

# JOB SATISFACTION AND PERFORMANCE OF THE FACULTY IN THE COLLEGE OF TEACHER EDUCATION

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## ABSTRACT

The aim of this research was to determine the level of job satisfaction and performance of faculty of the College of Teacher Education, University of Northern Philippines, School Year 2016 -2017.

The study made use of the descriptive-correlational method of research. This method was used to describe and analyze the job satisfaction and teaching performance of the 31 faculty members of the College of Teacher Education of the University of Northern Philippines, Vigan City, Ilocos Sur, Philippines, school year 2016 - 2017. The key tool used by the researcher in this study was adopted from Lang-ayan (2005) and Chuawongboon (2003) with slight revisions to suit the needs of the research. This instrument was validated by research experts in the college. The teaching performance was taken from the performance rating of the faculty during the First Semester, School Year 2016-2017. Frequency count and percentages, mean, and simple correlation were used as statistical tools in the study.

From the result, the following conclusions are forwarded: 1) The majority of the respondents are female; most of them have units in the doctorate; with age ranges from 41-45; Instructors in rank; has 1-10 years in service; Roman Catholics; and have 18-20 units of teaching load; 2) The faculty of the College of Teacher Education is very contented on their overall job satisfaction; 3) The College of Teacher Education faculty has a “Very High” teaching performance; 4) The profile of the respondents have no effect on their job satisfaction; 5) The profile of the respondents have no influence on their teaching performance; 6) Likewise, the job satisfaction and teaching performance of the respondents have no effect with each other.

**Key Words:** job satisfaction, teaching performance, effectiveness

## Introduction

Every individual is craving for satisfaction whether it is satisfaction on one's self, job/work, environment, life and others. This satisfaction may lead to a more productive and healthy environment and performance. As the saying goes, “You can work best when you are self-satisfied.”

The success of an organization lies on its constituents. How each other's works for the attainment of its aims and goals. This

can be achieved if these constituents are satisfied with their present status, specifically, their job.

The College of Teacher Education, University of Northern Philippines has been awarded as the Center for Development. The only college in the university has been conferred such award by the Commission on Higher Education. Due to the effective collaboration and efforts of the administrator, faculty and staff, their dreams

became reality. As such, they are again aiming for a higher level – the Center of Excellence.

Faculty and staff have important roles in reaching the most vital targets of the college. The success or failure in achieving these targets is dependent on their performance. Their effectiveness lie on their satisfaction, particularly, job satisfaction. If they are given their basic needs which are the simple drive for survival. Good working environments and interpersonal dealings, recognition, achievement, authority, and wage but some of the basic needs needed by the members or the staff. Simple needs satisfaction can motivate them to give their best effort and work harder for the accomplishment of organizational goals and objectives.

In order to present a background of the study, literature and studies conducted relevant to the present study are hereby presented.

According to Wangpanich (1985), the concept of job satisfaction was considered as the faculty's feelings or attitude toward their present job, and job components consisted of work, supervision, pay, promotion and co-workers. He found out in his investigation that there were no interaction effects among the faculties' age, work experience, salary and job satisfaction. There were also no significant differences in some job facets of satisfaction with respect to the faculty's demographic data. Intercorrelations among the faculty's age, work experience, and salary were significant, but these variables were not correlated significantly with job satisfaction. The faculties' job component satisfaction significantly predicted overall satisfaction. Among these components, satisfaction with work and pay were the important predictors.

On the contrary, Miller (1985) found out that there was a significant relationship between job satisfaction and actual and deserted participation in the decision-making process. The relationship did not differ significantly for age, sex, years of teaching experience, years at present school, and certification level on either side.

Langbayan, (2005) found out in his study that the teachers in selected public secondary schools in Abra were "Very Satisfied" in their job. Significant

relationship exists between the teachers' job satisfaction in terms of salary/fringe benefits, student accomplishments, recognition, promotion and their teaching load.

Chuawongboon (2003) concluded in his study that the level of job satisfaction of the teaching staff in general is significantly influenced by their age, civil status, length of experience, academic rank, and monthly income. Likewise, their level of teaching performance is influenced by their educational attainment and academic rank.

Thaiwattanakul (1994) studied 399 municipal teachers from 15 municipal schools in Educational Region I. The result showed that the most influential factor in job satisfaction was the success in the job performance.

Lertloi (1986) found out that teacher-respondents of Thailand are "Satisfied" with their job. Student Accomplishment, Recognition/Status and Professional Development are satisfying to the teachers in Thailand, but Salary/Fringe Benefits and Promotion are "Dissatisfying." Among the teachers of Thailand, educational attainment significantly influenced the teacher's satisfaction in the job as a whole.

Job satisfaction or job dissatisfaction among the teachers are believed to be directly connected with the efficiency of teachers' performance and consequently, the quality of education.

Langbayan, (2005) found out in his study that the teachers in selected public secondary schools in Abra had a "Very Satisfactory" rating in their teaching effectiveness.

Chuawongboon (2003) found out that the teaching staff of Rajabhat Institute of Suan Dusit have a "Good" level of performance.

The study of Torres (1983) revealed that teachers who have sufficient knowledge and understanding tend to be effective teachers, skilled in the varied methods and techniques of teaching and demonstrate positive motivational teachers' behaviors as well as personal and social teacher characteristics.

The present study is quite the same with the study of Lang-ayan (2005) and

Chuawongboon (2003) in the sense that they also studied about job satisfaction and teachers' performance.

This study is helpful to the faculty for they will be reminded on their strengths and weaknesses in their teaching performance. It may also serve as a basis for the administrators to find ways to improve the organization and to determine the faculty and staffs' needs. If an administrator can maintain a higher degree of satisfaction among the faculty and staff, he has an excellent chance of developing a highly satisfied staff and consequently, expects a better output in their job performance.

It is for this purpose that the researcher wishes to determine the level of job satisfaction and effectiveness of the faculty of the College of Teacher Education.

Statement of the Problem

The purpose of this research was to determine the level of job satisfaction and performance of faculty in the College of Teacher Education, University of Northern Philippines, School Year 2016 -2017.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of the following:  
a. Age;  
b. Sex;  
c. Educational attainment;  
d. Civil status;  
e. Position/Rank;  
f. Years in service;  
g. Religion; and  
h. Teaching load?

2. What is the level of job satisfaction of the faculty as perceived by themselves in terms of:  
a. Achievement;  
b. Work Characteristic;  
c. Recognition;  
d. Responsibility;  
e. Advancement;  
f. Policy and Administration;  
g. Authority;  
h. Interpersonal Relations;  
i. Working Conditions;  
j. Students' Accomplishment;  
k. Salary and Fringe Benefits;  
l. Professional Development; and  
m. Promotion?
3. What is the level of teaching performance of the respondents in terms of the following:  
a. Commitment;  
b. Knowledge of Subject Matter;  
c. Teaching for Independent Learning; and  
d. Management of Learning?
4. Is there a significant relationship between the profile of the respondents and their level of job satisfaction?
5. Is there a significant relationship between the profile of the respondents and their level of teaching performance?
6. Is there a significant relationship between the job satisfaction of the respondents and their teaching performance?

Conceptual Framework

The researcher has come up with a model to illustrate the concept of this work.

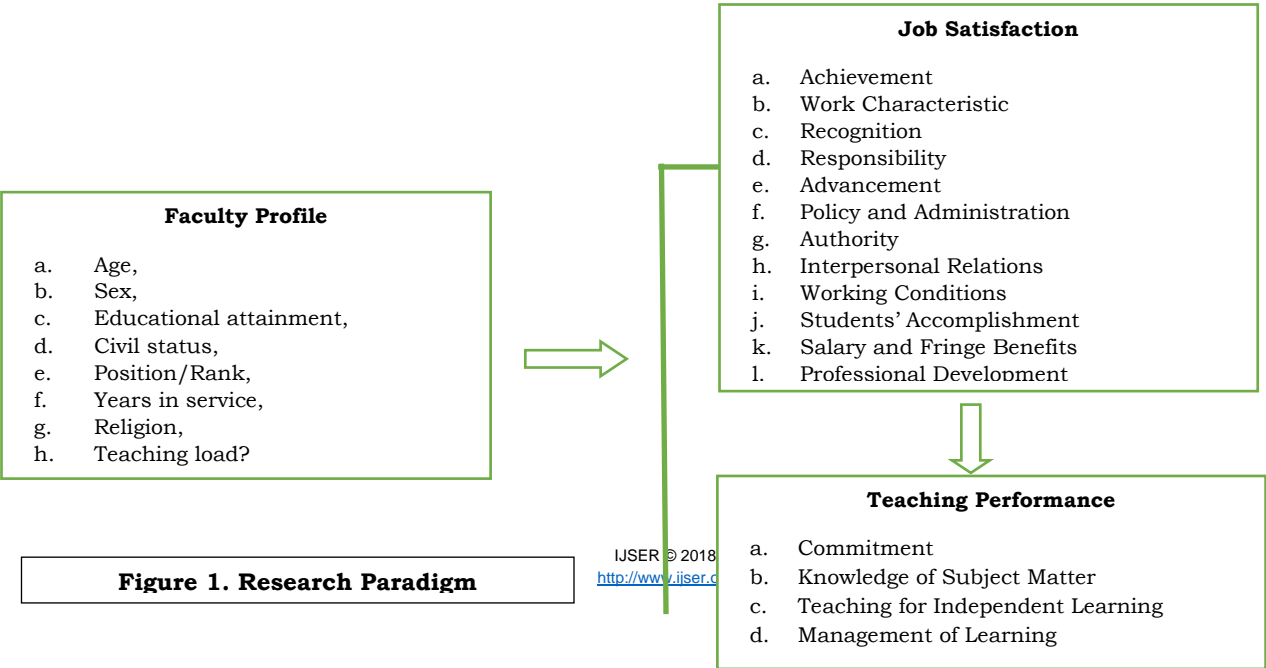


Figure 1 shows that the profile of the CTE Faculty affect their job satisfaction and teaching performance. Likewise, their job satisfaction affects their teaching performance.

Methodology

This section includes the research design, population of the study, data gathering instrument, and statistical treatment.

**Research Design.** The study made use of the descriptive-correlational method of research. This was used to describe and analyze the job satisfaction and teaching performance of the faculty of the College of Teacher Education of the University of Northern Philippines, Vigan City, Ilocos Sur, Philippines, School Year 2016 - 2017.

**Population and Sample.** Only the 31 faculty of the College of Teacher Education of the University of Northern Philippines, Vigan City, Ilocos Sur, Philippines, School Year 2016 – 2017 who

were included as the respondents of the study.

**Data Gathering Instrument.** The main instrument that was used by the researcher in this study is adopted from that of Lang-ayan (2005) and Chuawongboon (2003) with slight revisions to suit to the needs of the study. This was validated by the research experts in the college. A documentary analysis on their teaching performance was done in the study which was taken from their performance rating of the faculty during the First Semester, School Year 2016-2017.

In determining the level of job satisfaction of faculty, the following scale was used:

Range of Scores	Descriptive Rating
3.51 – 4.00	Very Satisfied (VS)
2.51 – 3.50	Satisfied (S)
1.51 – 2.50	Dissatisfied (DS)
1.00 – 1.50	Very Dissatisfied (VD)

Their teaching performance was based on the following scale also:

Point Score	Descriptive Rating
4.60-5.00	Outstanding
3.60-4.59	Very Good
2.60-3.59	Good
1.60-2.59	Poor
1.00-1.59	Needs Improvement

answered and returned the questionnaire

**Statistical Treatment.** Frequency count and percent distribution were used to determine the profile of the respondents.

**Mean** was used to describe the level of job satisfaction and teaching performance of the respondents.

**Simple Correlation** was used to determine the relationship between the profile and the level of job satisfaction of the respondents; their level of job satisfaction and their teaching performance. The significance of the correlation coefficients was tested at the .05 probability level.

RESULTS AND DISCUSSIONS

Table 1  
Profile of the Respondents

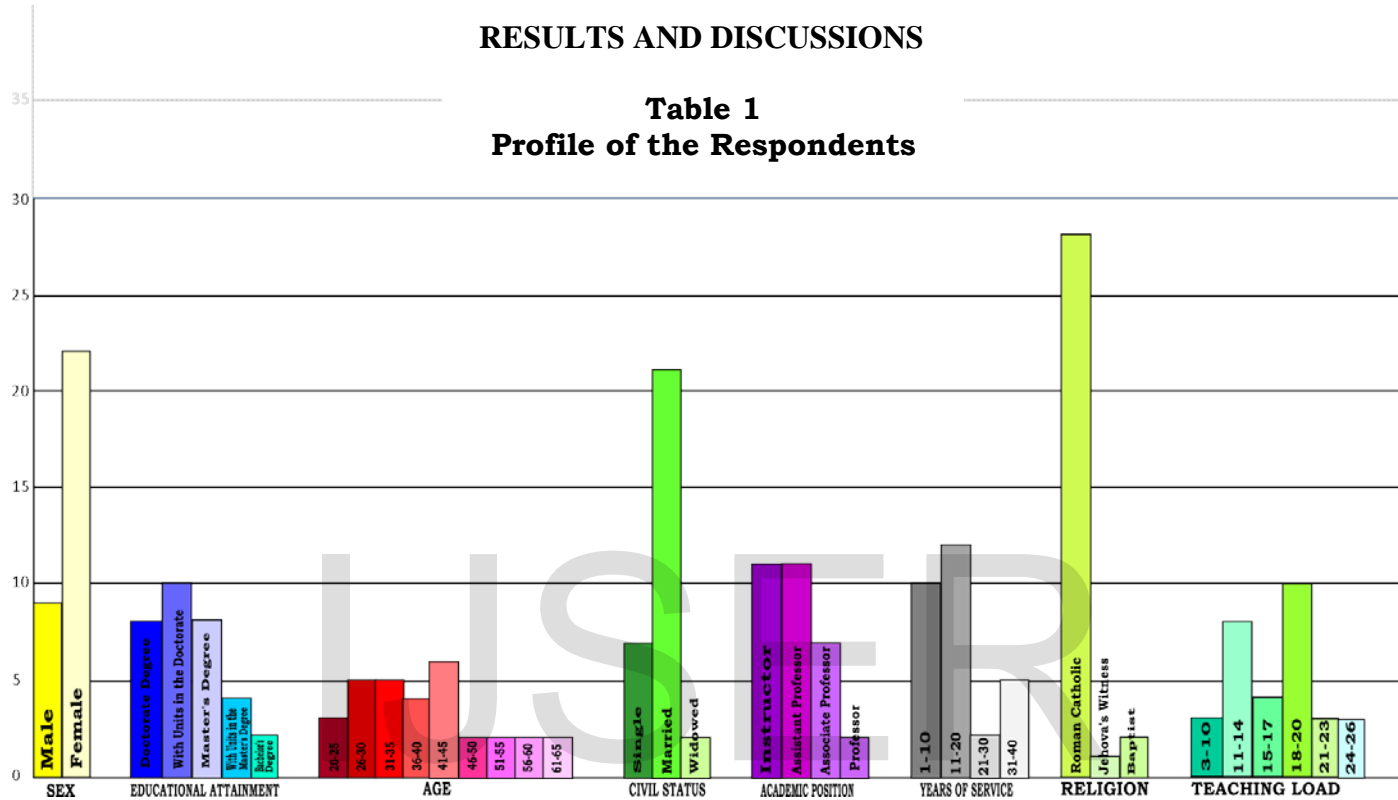


Table 1 shows the profile of the faculty respondents. On the table, the majority of the faculty are female (22 or 71%). There are only nine (29%) male faculty respondents; most of them have units in the doctorate (10 or 32%), only two (6%)

are bachelor's degree holder; their age ranges from 41-45 (19%); 21 (67%) are married. Most (7 or 23%) of the faculty are Instructors in rank; 1-10 (10 or 32%) years of service; 28 (91%) are Roman Catholic; and have 18-20 units of teaching load.

Table 2  
Level of Job Satisfaction Along Achievement of Faculty of the College of Teacher Education

Items	Mean	Descriptive Rating
A. Achievement	3.68	Very Satisfied
1. The assigned project is completed.		
2. Special/extra assignment given is completed	3.55	Very Satisfied
3. There are chances to have the ability to solve problems	3.65	Very Satisfied
4. There are opportunities to apply knowledge, ability and experiences on given tasks.	3.77	Very Satisfied
5. The evaluation of my teaching performance in the past year is just and appropriate.	3.68	Very Satisfied
As a Whole	3.66	Very Satisfied

Legend: 3.51 – 4.00 Very Satisfied (VS)  
2.51 – 3.50 Satisfied (S)



Table 2 presents the level of job satisfaction of the faculty of the College of Teacher Education.

Looking closer at the table, their job satisfaction along **Achievement** is 3.66 and described as “Very Satisfied.” The item “There are opportunities to apply knowledge, ability, and experiences on given tasks,” tend to have the highest mean rating of 3.77. On the other hand, “Special/extra assignment given is completed,” found to be the lowest among the items as depicted by the mean rating of 3.55. Nevertheless, both the items were rated “Very Satisfied.” This means that the respondents have that sense of fulfillment because they can to accomplish their job description. Teaching performance of faculty is being evaluated every semester of the school year. This might be the reason why the faculty are very religious in performing their duties as teachers

**Table 3**  
**Level of Job Satisfaction Along Work Characteristic of Faculty of the College of Teacher Education**

Items	Mean	Descriptive Rating
<b>B. Work Characteristic</b>		
1. The work is in line with knowledge, ability, skill and interest.	<b>3.58</b>	Very Satisfied
2. The content of duty is worth fulfilling.	<b>3.71</b>	Very Satisfied
3. The work provides opportunities to useful creativity.	<b>3.68</b>	Very Satisfied
4. The work is challenging and motivational.	<b>3.58</b>	Very Satisfied
5. The work provides opportunities to participate in planning as well as applying knowledge, skills and experience to bring the given task to its completion.	<b>3.58</b>	Very Satisfied
<b>As a Whole</b>	<b>3.63</b>	<b>Very Satisfied</b>

Legend:        3.51 – 4.00        Very Satisfied (VS)  
                  2.51 – 3.50        Satisfied (S)

Along **Work Characteristic**, the total mean rating of this criteria is 3.63 and interpreted as “Very Satisfied.” The item “The content of duty is worth fulfilling,” tend to be the highest with a mean rating of 3.71. “The work is in line with knowledge, ability, skill, and interest; The work is challenging and motivational; The work provides opportunities to participate in planning as well as applying knowledge, skills, and experience to bring the given task to its completion” have the lowest mean rating of 3.58 but still fell on a “Very Satisfactory” level. This suggests that the respondents perceive the true nature of their work and receives the challenge that comes with it.

**Table 4**  
**Level of Job Satisfaction Along Recognition of Faculty of the College of Teacher Education**

Items	Mean	Descriptive Rating
<b>C. Recognition</b>		
1. The current position is noble and respected.	<b>3.65</b>	Very Satisfied
2. A job well done is praised by colleagues.	<b>3.55</b>	Very Satisfied
3. A job well done is praised by the superior.	<b>3.61</b>	Very Satisfied
4. Colleagues ask for advice on work and personal matters.	<b>3.58</b>	Very Satisfied
5. Excellent work and public recognition are praised.	<b>3.61</b>	Very Satisfied
<b>As a Whole</b>	<b>3.59</b>	<b>Very Satisfied</b>

Legend:        3.51 – 4.00        Very Satisfied (VS)  
                  2.51 – 3.50        Satisfied (S)

The respondents’ job satisfaction along **Recognition** is **3.59**. The item “The current position is noble and respected” garnered the highest mean rating of 3.65. On the contrary, item “A job well done is praised by colleagues” has the lowest mean rating of 3.55. Both of the items have a “Very Satisfactory” rating. Thus, it would be

implied that they receive due acknowledgement on their contributions to the college. Every year, the university gives due recognition to faculty who excel in their work. Faculty of the Year Award, Length of Service Award and the like are presented during the Foundation Week of the university.

Table 5  
Level of Job Satisfaction Along Responsibility of Faculty of the College of Teacher Education

Items	Mean	Descriptive Rating
<b>D. Responsibility</b>		
1. Perform the content of duties and extra assignment as directed by superior.	<b>3.65</b>	Very Satisfied
2. Give importance of assignment to the organization.	<b>3.78</b>	Very Satisfied
3. Given an opportunity to work unsupervised.	<b>3.81</b>	Very Satisfied
4. Authority is given in decision making.	<b>3.58</b>	Very Satisfied
5. Being appointed to the committee to various task.	<b>3.51</b>	Very Satisfied
<b>As a Whole</b>	<b>3.67</b>	<b>Very Satisfied</b>

It is also depicted on the table that **Responsibility** has a total mean rating of 3.67. “Given an opportunity to work unsupervised” got the highest mean rating of 3.81. While “Being appointed to the committee in the various task” had the

lowest mean rating of 3.51. Both of the items fell on a “Very Satisfactory” level. This means that the faculty can work well if they are not being supervised. In other words, they are responsible on the task assigned to them.

Table 6  
Level of Job Satisfaction Along Advancement of Faculty of the College of Teacher Education

Items	Mean	Descriptive Rating
<b>E. Advancement</b>		
1. The current position is satisfying.	<b>3.35</b>	Satisfied
2. The belief that there is a chance to develop in the chosen work.	<b>3.71</b>	Very Satisfied
3. Opportunity is given for advancement in the current position.	<b>3.55</b>	Very Satisfied
4. Opportunity is given to participate in seminar or conference etc. to broaden knowledge and experiences.	<b>3.48</b>	Satisfied
5. There is an opportunity of getting promoted.	<b>3.58</b>	Very Satisfied
<b>As a Whole</b>	<b>3.53</b>	<b>Very Satisfied</b>

Legend:        3.51 – 4.00                Very Satisfied (VS)  
                  2.51 – 3.50                Satisfied (S)

Along **Advancement**, the total mean rating is 3.53. Item “Belief that there is a chance to develop in the chosen work” has the highest mean rating of 3.71, with a descriptive rating of “Very Satisfied. While “Current position is satisfying has 3.35 total

mean rating and described as “Satisfied.” The respondents believe that they can be improved personally and professionally in the college. They are being sent by the college to attend various seminars, trainings and conferences free of charge.

Table 7

Level of Job Satisfaction Along Policy and Administration of Faculty of the College of Teacher Education

F. Policy and Administration	Mean	Descriptive Rating
1. There is a staff unity.	3.28	Satisfied
2. Regular meetings between our superiors and staff are conducted for better understanding of policy.	3.51	Very Satisfied
3. The task appointed by the superior is suitable to the assigned person.	3.31	Satisfied
4. The staff in the office are punctual and hard-working.	3.45	Satisfied
5. The superior allows staff in the office to participate in planning.	3.51	Very Satisfied
As a Whole	3.41	Satisfied

Legend: 3.51 – 4.00 Very Satisfied (VS)  
2.51 – 3.50 Satisfied (S)

Looking intently at the table, **Policy and Administration** criteria has a mean rating of 3.41. “Regular meetings between our superiors and staff are conducted for better understanding of policy” got the highest mean rating of 3.51 and a “Very Satisfactory” level. On the other hand, “There is a staff unity” received the lowest mean rating of 3.28, with a “Satisfied”

descriptive level. This implies that the respondents believed that there is a systematic consultation between and among them with regards to Policy and Administration. Though sometimes there is a division of forces in the college, they are still working for the betterment of the college.

Table 8  
Level of Job Satisfaction Along Authority of Faculty of the College of Teacher Education

G. Authority	Mean	Descriptive Rating
1. The superior is reliable and willing to be responsible for his subordinates’ performance.	3.75	Very Satisfied
2. The superiors’ responsibility in administrative affairs is observed.	3.65	Very Satisfied
3. The superior can solve problem among subordinates.	3.61	Very Satisfied
4. There is an organized and reasonable administrative approach.	3.65	Very Satisfied
5. The superior’s creativity and application to work is observed.	3.51	Very Satisfied
As a Whole	3.63	Very Satisfied

Legend: 3.51 – 4.00 Very Satisfied (VS)  
2.51 – 3.50 Satisfied (S)

It is depicted in the table that **Authority** has 3.63 mean rating. The item “The superior is reliable and willing to be responsible for his subordinates’ performance garnered the highest mean rating of 3.75.” While “The superior’s creativity and application to work are observed” got the lowest mean rating of 3.51

with a “Very Satisfactory” level. The respondents believe that their administrator is very responsible especially in uplifting the individual faculty performance. They are very contented on how the head of the college works and deal with his subordinates.

Table 9  
Level of Job Satisfaction Along Interpersonal Relations of Faculty of the



College of Teacher Education

Items	Mean	Descriptive Rating
<b>H. Interpersonal Relations</b>		
1. There is a good interpersonal relationship between and among the superiors, faculty and staff of the college.	3.45	Satisfied
2. Colleagues provide a pleasant and friendly working atmosphere.	3.48	Satisfied
3. Superiors, Faculty and Staff in the College cooperate well with one another.	3.41	Satisfied
4. There is unity/oneness in the college.	3.28	Satisfied
5. Each member of the college is helpful and supportive.	3.21	Satisfied
<b>As a Whole</b>	<b>3.37</b>	<b>Satisfied</b>

Legend:            3.51 – 4.00            Very Satisfied (VS)  
                         2.51 – 3.50            Satisfied (S)

Based from the table also, the respondents’ job satisfaction level along **Interpersonal Relations** is 3.37 and rated “Satisfied.” “Colleagues provide a pleasant and friendly working atmosphere has 3.48 mean rating and “Each member of the college is helpful and supportive” has 3.21

mean rating. Both of the items have “Satisfied” level. This means that there is a slight problem with regards to the Interpersonal Relationships of the faculty. The working relationship might not be healthy so activities must be conducted to address the problem.

Table 10  
Level of Job Satisfaction Along Working Conditions of  
Faculty of the College of Teacher Education

I. Working Conditions	Mean	Descriptive Rating
1. The rules and regulation are flexible and sensible in the working system.	3.55	Very Satisfied
2. The atmosphere in the college encourages one to work.	3.61	Very Satisfied
3. There is an appropriate lighting temperature and airflow in the office which encourages one to work on their tasks properly.	3.55	Very Satisfied
4. The current size of the organization is appropriate.	3.58	Very Satisfied
5. There is a presence of a desire to move and work elsewhere.	3.38	Satisfied
<b>As a Whole</b>	<b>3.53</b>	<b>Very Satisfied</b>

Legend:            3.51 – 4.00            Very Satisfied (VS)  
                         2.51 – 3.50            Satisfied (S)

Looking closer at the table, their job satisfaction along **Working Conditions** is 3.53 and interpreted as “Very Satisfied.” “The atmosphere in the college encourages one to work” has the highest mean rating of 3.61 and described as “Very Satisfied.” The item “There is a presence of desire to move and work elsewhere,” has the lowest mean

rating of 3.38 and deduced as “Satisfied.” This means that the respondents are satisfied with the office or work place assigned for them to work during their vacant periods. The faculty room is well-ventilated and conducive for working.

Table 11

Level of Job Satisfaction Along Salary and Fringe Benefits  
of Faculty of the College of Teacher Education

Items	Mean	Descriptive Rating
<b>J. Salary and Fringe Benefits</b>		
1. There are benefits enjoyed by the faculty and staff.	3.61	Very Satisfied
2. There is the presence of additional welfare assistance for medical bills, house rental, child care and child educational fees for faculty and staff.	3.38	Satisfied
3. There is a fair consideration of annual salary increase.	3.38	Satisfied
4. The amount of salary is sufficient for the current living expense.	3.25	Satisfied
5. There is an appropriate allowance for overtime work, meals and transportation.	3.15	Satisfied
<b>As a Whole</b>	<b>3.35</b>	<b>Satisfied</b>

Along **Salary and Fringe Benefits**, the total mean rating is 3.35, interpreted as “Satisfied.” Item “There are benefits enjoyed by the faculty and staff” garnered the highest mean rating of 3.61 and a “Very Satisfied” level. “There is an appropriate allowance for overtime work, meals and transportation” tend to have the lowest mean rating of 3.15 and a “Satisfied” descriptive

rating. There is no question with how satisfied the faculty with the benefits they enjoy. Benefits to employees are given to permanent faculty like scholarships, study privileges, overtime pay (if there are) and the like. However, part time and contractual faculty are not satisfied as the permanent faculty because there are some privileges which they cannot avail.

Table 12  
Level of Job Satisfaction Along Professional Development  
of Faculty of the College of Teacher Education

Items	Mean	Descriptive Rating
<b>K. Professional Development</b>		
1. There is fairness in the enforcement of rules and policies regulating the faculty members’ chances to be sent to seminars, workshops, and training.	3.48	Satisfied
2. Different incentives and benefits are enjoyed by the faculty while they are pursuing a higher degree course.	3.48	Satisfied
3. Encouragement of superiors for professional growth and development is observed.	3.71	Very Satisfied
4. There is an opportunity to attend seminars and workshops.	3.55	Very Satisfied
5. Identification and utilization of specific skills and potentials by the faculty are practiced.	3.48	Satisfied
<b>As a Whole</b>	<b>3.54</b>	<b>Very Satisfied</b>

Legend:        3.51 – 4.00            Very Satisfied (VS)  
                  2.51 – 3.50            Satisfied (S)

Meanwhile, **Professional Development** has 3.54 mean rating. “Encouragement of superiors for professional growth and development is observed” has 3.71 mean rating and described as “Very Satisfied.” Items “There is fairness in the enforcement of rules and policies regulating the faculty members’ chances to be sent to seminars, workshops, and trainings.; Different incentives and benefits are enjoyed by the faculty while

they are pursuing higher degree course.; Identification and utilization of specific skills and potentials by the faculty is practiced” got the lowest mean rating of 3.48 and interpreted as “Satisfied.” It is very evident that the administrator of the college is very supportive in terms of faculty development. The university is also sending faculty to attend seminars, trainings and conferences for free. All expenses are shouldered by the university.

Table 13  
Level of Job Satisfaction Along Promotion of Faculty  
of the College of Teacher Education

Items	Mean	Descriptive Rating
<b>L. Promotion</b>		
1. There is fairness in the implementation of promotion policies.	3.58	Very Satisfied
2. The public is informed for different promotions and vacant positions for interested faculty members to apply.	3.38	Satisfied
3. There is a standard procedure followed in the promotion process and strict adherence to criteria set in ranking.	3.51	Very Satisfied
4. My superior exerts efforts to help faculty members prepare themselves for promotion.	3.58	Very Satisfied
5. Performance ratings, education and training experiences, outstanding accomplishments, personality traits and leadership potentials are considered.	3.61	Very Satisfied
<b>As a Whole</b>	<b>3.53</b>	<b>Very Satisfied</b>

Legend:            3.51 – 4.00            Very Satisfied (VS)  
                         2.51 – 3.50            Satisfied (S)

Looking intently at the table, **Promotion** has 3.53 mean rating. “Performance ratings, education and training experiences, outstanding accomplishments personality traits and leadership potentials are considered” tend to have the highest mean rating of 3.61 and described as “Satisfied.” While “Public are informed for different promotions and vacant positions for interested faculty

members to apply” has the lowest mean rating of 3.38 and described as “Satisfied.” This means that the respondents believe that they are promoted based on their performances. Faculty receive fair considerations on promotions because of the NBC 461. Whatever points earned will correspond to their rank. There is also the PD or Presidential Discretion wherein qualified faculty are being promoted.

Table 14  
Overall Level of Job Satisfaction of Faculty of the College of Teacher Education

Items	Mean	Descriptive Rating
a. Achievement	3.69	Very Satisfied
b. Work Characteristic	3.65	Very Satisfied
c. Recognition	3.61	Very Satisfied
d. Responsibility	3.69	Very Satisfied
e. Advancement	3.55	Very Satisfied
f. Policy and Administration	3.43	Satisfied
g. Authority	3.65	Very Satisfied
h. Interpersonal Relations	3.39	Satisfied
i. Working Conditions	3.55	Very Satisfied
j. Salary and Fringe Benefits	3.37	Satisfied
k. Professional Development	3.56	Very Satisfied
l. Promotion	3.55	Very Satisfied
<b>Overall</b>	<b>3.56</b>	<b>Very Satisfied</b>

It is depicted on the table, in general, the job satisfaction of the faculty of the College of Teacher Education is 3.54 and

described as “Very Satisfied.” This suggests that the faculty are contented with their

present job and that they are well motivated with the achievements they have attained.

The overall level of job satisfaction of faculty of the College of Teacher Education is 3.56 and interpreted as “Very Satisfied.” Achievement and Responsibility tend to have the highest mean rating of 3.69 with a “Very Satisfied” descriptive rating. On the other hand, Salary and Fringe Benefits garnered the lowest mean rating of

3.37 and interpreted as “Satisfied.” This implies that the respondents have higher satisfaction level on their achievement and responsibility and their least priority is the money matter.

The result of this study are similar to the study of Lang-ayan, (2005). He found out in his study that the teachers in selected public secondary schools in Abra were “Very Satisfied” in their job.

Table 15  
Level of Teaching Performance of Faculty of the College of Teacher Education

Teaching Performance	Mean	Descriptive Rating
a. Commitment	4.56	Very Satisfactory
b. Knowledge of Subject Matter	4.59	Very Satisfactory
c. Teaching for Independent Learning	4.57	Very Satisfactory
d. Management of Learning	4.56	Very Satisfactory
Overall	4.57	Very Satisfactory

The College of Teacher Education faculty has a “Very Satisfactory” teaching performance as supported up by their mean rating of 4.57. They excel best in the Knowledge of Subject Matter with a mean rating of 4.59. Their Commitment and Management of Learning have the least mean rating of 4.56. Nevertheless, these criteria still fall in an “Outstanding” level. This implies that despite the so many works and tasks assigned to the respondents, they still manage to have an excellent teaching performance.

The findings oppose the result of the investigation of Chuawongboon (2003). He found out that the teaching staff of Rajabhat Institute of Suan Dusit have a “Good” level of performance only.

As revealed on the table, an insignificant relationship between the profile and job satisfaction of the respondents yielded in the findings. The computed overall correlation coefficient of -0.2467 did not surpass the r value of .355. This shows that the sex, age, educational attainment, position/rank, years in service religion and teaching load has no effect on the job satisfaction of the CTE faculty, except for their civil status which yielded significantly related to their job satisfaction. This implies that their civil status affects their job satisfaction. This might be because married people have more necessities because they are already rearing a family compared to the single people who only think of themselves or their immediate family.

Table 16  
Significant Relationship Between the Profile and Job Satisfaction of the Respondents

Teaching Profile Job Satisfaction	Sex	Age	Educational Attainment	Civil Status	Position/ Rank	Years in Service	Religion	Teaching Load
a. Achievement	- 0.0428	0.0137	-0.0328	-0.1188	0.0735	0.0391	- 0.1934	0.0911
b. Work Characteristic	0.1742	-0.1824	-0.1509	-0.3180	- 0.1257	-0.1367	- 0.1682	-0.1418

c. Recognition	0.3320	-0.2129	-0.2087	-0.3085	-	-0.2453	-	-0.1325
					0.2282		0.1871	
d. Responsibility	0.1795	-0.2918	-0.3252	-	-	-0.2248	-	-0.2127
				0.4120	0.2530		0.2784	
				*				
e. Advancement	0.1462	-0.1637	-0.1510	-0.1627	-	-0.0870	-	-0.1492
					0.1603		0.1222	
f. Policy and Administration	0.0122	-0.0619	-0.0422	-0.1845	-	-0.0091	0.0046	-0.0824
					0.0882			
g. Authority	0.1139	-0.0479	-0.0177	-0.0306	0.0066	0.0004	-	-0.0012
							0.0798	
h. Interpersonal Relations	0.0874	-0.1440	-0.1149	-0.2152	-	-0.0765	-	-0.1307
					0.1094		0.1360	
i. Working Conditions	0.1805	-0.1107	-0.1466	-0.3282	-	-0.1248	-	-0.0938
					0.1207		0.1685	
j. Salary and Fringe Benefits	0.6086	-	-	-	-	-	-	-0.4136*
	*	0.4727	0.5191*	0.4056	0.4911	0.5202	0.4159	
		*		*	*	*	*	
k. Professional Development	0.3149	-0.2824	-	-0.3489	-	-0.3109	-	-0.2205
			0.3662*		0.3003		0.2913	
l. Promotion	0.4453	-	-	-	-	-	-	-0.4343*
	*	0.4972	0.5458*	0.4793	0.5037	0.5082	0.3512	
		*		*	*	*		
OVERALL	0.3274	-0.3090	-0.3297	*-	-	-0.2832	-	-0.2467
				0.4014	0.2946		0.2921	

There is also a significant relationship between their teaching load and their job satisfaction along salary and fringe benefits and promotion. This might be due to the fact that the faculty enjoy benefits given by the university. A fair consideration of annual salary increase. The amount of salary is sufficient for the current living expense. There is also an appropriate allowance for overtime work, meals and transportation. However, the part time/

contractual faculty believe that their salary and fringe benefits do not compensate their teaching load and maybe they are not yet promoted.

The findings are in contrary to the results of the study of Lang-ayan, (2005). He found out that a significant relationship exists between the teachers' job satisfaction in terms of salary/fringe benefits, student accomplishments, recognition, promotion and their teaching load.

Table 17  
Significant Relationship Between the Profile and Teaching Performance of the Respondents

Teaching Performance Profile	Commitment	Knowledge of Subject Matter	Teaching for Independent Learning	Management of Learning	Overall
a. Sex	-0.0288	0.1250	-0.0576	-0.3371	-0.0897
b. Age	0.2319	0.1448	0.2553	0.2553	0.3042
c. Educational Attainment	0.2092	0.1485	0.2413	0.3291	0.3025
d. Civil Status	0.4032*	0.2049	0.3309	0.2195	0.3744*
e. Position/Rank	0.1351	0.0436	0.2186	0.2509	0.2058
f. Year in Service	0.1719	0.0335	0.1981	0.3560*	0.2427
g. Religion	0.4304*	0.3157	0.2893	0.3818*	0.4684*



h. Teaching Load	0.2163	0.1008	0.2312	0.2630	0.2612
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On Table 17, an insignificant relationship between the profile and teaching performance of the respondents yielded in the study. The computed overall correlation coefficient of -0.2612 did not surpass the r value of .355. This shows that the sex, age, educational attainment, position/rank, years in service and teaching load has no effect on the teaching performance of the CTE faculty, except for their civil status and religion which yielded significantly related to their teaching performance. This implies that their civil status affect their teaching performance. This might be because married people have

more works and tasks to fulfill both at work and at home. They have multiple responsibilities to think because they have a family to think compared to the single people who only consider themselves or their immediate family.

Chuawongboon (2003) concluded in his study that the level of job satisfaction of the teaching staff in general, is significantly influenced by their age, civil status, length of experience, academic rank, and monthly income. Likewise, their level of teaching performance is influenced by their educational attainment and academic rank.

Table 18  
Significant Relationship Between the Job Satisfaction and Teaching  
Performance of the Respondents

Teaching Performance Job Satisfaction	Commitment	Knowledge of Subject Matter	Teaching for Independent Learning	Management of Learning	Overall
a. Achievement	-0.3990*	-0.1477	-0.2567	0.1474	-0.2069
b. Work Characteristic	-0.2994	-0.1326	-0.2188	0.1139	-0.1701
c. Recognition	-0.3081	0.0543	-0.2267	0.0020	-0.1400
d. Responsibility	-0.2506	-0.2710	-0.4421*	-0.1226	-0.3514
e. Advancement	-0.0030	-0.0433	-0.3568*	0.0597	-0.0997
f. Policy and Administration	-0.1990	-0.0104	-0.3534	0.0527	-0.1500
g. Authority	-0.2144	0.1949	-0.2136	0.0027	-0.0519
h. Interpersonal Relations	-0.3270	-0.2273	-0.2569	-0.2529	-0.3491
i. Working Conditions	-0.1947	0.0442	-0.3079	-0.1929	-0.1966
j. Salary and Fringe Benefits	0.0574	-0.0274	-0.0545	-0.1538	-0.0596
k. Professional Development	-0.0122	-0.0005	-0.0811	-0.1384	-0.0735
l. Promotion	-0.1471	-0.0735	-0.3002	0.0200	-0.1539
OVERALL	-0.2571	-0.0700	-0.3515	-0.0660	-0.2306

Meanwhile, an insignificant relationship between the job satisfaction and teaching performance of the respondents. The computed overall correlation coefficient of -0.2306 did not surpass the r value of .355. This shows that job satisfaction has no effect on the teaching performance of the CTE faculty. This means that the faculty are intrinsically motivated to teach regardless of

the benefits or other related criteria on job satisfaction. In this case, the saying that goes “Teaching is not only imparting knowledge but also touching learners’ lives.” It is the noblest profession that gives all the effort, sacrifices and endurance just to teach good things to the learners.

On the other hand, teaching for independent learning yielded significantly to responsibility and advancement. The variables teaching for independent learning influenced the respondents' responsibility and advancement. This means that every faculty performs the content of duties and extra assignment as directed by their superior. They give importance of assignment to the organization and given an opportunity to work unsupervised. They also believe that their current position is satisfying and opportunity is given for advancement in the current position. Lastly, they believe that opportunity is given to participate in seminar or conference etc. to broaden knowledge and experiences.

### Conclusions

From the previous results, the following conclusions are forwarded:

1. The majority of the respondents are female; most of them have units in the doctorate; with age ranges from 41-45; Instructors in rank; has 1-10 years in service; Roman Catholics; and have 18-20 units of teaching load.
2. The faculty of the College of Teacher Education is very contented on their overall job satisfaction.
3. The College of Teacher Education faculty has a "Very High" teaching performance.
4. The profile of the respondents have no effect on their job satisfaction.
5. The profile of the respondents have no influence on their teaching performance.
6. Likewise, the job satisfaction and teaching performance of the respondents have no effect with each other.

### Recommendations

From the conclusions drawn, the following recommendations are suggested:

1. Faculty of the college are encouraged to grow professionally. They are encourage to finish a higher level of education; attend seminars, conferences, trainings and other forms of colloquia that may enhance their teaching performances.

2. CTE administrators must be vigilant in observing faculty especially in dealing with each other. They should be aware of what is happening between and among the faculty of the college. An interpersonal relationship seminar-workshop should be conducted between and among the faculty of the college to achieve a healthy working relationship. Further, part time and contractual faculty must be assisted especially in receiving their benefits and salaries on time.
3. Thorough classroom observations should be done by the administrators to the faculty in order to maintain or improve their teaching performance so that they will have an efficient and effective teaching with their clients-the students.
4. It is suggested that the administrators should provide opportunities for their faculty especially those who have not finished their master's and doctor's degrees to enroll in the graduate studies and the benefits they are enjoying like scholarship grants should be continued.
5. It is recommended that the administrators should continue providing assistance, support and benefits to their faculty in order to maintain their high level of job satisfaction and teaching performance.
6. Another study is proposed using other variable that may affect their job satisfaction and teaching performance.

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