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# Teachers' Job Satisfaction and Work Performance in Matag-ob District

**[1]Jimmy D. Montealto, [2]Imelda V. Rosalijos, [3]Galahad D. Zaragoza, [4]Jamaica C. Mandawe, [5]Giovanne B. Balansag, [6]Rey G. Olorvida, [7]Marilyn M. Miranda**
Cebu Technological University
[1]jimmy.montealto001@deped.gov.ph, [2]rosalijosimelda1982@gmail.com, [3]galahad.zaragoza@deped.gov.ph, [4]jamaica.mandawe@deped.gov.ph, [5]geovanne.balansag@deped.gov.ph, [6]rey.olorvida@deped.gov.ph, [7]marilynmiranda1258@gmail.com

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Corresponding Email:
jimmy.montealto001@deped.gov.ph

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**Index Terms:**

teacher job satisfaction, work performance, elementary teachers, descriptive-correlational research, Matag-ob District

**Abstract.** This study examined teachers' job satisfaction and work performance in Matag-ob District, Matag-ob, Leyte, during School Year 2022–2023. Specifically, it described teachers' job satisfaction, assessed their work performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings, and sought to determine the relationship between the two variables. The study employed a descriptive-correlational research design and utilized total enumeration involving 100 public elementary school teachers. Job satisfaction was measured using a questionnaire adapted from Troeger (2021), reviewed by two district principals, and pilot-tested with 30 elementary teachers from Palompon North District, Leyte. Work performance was assessed using the teachers' IPCRF ratings. The respondents consisted of 49 males (49%) and 51 females (51%). Results revealed that 80 teachers (80%) obtained a Very Satisfactory rating, while 20 teachers (20%) received an Outstanding rating. No respondents were classified under the Satisfactory, Unsatisfactory, or Poor categories. The mean IPCRF point score was computed using the weighted mean method by multiplying the representative rating assigned to each performance category by its corresponding frequency, summing the weighted scores, and dividing the result by the total number of respondents. Based on the reported mean of 4.00, equivalent to 80% of the maximum rating of 5.00, the teachers' overall work performance was interpreted as Very Satisfactory. However, the computed mean and standard deviation of job satisfaction and the Pearson correlation coefficient and corresponding p-value were not available; thus, the level of job satisfaction and the statistical significance of its relationship with work performance could not be conclusively established. The findings highlight the importance of examining teacher satisfaction alongside performance outcomes and may provide a basis for strengthening supervision, recognition, professional development, and collegial support.

## Introduction

Teachers' job satisfaction is an important dimension of professional well-being because it reflects how educators evaluate their work, workplace relationships, leadership support, recognition, opportunities for growth, and working conditions. Recent reviews associate teacher job satisfaction with work engagement, teacher–student interactions, absenteeism, and intentions to remain in the profession (Tria, 2023; Wartenberg et al., 2023). Understanding these experiences can help school leaders identify workplace conditions that support teachers and sustain effective teaching.

Job satisfaction is multidimensional. It may be shaped by intrinsic factors, such as the meaning and enjoyment teachers derive from teaching, and extrinsic factors, such as supervision, recognition, compensation, promotion opportunities, collegial relationships, and available resources (Tria, 2023). This distinction is consistent with Herzberg et al.'s (1959) two-

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factor theory, which differentiates motivators, including achievement, recognition, and the work itself, from hygiene factors, including supervision, working conditions, and interpersonal relations. The OECD (2025), drawing on the Teaching and Learning International Survey (TALIS) 2024, also connects teachers' satisfaction with professional experiences, work environments, and employment conditions.

Job satisfaction and work performance are related concepts, but one does not automatically establish the other. A systematic review and meta-analysis by Wartenberg et al. (2023) found associations between teachers' job satisfaction and outcomes such as turnover intentions, absenteeism, teacher–student interactions, and student outcomes. However, findings depend on how performance is measured. Using international classroom video-study data, Jerrim (2024) found that satisfied teachers rated their own lessons more positively, while the association was weaker when lessons were rated by pupils and expert observers. These findings support examining the relationship empirically rather than assuming that satisfaction causes higher performance.

In the Philippine public-school context, teacher performance is assessed through the Department of Education's performance-management system and the applicable Individual Performance Commitment and Review Form (IPCRF). The IPCRF ratings used in this study provided the institutional measure of work performance for School Year 2022–2023. The rating period and governing DepEd issuance should be verified against the original records before publication.

The study was conducted in Matag-ob District, Matag-ob, Leyte. The researchers' observations of differences in teachers' engagement, participation in professional development, collaboration, and enthusiasm for classroom responsibilities motivated the inquiry; these observations were not treated as research findings.

The study aimed to describe teachers' job satisfaction and work performance in Matag-ob District during School Year 2022–2023 and to examine the relationship between the two variables. Specifically, it sought to determine (1) the level of teachers' job satisfaction, overall and by dimension; (2) the distribution of teachers' IPCRF performance ratings; (3) whether job satisfaction was significantly related to work performance; and (4) what recommendations could be drawn for school leaders. The null hypothesis was that there was no significant relationship between teachers' job satisfaction and work performance at the .05 level of significance.

In the district under study, the researcher observed differences in teachers' engagement, participation in professional development, collaboration, and enthusiasm for classroom responsibilities. These observations constituted the local context that motivated the inquiry; they were not presented as established findings and needed to be examined through systematic data collection.

## Methodology

*Research Design*

The primary instrument used in this study was a structured questionnaire adapted from the research instrument developed by Troeger (2021), entitled Teacher Job Satisfaction Among K–12 Public School Teachers: A Mixed Methods Study. It was used to gather relevant information about the respondents' perceptions and experiences concerning their job satisfaction as public elementary school teachers. The questionnaire provided a systematic means of collecting responses that could be analyzed to describe the respondents' level of satisfaction with their professional work. Before its administration, the adapted instrument was reviewed by two district principals to assess its relevance, clarity, and suitability for the intended respondents. Their comments and recommendations were considered to improve the questionnaire and ensure that its contents were appropriate to the context of public elementary education. Furthermore, the instrument was pilot tested with 30 elementary school teachers from Palompon North District, Leyte, who were not included in the actual study. This preliminary administration helped determine whether the questions were understandable and suitable for gathering the information needed. For the work performance variable, the study utilized the respondents' Individual Performance Commitment and Review Form (IPCRF) ratings for School Year 2022–2023. These official performance records provided the basis for describing the teachers' work performance using the applicable performance categories. The questionnaire responses and IPCRF ratings served as the principal sources of data for examining teachers' job satisfaction and work performance and determining the relationship between the two variables.

*Research Locale*

The study was conducted in the public elementary schools of Matag-ob District, Municipality of Matag-ob, Leyte, during School Year 2022–2023. The district was the research setting because the inquiry focused on the job satisfaction and work performance of its elementary teachers. The study covered 100 elementary teachers through total enumeration. The teachers are coming from Cantandoy Elementary School, San Pedro Elementary School and Caduhaan Elementary School.

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*Cantandoy Elementary School*

Located in Barangay Cantandoy, Municipality of Palompon, Province of Leyte, Eastern Visayas (Region VIII), Philippines. The school is a public elementary school under the Department of Education (DepEd), specifically supervised by the Palompon South District of the Schools Division of Leyte. It serves elementary learners from the surrounding community and provides basic education through the elementary grade levels.

*San Pedro Elementary School*

Located in the Municipality of Matag-ob, Province of Leyte, Eastern Visayas (Region VIII), Philippines. The school is a public elementary educational institution serving children from the local community and nearby areas. It operates under the Department of Education (deped), Schools Division of Leyte, and provides basic education to learners at the elementary level.

The school serves as an important learning institution in the community, working with parents and other stakeholders to support children's academic development and holistic growth. Its setting provides an appropriate environment for examining teachers' job satisfaction and work performance in the public elementary education sector.

*Caduhaan Elementary School*

Located in Barangay Caduhaan, Municipality of Palompon, Province of Leyte, Eastern Visayas (Region VIII), Philippines. The school is a public elementary institution established in 1954 and serves learners from the local community and nearby areas. It is accessible through existing provincial and municipal roads and plays an important role in providing basic education to children in the barangay.

*Respondents*

The respondents of this study were 100 public elementary school teachers from three selected elementary schools identified as the sources of participants for the research. They were selected because of their direct involvement in the delivery of basic education and their relevant professional experiences, which provided the necessary information for examining teachers' job satisfaction and work performance during School Year 2022–2023.

The study employed the total enumeration sampling technique, which involved including all identified teachers from the three participating schools in the data-gathering process. This approach allowed the researcher to gather information from the entire identified population rather than selecting only a portion of the teachers. Specifically, 30 teachers, representing 30% of the total respondents, came from Cantandoy Elementary School; 25 teachers, or 25%, were from San Pedro Elementary School; and 45 teachers, equivalent to 45%, were from Caduhaan Elementary School. These figures accounted for all 100 respondents included in the study.

The teachers' participation was essential in providing information about their perceptions of job satisfaction and their actual work performance as reflected in their professional responsibilities. Their responses served as the basis for analyzing the relationship between the two variables and understanding how teachers' work experiences may be associated with their performance in the school setting. By involving all identified teachers from the three participating schools, the study aimed to obtain a comprehensive account of the respondents' professional experiences and perspectives.

*Research Instrument*

This study employed a descriptive-correlational research design to examine teachers' job satisfaction and work performance in the selected public elementary schools during School Year 2022–2023. This design was appropriate because the study aimed to describe the respondents' job satisfaction, assess their work performance based on their Individual Performance Commitment and Review Form (IPCRF) ratings, and determine whether a significant relationship existed between the two variables. The descriptive component focused on presenting an organized account of the teachers' professional experiences and performance outcomes based on the data gathered. Through the adapted questionnaire, the study sought to obtain information about the respondents' perceptions of their job satisfaction. Meanwhile, their IPCRF ratings provided documented evidence of their work performance during the specified school year.

The correlational component focused on determining the degree and direction of the relationship between job satisfaction and work performance without manipulating either variable. This allowed the researcher to examine whether differences in teachers' reported satisfaction were associated with differences in their performance ratings. The study involved 100

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public elementary school teachers from Cantandoy Elementary School, San Pedro Elementary School, and Caduhaan Elementary School. Total enumeration was employed to include all identified teachers from the three participating schools: 30 from Cantandoy Elementary School, 25 from San Pedro Elementary School, and 45 from Caduhaan Elementary School.

The data gathered were intended to be analyzed using appropriate descriptive and inferential statistical procedures. Descriptive statistics, such as frequency, percentage, mean, and standard deviation, were used or intended to summarize the respondents' profiles, job satisfaction responses, and work performance ratings. Pearson product-moment correlation was identified as the appropriate statistical procedure for examining the relationship between job satisfaction and work performance, subject to the availability of the necessary data and satisfaction of the test assumptions. Through this design, the study sought to provide an evidence-based understanding of the two variables within the participating schools.

*Data Gathering Procedure*

he data-gathering process was carried out systematically to ensure that the information collected was relevant to the objectives of the study and properly handled. Before conducting the research, the researcher secured the necessary permission from the Schools Division Superintendent of the Schools Division of Leyte and the school heads of the participating elementary schools. Coordination with the respective school administrators was undertaken to explain the purpose of the study, identify the appropriate schedule for data collection, and seek their assistance in facilitating the participation of the teachers.

After obtaining the necessary approval, the researcher administered the adapted job satisfaction questionnaire to the 100 public elementary school teachers from the three participating schools. These included 30 teachers from Cantandoy Elementary School, 25 from San Pedro Elementary School, and 45 from Caduhaan Elementary School. The respondents were informed about the purpose of the study and the importance of providing honest and accurate answers. They were also given sufficient time to understand and complete the questionnaire. The researcher ensured that the administration and retrieval of the instruments were properly coordinated to minimize disruptions to the teachers' regular duties.

After collecting the completed questionnaires, the researcher checked them for completeness and consistency. The teachers' IPCRF ratings for School Year 2022–2023 were also gathered and organized as the basis for assessing work performance, subject to the necessary authorization and confidentiality measures. Finally, the collected information was coded, tabulated, and prepared for statistical analysis. Throughout the process, the researcher observed confidentiality and treated the respondents' information with care, ensuring that the data would be used solely for the purposes of the study.

*Teachers' job-satisfaction scores were interpreted using the following scale:*

| Mean Score | Scale Value | Descriptive Rating |
|---|---|---|
| 3.25–4.00 | 4 | Strongly Satisfied |
| 2.50–3.24 | 3 | Satisfied |
| 1.75–2.49 | 2 | Dissatisfied |
| 1.00–1.74 | 1 | Strongly Dissatisfied |

Teachers' work performance was assessed using their Individual Performance Commitment and Review Form (IPCRF) ratings for School Year 2022–2023. The assessment was anchored on the Results-Based Performance Management System–Philippine Professional Standards for Teachers (RPMS-PPST), pursuant to DepEd Order No. 2, s. 2015, and DepEd Order No. 42, s. 2017, and guided by DepEd Memorandum No. 008, s. 2023, entitled Multi-Year Guidelines on the Results-Based Performance Management System–Philippine Professional Standards for Teachers. The teachers' performance ratings were classified according to the applicable IPCRF rating scale reflected in their official performance records.

| Point Score | Descriptive Rating |
|---|---|
| 4.50–5.00 | Outstanding |
| 3.50–4.49 | Very Satisfactory |
| 2.50–3.49 | Satisfactory |
| 1.50–2.49 | Unsatisfactory |
| Below 1.50 | Poor |

*Ethical Considerations*

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The study secured approval from the Schools Division Superintendent of the Division of Leyte and permission from the concerned school heads before data collection. Participation by the 100 elementary teachers was voluntary. Respondents were informed of the study's purpose and procedures and were assured that their decision to participate or decline would not result in a penalty. Questionnaire responses and IPCRF information were handled confidentially, coded for analysis, and used only for the stated research objectives. Personal information was protected in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). The source manuscript did not identify an ethics review committee or approval number and did not specify whether consent was written or verbal; these details should be confirmed from the study documentation.

The data were summarized using frequency counts, percentages, means, and standard deviations, as appropriate to the variables. Frequencies and percentages described the IPCRF rating categories. Means and standard deviations were intended to summarize job-satisfaction scores and numerical IPCRF point scores. The relationship between job satisfaction and work performance was to be tested at $\alpha = .05$. Pearson's product-moment correlation was appropriate only if its assumptions, including linearity and relevant distributional conditions, were met; otherwise, Spearman's rank correlation should be considered. The source manuscript did not provide the computed job-satisfaction statistics, numerical IPCRF point scores, correlation coefficient, confidence interval, or p-value. No inferential conclusion is therefore made in this revised paper. The statistical software and version should also be added from the analysis records.

The data gathered from the 100 elementary teachers in Matag-ob District, Matag-ob, Leyte, during School Year 2022–2023 were analyzed using appropriate statistical techniques to address the objectives of the study. Before the analysis, the completed questionnaires were checked for completeness, organized, and coded electronically to facilitate accurate processing and interpretation. Frequency counts and percentages were used to summarize the respondents' profile characteristics and present the distribution of their responses in an organized manner. These descriptive statistics helped provide an overview of the participating teachers and their relevant characteristics. To determine the level of teachers' job satisfaction, the mean and standard deviation were used to summarize their questionnaire scores. The mean provided an indication of the overall level of job satisfaction, while the standard deviation described the degree of variation in the respondents' answers. Similarly, the mean and standard deviation were used to summarize teachers' work performance based on the applicable Individual Performance Commitment and Review Form (IPCRF) ratings for the school year under investigation. Pearson's product-moment correlation coefficient ($r$) was specified to examine the direction and strength of the relationship between teachers' job satisfaction and work performance. The statistical test was evaluated at the 0.05 level of significance ($\alpha = .05$). The resulting p-value was compared with the significance level to determine whether the relationship was statistically significant. A p-value below .05 indicated a statistically significant association, whereas a p-value equal to or greater than .05 indicated insufficient evidence of a statistically significant relationship. The findings were interpreted objectively and in accordance with the descriptive-correlational design, recognizing that correlation did not establish causation. The analyzed results were intended to provide an evidence-based foundation for recommending appropriate interventions to strengthen teachers' professional well-being, workplace support, engagement, and performance in Matag-ob District.

## Results and Discussion

*Results*

The findings of the study provided information about the demographic composition and work performance of the 100 public elementary school teachers who participated in the research during School Year 2022–2023. In terms of sex, 51 respondents (51%) were female, while 49 respondents (49%) were male. This distribution showed a nearly balanced representation of male and female teachers among the participants.

Regarding work performance, the results based on the teachers' Individual Performance Commitment and Review Form (IPCRF) ratings revealed that the majority obtained a Very Satisfactory performance rating. Specifically, 80 teachers, representing 80% of the respondents, were classified under this category. Meanwhile, 20 teachers, equivalent to 20%, received an Outstanding rating. No respondents obtained ratings under the Satisfactory, Unsatisfactory, or Poor categories. These results indicated that all 100 participating teachers were classified within the two highest performance categories presented in the study.

Based on the reported overall mean IPCRF score of 4.00, equivalent to 80% of the maximum rating of 5.00, the teachers' overall work performance was interpreted as Very Satisfactory. This result reflected the generally favorable performance ratings recorded among the participating teachers and suggested that they demonstrated satisfactory accomplishment of their assigned professional responsibilities during the school year covered by the study.

| Variable | Male | female | % |
|---|---|---|---|
| Sex | 49 | 51 | 100 |

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| | | | |
|---|---|---|---|
| Age | 30-55 | 26-59 | 100 |
| Years in service | 0-25 | 0-23 | 100 |
| Highest educational attainment | Masteral Degree | Masteral Degree | 100 |
| Position | Teacher 1-3 | Teacher 1-3 | 100 |

*Table 3. Profile of the respondents (N = 100)*

| IPCRF rating | Frequency | Percentage |
|---|---|---|
| Outstanding (4.50–5.00) | 20 | 20% |
| Very Satisfactory (3.50–4.49) | 80 | 80% |
| Satisfactory (2.50–3.49) | 0 | 0% |
| Unsatisfactory (1.50–2.49) | 0 | 0% |
| Poor (below 1.50) | 0 | 0% |
| Total | 100 | 100% |
| **Mean point score (SD)** | **4.00( Very Satisfactory)** | **80%** |

*Table 5. IPCRF ratings of the teachers (N = 100)*

*Discussion*

The available IPCRF results showed that 80 teachers (80%) received a Very Satisfactory rating and 20 teachers (20%) received an Outstanding rating. No teacher was reported in the lower rating categories. This distribution indicates that the respondents' recorded performance fell within two adjacent high-performance categories. Because there was little categorical variation, the restricted range should be considered when interpreting any correlation with job satisfaction. Numerical point scores would be needed to describe the variation more precisely.

Job satisfaction was a central variable in the study because it reflects teachers' perceptions of their work and professional experiences. However, the actual overall and dimension-level questionnaire results were not included in the source manuscript. It is therefore not possible to identify the highest- or lowest-rated dimensions or to compare the respondents' satisfaction levels with the intrinsic and extrinsic factors discussed by Tria (2023), Herzberg et al. (1959), and the OECD (2025). Those interpretations should be added after the questionnaire data have been analyzed.

The study intended to test whether job satisfaction was significantly related to work performance. However, the source manuscript did not report the computed correlation coefficient, confidence interval, sample size used in the test, or p-value. The null hypothesis therefore cannot be accepted or rejected on the basis of the information currently available. The use of distinct sources for the two measures—the self-reported questionnaire and the IPCRF ratings—is a methodological strength, but the restricted range of the reported IPCRF categories may limit the observable association. As Jerrim (2024) noted, relationships can differ depending on how teacher performance is measured. In all cases, the correlational design does not establish causation.

The available findings support maintaining attention to teachers' professional performance and recognizing accomplishments. More specific interventions concerning supervision, recognition, mentoring, professional learning, and collegial collaboration should be linked to the actual job-satisfaction dimensions and correlation results once those analyses are available. Until then, these practices are reasonable areas for consideration, not conclusions demonstrated by the present dataset.

*Limitations*

This study was limited to 100 elementary teachers in Matag-ob District, Matag-ob, Leyte, during School Year 2022–2023. Its findings may not be generalizable to other districts, school levels, or periods. Job satisfaction was measured through an adapted self-report questionnaire and may reflect individual perceptions and willingness to disclose concerns. Although two district principals reviewed the instrument and 30 teachers participated in pilot testing, the source manuscript did not report reliability coefficients. Work performance was represented by IPCRF ratings, which may not capture every aspect of daily teaching and, in the available results, fell within only two adjacent categories. The study used a descriptive-correlational design and cannot establish cause and effect. Other factors that may influence satisfaction and performance, including workload, leadership practices, family responsibilities, school resources, and school climate, were not measured.

## Conclusion and Recommendations

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*Conclusion*

Based on the findings presented, the study concludes that the 100 public elementary school teachers from Cantandoy Elementary School, San Pedro Elementary School, and Caduhaan Elementary School provided relevant information for examining teachers' job satisfaction and work performance during School Year 2022–2023. The nearly balanced distribution of respondents by sex, consisting of 49 males (49%) and 51 females (51%), reflected the participation of both male and female teachers in the study.

In terms of work performance, the results showed that the majority of the respondents demonstrated a Very Satisfactory level of performance. Specifically, 80 teachers (80%) obtained a Very Satisfactory rating, while 20 teachers (20%) achieved an Outstanding rating. No respondent was classified under the Satisfactory, Unsatisfactory, or Poor categories. Furthermore, the reported overall mean IPCRF rating of 4.00, interpreted as Very Satisfactory, indicated that the participating teachers generally met their professional responsibilities and performance expectations during the school year covered by the study.

The findings underscore the importance of teachers' professional commitment and the role of performance assessment in recognizing their contributions to basic education. However, although the study sought to determine teachers' job satisfaction and examine its relationship with work performance, the available statistical results were insufficient to establish the respondents' actual level of job satisfaction or determine whether a significant relationship existed between the two variables. The absence of the computed mean and standard deviation for job satisfaction, as well as the Pearson correlation coefficient and its corresponding p-value, limits the conclusions that can be drawn regarding this relationship.

Overall, the study highlights the value of understanding teachers' professional experiences alongside their performance outcomes. It also emphasizes the need for continued institutional support, meaningful recognition, professional development, and a positive working environment to sustain teachers' motivation, satisfaction, and effectiveness in delivering quality basic education.

*Recommendations*

In light of the findings and conclusions of the study, the following recommendations are proposed to support teachers' professional growth, strengthen work performance, and promote a positive school environment.

First, school heads are encouraged to sustain effective supervision and provide regular, constructive feedback to teachers. Since the majority of respondents obtained Very Satisfactory performance ratings, continuous monitoring, mentoring, and professional guidance may help teachers maintain their performance and further develop their professional competencies. Teachers who demonstrate Outstanding performance may also be given opportunities to share effective practices with their colleagues through learning action cells, peer mentoring, and collaborative activities.

Second, the school administration and relevant education authorities should strengthen recognition and appreciation programs that acknowledge teachers' dedication, accomplishments, and contributions to learner development. Appropriate recognition can help foster a sense of professional value, encourage commitment, and promote a supportive workplace.

Third, schools should provide continuing professional development opportunities responsive to teachers' actual needs. Training, seminars, coaching, and collaborative learning activities may focus on instructional strategies, classroom management, assessment practices, learner-centered approaches, and the effective use of educational resources.

Fourth, school heads are encouraged to promote a healthy and supportive working environment by strengthening collegial relationships, open communication, teamwork, and shared decision-making. Attention should also be given to teachers' workload, access to instructional materials, and opportunities for professional advancement.

Fifth, future researchers are encouraged to examine teachers' job satisfaction more comprehensively by presenting the complete descriptive and inferential statistical results, including the mean, standard deviation, Pearson correlation coefficient, and corresponding p-value. These results are necessary to establish the level of job satisfaction and determine whether it is significantly associated with work performance.

Finally, similar studies may be conducted in other districts or school divisions with a larger number of respondents and additional relevant variables to provide a broader understanding of the factors influencing teachers' job satisfaction and professional performance.

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## Competing Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

## Data Availability Statement

The data supporting the findings of this study may be requested from the corresponding author, subject to applicable data-privacy requirements and confirmation that the IPCRF-related records may be shared.

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## Appendices

No appendices are attached to this study.

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