

Job Satisfaction and Teaching Performance of Basic Education Teachers in Catholic Schools

Josefina T. Ballarta¹ and Johnny T. Roberto²

¹St. Blaise High School, Sebaste, Antique, Philippines

²Pandan Bay Institute Inc., Pandan, Antique, Philippines

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Introduction. Job Satisfaction plays a vital role in the overall commitment and productivity of the school organization. It is more about individual attitude, an internal state which can mean different things to different people. Job satisfaction can be a positive emotional state resulting from a personal appreciation of a person's work experience. Recently job satisfaction has been cited as a possible cause of the current educational crisis among private catholic schools in Antique, which results in teacher turnover and absenteeism issues that lead to poor quality education. Hence, the paper describes the level of job satisfaction and the teaching performance of basic education teachers in Antique Diocesan Catholic Schools (ADCS) for the School Year 2019-2020. Likewise, it explores the relationship between teachers' job satisfaction and their teaching performance.

Methods. A descriptive-comparative and correlational research design was used to assess, compare, and correlate job satisfaction and teaching performance of basic education teachers in Antique Diocesan Catholic Schools (ADCS) for the School Year 2019-2020. Using stratified random sampling, 101 out of 135 ADCS teachers participated in the job satisfaction survey, eight ADCS principals and eight academic coordinators who assessed the teachers' teaching performance questionnaire. The data were gathered using an adopted researcher-made questionnaire by Romero and Bantique (2016) cited by Sarabia and Collantes (2020) for job satisfaction, and a researcher-made questionnaire for teaching performance. Mean, Standard Deviation, and Spearman rank correlation were used to analyze the data.

Results. The findings of the study revealed that the level of job satisfaction of basic education teachers in Catholic was high regardless of sex, age, marital status, and length of service. A significant difference was found in the level of job satisfaction when teachers were grouped according to sex in policies, organizational structure, physical and emotional. On the other hand, the result of the teaching performance of ADCS teachers in five areas was outstanding. There was a significant difference in teaching performance in areas of instructional skills, classroom management, and communication skills when respondents are grouped according to sex and age. Also, a significant difference was found in their teaching performance in areas of instructional and communication skills when teachers are grouped according to marital status.

Conclusion. The design and implementation of the Faculty Development Program is essential in improving teachers' job satisfaction among ADCS to ensure retention of high quality and tenured teachers to improve the quality of education in private catholic schools. When there is a great satisfaction of teachers in their work, they could easily justify the responsibilities in their work. The school administrators have the great responsibility in designing and implementing faculty development program to enhance job satisfaction of teachers that will help in ensuring quality education as teachers would exhibit the spirit of hard work and dedication, which implies that when teacher's needs are adequately and timely made, they tend to be more dedicated to their duty and work hard. Such teachers go to class fully prepared and academically loaded, willing to impart knowledge to bring transformation.

Practical Value of the Paper. The study significantly contributes to the few existing literature and research on teachers' job satisfaction and teaching performance in Catholic Schools. The findings of the study brought about bases for designing and implementing an effective faculty development program to reduce the turnover issue of teachers in Catholic schools.

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Correspondence:

Josefina T. Ballarta [ballartajosefina@gmail.com]
<https://orcid.org/0000-0002-4899-9883>