respondents on the predictors affecting the level of work satisfaction as to community support.

Table 7. Assessment of the respondents on the predictors affecting the level of work satisfaction as to Community Support (N=280)

No	Community Support	Weighted Mean	Qualitative Interpretation	Rank
1	Parents and community stakeholders are supportive and cooperative of school program and activities.	2.00	Agree (A)	8.5
2	I salute for the good support given by parents to school activities.	1.92	Agree (A)	3
3	My parents are very responsive every time I call their attention.	2.00	Agree (A)	8.5
4	I help and give full support to the local governments is extending services in our school.	1.93	Agree (A)	4
5	I am happy for the chance to help people's concern in the community.	1.91	Agree (A)	2

6	I helped with the linkages of the school in the immediate community thru cleanliness and beautification program.	1.96	Agree (A)	6
7	I give priority to do the community outreach programs (i.e.inis barangay, coastal cleanup, tree planting).	1.97	Agree (A)	7
8	I give my full support to the betterment of the school community towards external stakeholders.	1.90	Agree (A)	1
9	I always grab the chance to be of help in the community in times calamities.	1.94	Agree (A)	5
10	Parents are very cooperative during Brigada Eskwela by giving donations like paint, and cleaning materials.	2.10	Agree (A)	10
Overall Weighted Mean		1.96	Agree (A)	

The teacher-respondents agreed on indicator #8., "I give my full support to the betterment of the school community towards external stakeholders". Learning is not only acquired in school but also in families, communities and peers (Engin-Demir, 2009). Learning takes place in many environments – home, school

and workplace (IRBD/WB, 2006). Therefore, education is the business of schools, family and community and ensuring quality is the joint effort of all these participants (Bojuwoye, 2009; Christenson, Rounds, & Gorney, 1992; J. Epstein & Connors, 1995).

Table 8. Summary Table on the assessment of the respondents on the predictors affecting the level of work satisfaction

No	Predictors Affecting the Level of Work Satisfaction	Overall Weighted Mean	Qualitative Interpretation	Rank
1	Teaching Hours	2.40	Agree (A)	6
2	Salary/Remuneration	2.41	Agree (A)	7
3	School Officials / Administrators	2.06	Agree (A)	3
4	Peer/Colleagues	2.08	Agree (A)	4
5	Student Factor	1.86	Agree (A)	1
6	Work Environment	2.10	Agree (A)	5
7	Community Support	1.96	Agree (A)	2
Overall Weighted Mean		2.12	Agree (A)	

The Table 8 shows the Summary Table on the assessment of the respondents on the predictors affecting the level of work satisfaction. The teacher-respondents agreed in indicator # 5 as rank 1. This shows the Summary Table on the assessment of the respondents on the predictors affecting the level of work satisfaction. This signifies that teachers were more satisfied with their work if they imparted knowledge and touched the lives of their students. It is uplifting to see students who are contented with

work and happy inside the classroom. Hence teachers are considered to be the second parents inside the school.

### **Respondents' Assessment on the Level of Work Performance**

Table 9 shows the assessment of the teacher-respondents' level of work performance as reflected in the Individual Performance Commitment Report Form (IPCRF) during SY 2019-2020.



Table 9. Teacher-Respondents' Assessment on the Level of Work Performance (N=280)

Work Performance Rating	Frequency (f)	Percentage (%)
Outstanding (4.000-5.000)	208	74.30
Very Satisfactory (3.500 - 4.499)	65	23.20
Satisfactory (2.500 - 3.499)	7	2.50
Total	280	100.00
Mean of Work Performance=4.34 Very Satisfactory (VS)		

Out of two hundred and eighty (280) teacher-respondents there were two hundred eight (208) or equivalent to 74.30% who obtained numerical rating of 4.000-5.000 (Outstanding); 65 or 23.20% with numerical rating of 3.500-4.499 (Very Satisfactory). Work performance is a complex construct, taking into account the changing nature of work and the organizations themselves. It speaks of work performance in terms of quantity and quality expected from each employee (Annierah M. Usop, Maeda L. Kadtong & Datu Amir Sajid O. Usop, 2013).

The data clearly reflects that the teachers performance exceeding the targets by 15% to 29% of the planned targets. The performance exceed expectations. All goals and targets were achieved above the established standards.

The very satisfactory work performance demonstrates on the dedication and commitment of teachers in performing their task in spite of having additional duties and obligations. They have to come up with the very satisfactory performance rating as a gesture of being productive and fruitful employee.

## Conclusion

Based on the summary of the investigations conducted, the researcher concluded that:

1. The teacher-respondent is a typical female in her early adulthood, married, Roman Catholic, Mathematics major, Teacher I, BS degree with masteral units of education and had been in the teaching service for almost a decade.
2. The teacher-respondents assessed "Agree" on the predictors affecting the level of work satisfaction as to teaching hours, salary/remuneration, school officials/ administrators, peer/colleagues, student factor, work

environmental factor and community support predictors respectively.

3. The teacher-respondent were rated "Very Satisfactory" on their level of work performance.
4. There is significant difference on the assessment towards salary/ remuneration when grouped according to civil status, religion and highest educational attainment, on school officials/ administrators was significant when grouped according to position/ designation; on student factor was significant on civil status, and field of specialization; on work environmental factor was significant on civil status, position and highest educational attainment; and the predictors towards community support was significant on civil status.
5. There is significant difference on the assessment of the teacher-respondents towards predictors affecting the level of work satisfaction.
6. There is no significant relationship between the work satisfaction predictors and the level of work performance as reflected in the IPCRF performance rating.

## Recommendation

The findings and conclusions of the study provided bases for the following recommendations:

1. Giving of additional assignments to teachers should be in accord with Civil Service and provisions of Magna Carta for Public School Teachers.
2. School officials/administrators are encouraged to observe courtesy and fairness in dealing with subordinates and be receptive in recognizing the good efforts and contributions of teachers in the development and progress of the school.

3. Co-workers are encouraged to exercise and practice utmost professionalism by being cooperative, supportive of colleagues.
4. The teachers are encouraged to understand and consider individual differences of learners and provide intervention for students at risk and with academic problems.
5. In case the school will serve as pandemic infirmary or isolation center, the school is encouraged to provide contingency plan to avoid stress that affect teachers work performance.
6. To conduct a parallel or similar study is encouraged so as to validate and confirm the findings obtained in the study.

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