

Interaction Effects of Teachers' Job Satisfaction and their Self-Efficacy on Teaching Performance

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Abstract

The study aimed at investigating job satisfaction moderating effect between teachers' self-efficacy and school performance. Teachers' job satisfaction was deemed to affect the strength of relationship of teachers' self-efficacy and schools' performance. A total of 231 high school teachers accomplished questionnaires on job satisfaction and teachers' self-efficacy. According to results obtained, a high degree of self-efficacy manifested among teachers to accomplish their tasks and to attain a consistent and better job performance. Teachers' self-efficacy also directly affects their performance and is moderated to some degree of influence by job satisfaction. A significant effect between teachers' self-efficacy and teachers' performance was established. It is recommended that teachers should be given enough attention based on their extrinsic needs aside from strong motivational and moral support. A school-based program to increase job satisfaction was also recommended.

Key words: self-efficacy; teacher's performance; job satisfaction; high school teachers

1. Introduction

Teaching always involves overwhelming tasks aside from classroom duties that are mandated out of the profession. In that regard, teachers have to become self-efficient to accomplish in proper order those tasks demanded from them. Needless to say, that can only be realized if they are at their peak of their performance and satisfied by their jobs. Teachers may experience burdensome situations once they had been subjected to a lot of school-related activities and may feel negative about the too much workload imposed upon them. It is imperative that teachers are fulfilled in their functions to maintain their energy to function effectively and efficiently.

The performance of a school taken as a single unit is dependent upon the actions of the teachers – how they perform efficiently towards attaining a certain objective. Highly satisfied teachers will act more efficiently and perform at an optimum level (Rao & Kumar, 2004).

This has been confirmed through several studies showing empirical relationship between teachers' self-efficacy on their performance (Woolfolk-Hoy & Davis, 2006; Tschannen-Moran & Wollfolk Hoy, 2001). Further, job satisfaction will eventually bring out the best from a person as reflected in the quality of his or her work and will remain committed to the organization and manifest productivity (Nwankwo, Agu, Sydney –Abor, & Chikwendu, 2014).

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In the framework of motivational and organizational studies, people are being placed at the center of the discussion. To see how people behave within the organizational setting the factors that influence their personality and behaviors are being examined vis-à-vis. Job satisfaction is one of the most deemed factors that influence the productivity of people most especially if they are contented and pleased in performing their tasks (Ali et al., 2013). Along with this perspective, this study was anchored on the theoretical framework with the opponent process-steady state theory (Landy, 1978) or also called the steady-state theory of job satisfaction (Brief, 1998) as it relates to the constant rate of teachers' efficacy in contributing to the overall performance of their respective schools.

Primarily, the opponent process-steady state theory of job satisfaction takes into consideration the hedonistic neutrality of a person against external rewards (stimulus) thereby considering self-efficacy to be of stable (steady-state) process over a period of time (Brief, 1998). To some degree, the opponent process theory/steady-state process implies that a person has innate personality towards job satisfaction that can be regarded as a steady-state or equilibrium level of an individual. When a person is subjected to a certain stimulus or positive work conditions, changes might occur temporarily to a person's level of job satisfaction but will eventually return to its equilibrium state.

This research anchored on the premise that job satisfaction deemed to be as a moderator variable can cause a strengthening or diminishing effect between self-efficacy and school performance particularly in high school department in public schools. On this note, job satisfaction can be perceived as a factor to establish the maximum effectiveness of self-efficacy as a premise to improve school performance (Baron & Kenny, 1986; Peyrot, 1996). Thus, job satisfaction may reduce or enhance the direction of relationship between self-efficacy and school performance, or it may even change the direction of the relationship between variables from positive to negative or vice versa (Lindley & Walker, 1993).

Structural Equation Modeling (SEM) is used to show the causal relationships between variables. The relationships shown in SEM represent the hypotheses of the researchers. It is mostly used for research that is designed to confirm a research study design rather than to explore or explain a phenomenon. That is to say that a researcher may be interested in the strength of the relationships between variables in a hypothesis (Fan, et al., 2016).

2. Literature review

Job satisfaction is reflected in the leadership and management among educational institutions as far as teaching profession is concerned. Positive inputs produce desirable outputs and paying attention to individual's welfare is a manifestation of competent leadership and management. Thus, teachers will be highly motivated to perform very satisfactorily. Many elements may affect teachers' job satisfaction but all of these generally concern the working environment, process or organizational flow, leadership and management and even benefits and compensation.

Kumari et al. (2014) highlighted that management, incentives, working hours, future opportunities such as promotions, job security, job content, difficulty and working environment in general are magnified factors affecting the performances of both public and private employees. Employees perform well if they feel good in performing their job with great awareness on the contributions that they impart in the accomplishment of any given task. It is assumed that the results of the study state that the over-all management and administration greatly involve the level of job satisfaction among employees. If the organization knows how to take care of its people, employees maximize the time and efforts to serve the organization.

In the teaching profession, Sahito and Vaisanen (2017) produced empirical evidence on the factors affecting job satisfaction of teacher educators in a study conducted in Pakistan which showed that autocratic management style, weak administration, lack of appreciation of teachers' accomplishments and achievements and poor social interactions result in psychological and emotional predicaments that affect teachers' classroom performance. Personal preferences tangled with the professional life are crucial situations brought about by these issues and concerns that have enormous negative influence on teachers' performance. These situations cause emotional stress and worst burn out and withdraw from the teaching profession. Having these data that explain the factors affecting job satisfaction among teachers, school leaders have to revisit human resource management principles.

More so, Anastasiou and Papakonstantinou (2014) mentioned working conditions, poor motivation by the school principal, and exclusion on decision-making and administrative related tasks are contributing factors that trigger the stress level of teachers in Greece and not the nature of work and dealings with the students. The school leaders have the power to make or break a teacher. Leadership has a significant impact in fulfilling shortcomings brought about by external factors that are beyond anyone's control. The presence of a righteous and effective leader plays an essential role in keeping people on the line in the performance of the designated duties and responsibilities. School leaders are mandated to maintain a conducive working environment for teachers as reflected on the initiated projects included in the key result area-leading strategically and human resource management.

On the contrary, in a study conducted by Arifin in 2015, job motivation affects teachers' job satisfaction while organizational structure and competence have insignificant effects on satisfaction of teachers in terms of classroom instruction and accomplishing teaching related tasks. This is to explain that there is a probability that these findings vary depending on the context, nature of work and the setting of the study. To further explain job satisfaction and self-efficacy in the context of education, additional related studies and literature were included.

The most related definition of job satisfaction in the context of this study is the utilitarian perspective which asserts that a person satisfied with his or her job will be led to a positive behavior that can affect the overall functioning of an institution (Chamundeswari, 2013) as organizational performance is a product of collective performance (Zhang & Zheng, 2009) among teachers. The teachers are the front liners and primary implementers of the curriculum and the effective delivery of education depends on the quality of teachers that an educational institution has. The end result is also reflected in the performance indicators gauging the efficacy level of school management. Positive work ethics among teachers is also an indication of job satisfaction.

Consequently, Indhumathi (2011) found a direct significant relationship between job satisfaction and performance of teachers. Thus, teachers with low self-efficacy suffer from career difficulties and job-related stress (Betoret, 2006) and tend to have decreased the level of job satisfaction (Klassen et al., 2009). Self-efficacy enables one to have a positive outlook on one's abilities and competencies. Thus, it develops self-confidence and self-esteem that are intrinsic in nature and with positive effect on an individual's performance. Self-esteem comes up to the realization of self-worth. When a teacher believes that he or she is doing well in his/her craft, job satisfaction comes in.

Taken into the context of this study, job satisfaction is used as a moderating factor to boost teachers' self-efficacy leading to significant increase of organizational performance. A big percentage of a school's manpower consists of the teaching force. If this manpower lacks motivation in rendering effective classroom instruction, it will eventually has a domino effect on learners' scholastic performance and the school's level of efficiency.

Self-efficient teachers contribute significantly to the promotion of a dynamic and conducive learning environment (Caprara, Barbaranelli, Steca & Malone, 2006), which is one of the necessary factors for a commendable school performance. There is a high probability that a performing school has outstanding teachers who perform well because of high degree of job satisfaction. It is also right to say that high performing teachers were managed or led by a highly effective leader with high job satisfaction and self-efficacy. A working environment that has a high regard on a quality leadership and teachers' holistic wellness is exhibited on a daily basis accomplishment of leaders, teachers, and students.

In addition, self-efficacious teachers are more inclined to appreciate other stakeholders' contribution to the over-all well-functioning of the school and to achieve its mission (Caprara, et al., 2003). It is like seeing yourself in others way of accomplishing duties and responsibilities because of the ability to identify positive work ethics. Caprara and colleagues further claim that teacher self-efficacy has a crucial part in affecting and sustaining their responsibility to their institutional duties and job satisfaction. It is concluded that institutional performance relies much on the initiatives in uplifting the job satisfaction of employees to reach the maximum performance and achievement.

This research does not construe the fact that job satisfaction is the only parameter that amplifies self-efficacy of teachers. It has been well understood among scholars (Klassen & Chiu, 2010; Gkolia, Belias, & Koustelios, 2014; Viel-Ruma, Houchins, Jolivette, & Benson, 2010) dwelling within the realm of motivational and organizational studies that self-efficacy is a fluid rather than a static reality which basically reflects the process of professional development of a teacher's career and that personal attributes and other circumstances in the workplace all have something to do with self-efficacy beliefs. Personal attributes become another element that affect employees' perception what job satisfaction is. The standards set by an individual may or may not have a direct effect on the perception as to self-efficacy is concern.

It was also empirically proven that there is a positive effect for both job satisfaction and self-efficacy as it exerts on performance in a variety of school settings (Judge, Thoresen, Bono & Patton, 2001). However, self-efficacy can also be viewed as a fluid mechanism among teachers' potential as it increases over time as teachers gain more experience and exposure to their job (Tschannen-Moran & Woolfolk Hoy, 2007; Wolters & Daugherty, 2007). The first few years of teaching experiences are crucial in building confidence and positive outlook about work. Positive experiences produce very a satisfactory attitude towards future learning opportunities and professional development.

Similarly, there are findings that confirm the positive influence that both self-efficacy and job satisfaction have on performance in various school settings (Curral, Currall, Towler, Judge, & Kohn, 2005; Judge et al., 2001). Likewise, job satisfaction goes hand in hand with teachers' self-efficacy which contributes in sustaining students' academic performance (Skaalvik & Skaalvik, 2007; Currall et al., 2005; Ross, Hogaboam-Gray & Hannay, 2001). The findings of Wolters and Daugherty (2007) confirm that there is a modest effect on self-efficacy in the aspect of how teachers develop their instructional strategies and classroom management.

It is in this premise that the proponents conducted the study to examine the extent of influence that the job satisfaction has on the teachers' self-efficacy and performance. One of the researchers is a senior high school master teacher who is not just mandated to conduct mentoring and coaching among classroom teachers but also has to assess teachers' performance. The grassroots will become the driving force that will lead school policymakers in creating programs and projects with the purpose of improving teachers' self-efficacy. This area of investigation leads to ensuring the effective delivery of education in the school level based on the school-based program crafted that will have direct impact on improving teachers' performance.

3. Methodology

3.1. Research Design

To establish a causal link between and among observable variables, structural equation modelling (SEM) was used under confirmatory factor analysis. Descriptive Quantitative research design, specifically the survey method, was employed in the study to examine the interrelationships of job satisfaction, teachers' self-efficacy and schools' performance. Survey research lets the researcher to collect large volumes of data that can be examined for frequencies, averages and patterns (Ponto, 2015).

The study utilized survey research design. Cross-sectional survey research designs are measures in quantitative research that present the opportunity to administer a survey to a sample or to an entire population of people to describe the attitudes, opinions, behaviors or characteristics of the population (Connelly, 2016).

Cross-sectional surveys are used for researches to reveal the impact of a specific change on norms and assumptions by revealing the causal link between variables and eliminating insignificant possibilities. In determining causality, empirical association, validity and appropriate time order must be observed (Zikmund, Babin, Carr & Griffin, 2012).

This research empirically established the extent of moderating effect of job satisfaction between teachers' self-efficacy and schools' performance in the high school department through structural equation modeling (SEM). Teachers' job satisfaction was operationally used as the third variable – a moderator that is deemed to affect the strength of relationship between teachers' self-efficacy and schools' performance in the high school department. A moderator is a variable that affects the strength of the relation between the predictor and criterion variable (Tsang, 2015).

Structural equation modeling (SEM) is a powerful multivariate analysis technique which provides a flexible framework for developing and analyzing complex relationships among multiple variables which allow researchers to test the validity of theory using empirical models (Beran & Violato, 2010).

3.2. Respondents of the Study

The respondents of this study are the secondary school teachers of the Division of the City of San Fernando, Pampanga, Philippines. They comprise of 231 teachers with five years and above working experience, either possess or are presently pursuing degree master's degree, and have been consistent outstanding teachers in terms of their classroom performance.

3.3. Instruments

The research instrument for this study has been developed by the researchers and was subjected to the validation of experts for the content validity. The validation was done by three experts: a Public Schools District Supervisor (PSDS), a school head and a master teacher, all of which are doctorate degree holders. The item content validity indices of all items for both self-efficacy and job satisfaction are 1.0 which signifies a universal agreement. Cronbach's Alpha confirms the reliability of the instruments for teachers' self-efficacy ($\alpha = 0.857$) and job satisfaction ($\alpha = 0.840$).

The instrument used the semantic differential scale of 1-10, 1 being the lowest mark and 10 the highest mark. The free parameters for job satisfaction and teachers' self-efficacy variables under consideration have been lifted from the review of related literature. Some of the items for job satisfaction were benchmarked from the work of Alpern et al. (2013) which the researchers deemed useful for the development of the instrument in the framework of this study.

The items for self-efficacy were patterned after the work of Bandura (1997) for his teaching self-efficacy scale which is very appropriate for the context of this study. The items for the free parameters have been considered to be minimally organized under the principle of confirmatory factor analysis which is the orientation of the model under investigation for this study. Empirical studies on confirmatory factor analysis suggest that a five-item free parameter will be enough to establish the causal relationship for the variables (job satisfaction indicators and teachers' self-efficacy) under investigation (Tabachnick & Fidell, 2001; Kline, 2016).

3.4. Statistical Treatment of Data

The parameters of the study on teachers' self-efficacy, job satisfaction and teachers' performance were determined through the use of the researcher-made instruments using differential scale of 1-10. The gathered data were statistically treated using frequency and mean.

This study used the confirmatory factorial analysis for the moderator effect under structural equation modelling (SEM). Testing for the moderator effect under SEM provides for the analysis of the paths between independent and dependent variables together with their interaction that will eventually determine the moderating effect. Specifically, the following are the hypotheses of the study:

Ha1: Teachers' self efficacy directly affects teachers' performance.

Ha2: Job satisfaction moderates the relationship between teachers' self-efficacy and teachers' performance.

3.5. Results

3.5.1. Descriptive Presentation of the Parameters of the Study

The result of the assessment made by the teachers as regards their self-efficacy is presented in table 1. It can be gleaned from Table 1 that the grand mean of 9.37 indicates a very high level of self-efficacy among teachers. Notable among the items that got the highest mean ratings pertains to 'assisting parents whenever they come to school for their children's concern' (9.57) and 'imposing discipline to pupils while they are in school' with a mean of 9.56. Also, the item pertaining to 'guiding pupils to concentrate on their studies to avoid vices' having a mean rating of 9.49 is also considered highly rated among teachers.

On the contrary, two items got the lowest mean score of 9.07 each. This belongs to 'able to develop instructional materials that help foster pupils' learning interest' and 'keeping pupils' interest in finishing their homework'. The first item emphasizes that developing learning materials may fall short due to the fact that teachers are preoccupied with other matters especially lesson preparation and other paper works. On the other hand, the third and fourth indicators garnered lowest numerical scores though the mean rating fall within the descriptive rating 'strongly agree', these can be ascribed to the fact that beyond school premises, teachers do not have the capacity to overlook their pupils' homework as well as it is beyond their control to supervise their pupils' activities outside of the classroom environment.

Table 1. Teachers' self-efficacy

Teachers' Self-efficacy	Mean	Interpretation
1. I am able to guide and help my pupils overcome their learning difficulties.	9.32	Strongly Agree
2. I fulfill my role as a second parent while my pupils are within the school premises.	9.36	Strongly Agree
3. I am able to develop instructional materials that help foster my pupils learning interest.	9.07	Strongly Agree
4. I am able to keep my pupils' interest in finishing their homework.	9.07	Strongly Agree
5. I constantly motivate my pupils to learn despite their academic difficulties.	9.40	Strongly Agree
6. I always encourage my pupils to continue their learning process even if they are outside of the school.	9.38	Strongly Agree
7. I always guide my pupils to concentrate on their studies and avoid any vices they may encounter within the community.	9.49	Strongly Agree
8. I always impose discipline to my pupils while they are in school and explain to them the importance of being a law-abiding person.	9.56	Strongly Agree
9. I always tell my pupils to encourage their parents to be involved in their studies and school activities.	9.44	Strongly Agree
10. I assist parents whenever they come to school for their children's concern.	9.57	Strongly Agree
Grand Mean	9.37	Very High

Table 2 presents the teachers' job satisfaction. It can be seen that the grand mean of 8.63 suggests that the teachers are very satisfied with their job. It also reveals that teachers have a high level of professional relationship among each other as evidenced by the item pertaining to 'having harmonious relationship with colleagues' with a mean rating of 9.39 (strongly agree). On the other hand, there are two red flag items that can be seen which got the lowest mean rating. These items include 'being happy with the salary received right now' (8.19), being the lowest and 'being satisfied by the ranking and promotion process' with a mean rating of 8.22, being the second lowest to be rated.

Table 2. Teachers' job satisfaction

Job Satisfaction	Mean	Interpretation
1. I receive the right amount of support and motivation from my principal.	8.80	Strongly Agree
2. I am provided with enough and appropriate in-service trainings to perform my job.	8.91	Strongly Agree
3. My principal spends substantial time and effort to coach me in my work.	8.59	Strongly Agree
4. I am satisfied with my current salary grade as commensurate to my qualification.	8.36	Strongly Agree
5. I am satisfied by the ranking and promotion process of the Department of Education.	8.22	Agree
6. The number of tasks delegated and assigned to me is appropriate to my capacity.	8.56	Strongly Agree
7. The deadlines set forth by my principal in finishing my tasks are reasonable.	8.44	Strongly Agree
8. I have harmonious relationship with my colleagues.	9.39	Strongly Agree
9. I am happy with the salary I am receiving right now.	8.19	Agree
10. I am contended with my principal's treatment towards me.	8.81	Strongly Agree
Grand Mean	8.63	Very high satisfaction

It can be gleaned in Table 3 that the past three consecutive years have been characterized by an outstanding year performance for the teachers. The grand mean of 4.71 (measured based on a 5-point scale) indicates that teachers have performed well in their job for three consecutive years from 2017 to 2020.

Table 3. Teachers' performance

Year	Mean	Interpretation
2017-2018	4.63	Outstanding
2018-2019	4.65	Outstanding
2019-2020	4.84	Outstanding
Grand Mean	4.71	Outstanding

It is also noticeable that there is a considerable improvement in the performance of teachers in 2020 having a mean score of 4.84 which is comparably better than that of 2018-2019 which is 4.65. All participants have been consistent outstanding teachers in terms of their classroom performance for three (3) consecutive years.

3.5.2. Significant Effect between Teachers' Self-efficacy and Teachers' performance

Table 4 shows the path analysis between teachers' self-efficacy and teachers' performance. It was revealed that the paths of teachers' self-efficacy and teachers' performance are highly significant, which supports the first research hypothesis. The regression estimate between the path of self-efficacy and performance is .244 and is being suggested to have a high level of significance which conforms to some theoretical underpinnings conducted in previous researches. It posits that the higher the level of efficacy, the more it can have an effect on teachers' performance.

Table 4. Path analysis between teachers' self-efficacy and performance

Path	Estimate	SE	Sig	Interpretation	Inference
Teachers' Performance <--- Teachers' Self-Efficacy	0.244	0.070	***	Highly Significant	Ha1 is supported

Legend: * $p < .05$; ** $p < .01$; *** $p < .001$

3.5.3. Moderating Effect of Job Satisfaction between Teachers' Self-efficacy and Teachers' Performance

Table 5 shows another modelling framework to verify the extent of the significant effect of job satisfaction as a moderator between self-efficacy and performance. Using the Hayes' Process Model 1 (Hayes, 2017), it was revealed that there is a significant interaction for job satisfaction as a moderating variable between self-efficacy and performance. The estimate (β) of 0.075 for the moderator's interaction between the path of self-efficacy and performance suggests that it is significant at 95% confidence level. This is further affirmed by the bootstrap result for the confidence interval (CI) having a non-zero value in between of 0.004 and 0.147. Thus, in the Hayes' Process Model 1, the second research hypothesis is supported.

Table 5: Moderation Analysis for Job Satisfaction (Hayes' Process Model 1)

Parameters	β	95% CI	Interpretation	
Job satisfaction	-0.711*	-1.37, -0.05	Significant Non-Zero CI	
Interaction	0.075*	0.004, 0.147	Significant Non-Zero CI	Ha2 is supported

Model Summary: $R^2 = 0.05^{**}$

Legend: * $p < .05$; ** $p < .01$; *** $p < .001$

On higher levels of job satisfaction, it was revealed that there exists a significant moderating effect. For 50th percentile, the effect is 0.183 ($p=0.001$; CI= 0.07, 0.29). At the 84th percentile, the moderating effect is 0.242 ($p=0.001$; CI= 0.10, 0.39). Therefore, the second research hypothesis is well supported by the Hayes' Process Model 1 which explicitly suggests that the significant moderating effects of job satisfaction can be found at higher levels. This implies that high level teachers' performance can be expected if there is a high level of self-efficacy moderated by high level of job satisfaction.

Table 6: Conditional Effects of the Focal Predictor at Values of the Moderator

(Hayes' Process Model 1)

Job Satisfaction (moderator)	Effect	p	95% CI	Interpretation	Inference
7.70 (16 th %)	0.093	0.075	-0.01, 0.20	Not Significant	Ha2 is not supported at lower levels of moderator
8.90 (50 th %)	0.183	0.001	0.07, 0.29	Significant	Ha2 is supported at higher levels of moderator
9.69 (84 th %)	0.242	0.001	0.10, 0.39	Significant	Ha2 is supported at higher levels of moderator

Based on the finding of this study, a localized school-based program was proposed to increase the job satisfaction index of teachers' along with the enhancement of their self-efficacy level. It is an initiative to increase job satisfaction that entails improvement in efficiency and performance among public school teachers in the Division of City of San Fernando. Particular extrinsic and intrinsic needs or motivational factors were included and integrated in this program. These comprise the four major elements such as Wellness Program, Reward Recognition Program, Professional Growth and Development, and Team Motivational Activities.

This school-based program was crafted to maximize teachers' potentials and improve teaching-learning process. It is a developed program based on the findings of a research conducted in the Division of City of San Fernando. The general content of this program may be emulated or revised based on the domestic and localized needs of the school. Major considerations were presented which will serve as basis for more contextualized program to increase teachers' job satisfaction affecting efficiency and performance.

3.6. School-Based Program to Increase Job Satisfaction

3.6.1. Rationale

Job satisfaction is an essential element in ensuring employees' productivity in any field or discipline. Many studies revealed that a happy employee produces happy and very satisfactory output. An organization that takes care of its people and pays much attention to each individual's welfare implies successful operations and achievement of ultimate goals.

The presented school-based program was crafted to maximize teachers' potentials and improve teaching-learning process. It is a program developed based on the findings of a research conducted in the Division of City of San Fernando. The general content of this program may be emulated or revised based on the domestic and localized needs of the school. Major

considerations were presented which will serve as basis for more contextualized program to increase teachers' job satisfaction affecting efficiency and performance.

3.6.2. Program Description

This program is a localized initiative to increase job satisfaction that entails improvement in efficiency and performance among public school teachers in the Division. Particular extrinsic and intrinsic needs or motivational factors were included and integrated in this program. These comprise four major elements such as Wellness Program, Reward Recognition Program, Professional Growth and Development, and Team Motivational Activities.

The Wellness Program is the pillar for the strengthening of emotional and moral support, spiritual aspect, social intelligence, physical or health welfare and financial literacy.

The Reward and Recognition Program encompasses the extrinsic needs for appreciation and sense of belongingness. Motivational activities reinforce the need and initiative to perform well in everything that we do.

The Professional Growth and Development Program entail activities and projects that encourage teachers to pursue higher education, attend self-improving webinars, and attain self-fulfillment through joy in working and reaping the fruits of labor through promotions and recognition.

The Team Motivational Activities constitute the addressing of concerns pertaining to the working environment. In today's situations, teachers face a lot of challenges not just in dealing with personal life, but also in the performance of duties and responsibilities as teachers. An avenue for rest and recreation activities have a great impact in unloading the baggage of distress and burnout.

3.6.3. Objectives

This program sought to attain the following purposes:

1. develop a structured program to increase job satisfaction affecting teachers' efficiency and performance;
2. organize projects and activities aligned with this localized program;
3. address teachers' extrinsic and intrinsic needs based on the school's capacity and available resources; and
4. provide extrinsic and intrinsic motivating factors to enhance teachers' productivity.

3.6.4. Methodology

Public school teachers will participate in program developed by the researchers described below. The proposed program will be subject for scrutiny and approval from the Division office before its implementation among public schools. All school heads and focal persons will scrutinize all the elements of this program. Revisions may be done based on the schools' urgent needs and available resources. Funding will come from the school maintenance and other operating expenses (MOOE) through Gender and Development (GAD) and Developing Self and Others. After gathering the pertinent data, preparation and consensus among all authorities, the program will be implemented on a wider scale. Schools heads and focal person will supervise and monitor the implementation of the program for future assessment and evaluation.

3.6.5. Action Plan

Details of the action are presented in Table 7 emphasizing the specific projects, activities, time frame/ resources and expected output.

Table 7. Action Plan

Name of the Project	Activities	Time Frame/Resources	Expected Output
Wellness Program -strengthen emotional and moral support, spiritual aspect, social intelligence, physical or health welfare and financial literacy	SLAC	October-June	Holistic approach in improving the wellness of the teachers will improve performance and commitment to the teaching field.
	INSET Outdoor activities School Head’s Time Counselling Sessions	Access to the auxiliary services provided by the following personnel or experts Division Registered Guidance Counselor Spiritual Adviser Financial Adviser Division Health Doctors and Nurses Life and Health Coaches School Leaders	
Reward and Recognition Program - address the extrinsic needs for appreciation and sense of belongingness through motivational activities reinforce the need and initiative to perform well in everything that we do.	Outdoor activities	School Head	Motivate teachers to be the best that they can be with high level of appreciation on the works of their hands.
	Recognition Day-on a quarterly basis or when the need arises Development or conduct of: Standards for the Selection Procedure Identification of Qualifications Outstanding Accomplishments to be Awarded	Faculty Officers Teachers Development Officer	
Professional Growth and Development	SLAC INSET	October-June	Encourage teachers to pursue and finish study and aim for self-improvement in

- conduct activities and projects that encourage teachers to pursue higher education, attend self-improving webinars, and attain self-fulfillment through joy in working and reaping fruits of labor through promotions and recognition.	Coaching and Mentoring Sessions Reflection Time		preparation of the implementing rules and regulations of the anticipated fitness and meritorious scheme in promoting teachers and school personnel
Team Motivational Activities -address concerns pertaining to the working environment and provide an avenue for rest and recreation activities paly great impact in unloading baggage of distress and burn outs.	Rest and Recreation Activities Outdoor activities Gender and Development Related Projects and Activities	October-June	Develop camaraderie among school personnel and maintain a positive working environment for everyone's wellness and passion towards teaching.

4. Discussion

Teachers' high level of self-efficacy is manifested by their capacity to assist parents whenever they come to school for their children's concern, to impose discipline to pupils while they are at school, and to guide pupils to concentrate on their studies and to avoid vices. The respondents of the current study have been teaching for a minimum of five years which is sufficient time to be accustomed with the requirements and demands of the job. A number of them can be considered as seasoned teachers. Halder and Roy (2018) stated that teacher's sense of efficacy proved to be in a strong correlation not only with student performance, but also with the percentage of goals obtained and with the quantity of teacher adjustments. This suggests that the occupational adjustment of the teachers have been established.

Further, there are evidences that teachers with strong sense of efficacy have superior levels of planning, organization, and enthusiasm. They are more committed to teaching, more willing to explore new methods to address the needs of their students, and more open to new ideas. Also, they are more resilient in the face of setbacks and manifest a strong persistence when things do not go smoothly. Moreover, they are more understanding of struggling students and work with them longer (Coladarchi, 1992; Tschannen-Moran & Woolfolk-Hoy, 2001).

The teachers in our study are quite satisfied with their jobs. It can be also seen that the teachers have a high level of professional relationship among each other as evidenced by having harmonious relationship with colleagues.

Extrinsic factors motivate or discourage teachers to stay in the teaching profession. Incentives in a form of salary and promotions are essential elements in improving or at least maintaining satisfactory performance and productivity level. Blackstone (2019) identified the components of job satisfaction of which he emphasized fair pay and opportunities for advancement. With attainable career advancement and fine salary, employees find these components as driving force to perform well and stay in the

current profession. Consistent with the findings of the study, Doghonadze (2012) emphasized several ways on how to bolster Universities lecturer's job satisfaction including assignment of workload that is sufficient, but not exceeding for the capacity, provision of training and other professional growth opportunities, competitive salary and opportunities for promotion, and increasing the feeling of belongingness.

The teachers in the current study have performed well in their job for three consecutive years from 2017 to 2020. It is also noticeable that there is a considerable improvement on the performance of teachers in 2019-2020 having a mean score of 4.84 which is better than in 2018-2019 which is 4.65. A teacher's outstanding rating is based on the different key results areas, namely: Content Knowledge and Pedagogy, Diversity of Learner Assessment and Reporting, Curriculum and Planning, and Community Linkages and Professional Engagement, as well as Other Teacher-Related Tasks. The means of verification and artifacts garnered throughout the year during the evaluation period are presented in the paper.

Content Knowledge and Pedagogy focus on how teachers apply knowledge and content within and across curriculum teaching areas, ensure the positive use of ICT to facilitate the teaching and learning process, and apply a range of teaching strategies to develop critical and creative thinking, as well as other higher order thinking skills. For the key result area on the diversity of learner assessment and reporting, teachers are expected to establish a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds, plan and deliver teaching strategies that are responsive to the special educational needs of learners in difficult circumstances including geographic isolation, chronic illness, displacement due to armed conflict, urban resettlement or disasters, child abuse and child labor practices, use strategies for providing timely, accurate and constructive feedback to improve learner performance. Curriculum and Planning focus on how teachers select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals, set achievable and appropriate learning outcomes that are aligned with learning competencies. For the key result area on Community Linkages and Professional Engagement and Other Teacher-Related Tasks, teachers are expected to build relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process, participate in professional networks to share knowledge and to enhance practice, and develop a personal improvement plan based on reflection of one's practice and ongoing professional learning. The fifth key result area focuses on how teachers perform various related works/activities that contribute to the teaching-learning process.

McGowan and Graham (2009) revealed top three factors leading to improvement of teaching performance which include ensuring active/practical learning such as providing real-world experiences, hands-on activities, and frequent in-class discussions, promoting teacher/student interactions, and setting clear expectations/learning outcomes. Further, effective teaching impacts the quality of learning. Hanushek (1992) found that students learning with the most effective teachers outperformed their peers who were learning with the least effective teachers by as a much as one grade level.

It was revealed in the current research that the path of teachers' self-efficacy and teachers' performance is highly significant which supports the hypothesis that the higher the level of efficacy, the more it can have an effect on teachers' performance. Similarly, Stirin Tzur, Ganzach & Pazy (2016) proposed that self-efficacy has a great impact on the performance negatively or positively with the existence of other factors such as reward. In a general context, the study revealed that one's efficacy affects one's performance in various professions or fields of specializations. An individual's perspective on self-worth and value in the working environment and company operations affect behavior that result to maximum productivity and proficiency.

Further, it was revealed in our research that job satisfaction has an interactive effect on teachers' self-efficacy and performance. The results support the findings of Niu (2014) and Allan, Dexter, Kinsey, and Parker (2018) reporting that job

satisfaction is a significant moderator. Soomro, Breitenacker, and Shah (2018) likewise confirm that job satisfaction proved to be a significantly negative moderator for other significant variables such as work-life balance and employee performance, work-family conflict and employee performance, and family-work conflict and employee performance.

5. Conclusion and Recommendations

There is a high degree of self-efficacy manifested among teachers to accomplish their tasks and to attain a consistent and better job performance. Teachers are efficient in doing their tasks as a mandate of their profession albeit some of them are not fully satisfied with their current job status and salary. Teachers' self-efficacy directly affects their performance and is moderated to some degree by job satisfaction. The higher the job satisfaction, the more is the expectation that teachers will exhibit better performance considering that their self-efficacy remains the same. Efficient teachers are said to be performing teachers. They are also satisfied teachers and are happy with their chosen profession. To some extent, job satisfaction among teachers is considered to be operated extrinsically by motivational rewards.

Based on the aforementioned conclusions, teachers should be given enough attention based on their extrinsic needs aside from strong motivational and moral support. This is apparent since the challenging times have had an impact on almost all individuals which includes teachers, grappling for survival and cope-up with the financial debacle brought about by the pandemic. Teachers, on the other hand, have to understand that not all wants are needs. Aspiring for higher compensation entails achievement of higher educational level, continuous personal development and retooling and upskilling of oneself. There is a need to look and revisit the job satisfaction level of teachers across the board within the public schools. It has been quite some time that this has been overlooked and the emphasis has been shifted to focus on increasing performance and their efficiency. There is always a balance among the parameters that govern and influence teachers in the fulfillment of their duties.

This study can be further extended to capture other parameters or latent variables that may shed light to unravel teachers' performance and efficiency. Factors such as intrinsic and extrinsic motivations can be considered as well as leadership issues. Aside from the methods that this research has utilized, other research may extend the investigation utilizing other research methods and techniques ranging from mixed methods to conditional moderation or mediation.

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