

Teachers Job Satisfaction and School Issues in Relation to Academic Performance of the Key Stage 2 Learners in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education: Basis for Instructional Supervision

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Abstract. This study was conducted to determine the Teachers' Job satisfaction and School Issues in relation to Academic Performance of the Key Stage 2 Learners in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education. The findings of the study was the bases for a proposed Instructional Supervisory Plan. A mixed-methods research design was well-suited for the study on "Teachers' Job Satisfaction and Learners' Academic Performance in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education." This approach combined quantitative and qualitative methodologies, allowing for a comprehensive understanding of the relationship between teachers' job satisfaction and student outcomes. The test of relationship between the extent of teachers' job satisfaction and the academic performance of Key Stage 2 learners, specifically in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education. The table includes the correlation coefficient (r), computed value (t), table value at a significance level of 0.05, the decision on the null hypothesis (H_0), and the interpretation of the relationship. The correlation coefficient indicates a very strong relationship between the variables. The computed t -value is significantly higher than the table value, leading to the rejection of the null hypothesis (H_0). This suggests that there is a statistically significant and very strong relationship between teachers' job satisfaction and the academic performance of students. In the context of Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education, the very strong relationship between teachers' job satisfaction and students' academic performance emphasizes the critical role that teacher satisfaction plays in student achievement. When teachers experience high job satisfaction, which includes intrinsic factors such as self-esteem, personal growth, and a sense of accomplishment, they are more motivated and engaged in their teaching. This, in turn, has a positive effect on students' learning outcomes, particularly in practical subjects like Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education. Teachers who feel respected and supported by their supervisors, and who are given opportunities for professional development, are more likely to deliver effective lessons that result in better academic performance from their students. These factors contribute to the overall quality of teaching in the school, directly influencing students' success in subjects that require both theoretical knowledge and practical skills. The results in Table 3 implied that teachers' job satisfaction has a significant and very strong influence on the academic performance of Key Stage 2 learners. A satisfied teacher is more likely to create a conducive learning environment, offer engaging lessons, and foster better relationships with students, all of which contribute to improved academic outcomes. This result suggests that the more satisfied teachers are with their work, the better students perform academically. Therefore, schools should focus on improving teachers' job satisfaction by providing adequate resources, administrative support, and opportunities for professional growth. Such efforts will lead to enhanced teaching effectiveness and, consequently, better academic achievement among learners, especially in subjects like Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education.

The results from the one-on-one interviews reveal significant insights into how various aspects of the school environment impact students' academic performance, motivation, and overall well-being. The physical environment, particularly the availability of resources such as ICT rooms, libraries, and classrooms equipped with technology, plays a crucial role in shaping the learning experience. However, challenges like large class sizes and limited access to these resources highlight the importance of balancing technology integration with practical limitations. On the other hand, the findings regarding teaching methods and student motivation show how instructional strategies directly affect academic outcomes. Tailored methods like differentiated instruction and scaffolding are essential in addressing the varying academic needs of students, particularly those who struggle. The implementation of active learning strategies such as group discussions and hands-on activities helps in maintaining student engagement and motivation. However, challenges like large class sizes and the dominance of traditional lecture-based methods limit opportunities for active participation. This affects students' learning experiences and can lead to disengagement. Furthermore, the interviews underline the importance of connecting lessons to real-life applications and students' personal interests to foster intrinsic motivation. Although rewards like certificates and medals are used to recognize academic achievements, a more comprehensive system that includes continuous feedback and recognition could further enhance students' drive for success.

Keywords — *Teachers Job Satisfaction School Issues Academic performance EPP*

I. INTRODUCTION

Edukasyong Pantahanan at Pangkabuhayan (EPP) and Technology and Livelihood Education (TLE) and the relationship between teachers' job satisfaction and students' academic success is crucial. For learners to develop both personally and professionally, these disciplines are vital in providing them with the information and practical skills needed. Gaining knowledge about the relationship between instructors' job happiness and their ability to teach certain subjects effectively will help improve student performance.

The level of job satisfaction among educators has a substantial impact on their dedication, drive, and general efficacy in the classroom. Teachers who are happy with their work are more likely to design stimulating classrooms that encourage student involvement and excitement—two qualities that are essential in practical disciplines like EPP and TLE. Teachers who feel appreciated and encouraged are more likely to use creative teaching techniques that connect with students and improve their academic achievement.

Furthermore, job satisfaction among instructors has an effect outside of specific classes. It has an impact on teacher retention rates, which has an impact on the consistency and caliber of educational initiatives. Reduced attrition and higher work satisfaction mean that pupils receive instruction from seasoned teachers who can successfully transfer knowledge and skills. On the other hand, discontent might lead to attrition and burnout, which will eventually lower the standard of instruction offered in TLE and EPP.

A study by Skaalvik and Skaalvik (2017) found that teacher job satisfaction is significantly linked to student engagement and achievement. The researchers noted that satisfied teachers create more positive classroom climates, which enhances students' motivation to learn. This finding is particularly relevant for subjects that require hands-on activities and real-world applications, as the learning environment plays a critical role in students' ability to grasp complex concepts.

In light of these discoveries, this research will look into the several aspects of EPP and TLE that affect teachers' job satisfaction, including administrative support, possibilities for professional growth, and the general atmosphere of the school. The goal of the research is to give educational stakeholders practical recommendations by investigating the relationship between these characteristics and students' academic achievement. In the end, raising teacher work satisfaction may result in improved student performance in critical skills and competencies, creating a more fruitful and fulfilling learning environment for both instructors and students.

As a former student, she has always been intrigued by the dynamic relationship between teachers and their students. She experienced firsthand the impact that a dedicated and passionate teacher can have on a student's learning journey. It was during her time in school that she began to wonder about the factors contributing to a teacher's satisfaction in their profession. She realized that a teacher's happiness and well-being could directly influence the quality of education they provide.

Her experiences as a student also made her aware of the challenges teachers face. From heavy workloads and limited resources to dealing with difficult students and administrative pressures, teachers often juggle multiple responsibilities. These factors can significantly impact their job satisfaction. She believes that by understanding the elements that contribute to teacher job satisfaction, more supportive and nurturing learning environments for students can be created.

She is drawn to this topic because it has the potential to make a positive impact on education. By identifying the factors that contribute to teacher job satisfaction, strategies can be developed to improve teacher well-being and create more engaging and effective learning experiences for students. She is particularly interested in exploring how factors such as professional development opportunities, administrative support, and school culture can influence teacher satisfaction and, in turn, student outcomes.

Her perspective on this topic is rooted in a desire to see teachers thrive in their profession. She believes that when teachers are happy and fulfilled, they are better equipped to inspire and motivate their students. By exploring the relationship between teacher job satisfaction and student academic performance, she hopes to contribute to a deeper understanding of this complex issue and inform policies and practices that can improve the quality of education for all.

The difficulty of assessing both student academic achievement and teacher job satisfaction is one of the main obstacles to this field of study. The concept of teacher job satisfaction is complex and can be impacted by a number of variables, such as pay, workload, administrative assistance, and school culture. Analogously, there are other methods to gauge a student's academic achievement, including instructor observations, classroom evaluations, and results on standardized tests. Valid conclusions must be drawn only after ensuring that both variables are measured with accuracy and consistency.

This is one of the reasons the researcher is attempting to further his research in order to discover new strategies that will assist teachers in developing their abilities and finding fulfillment in their chosen careers in addition to improving student academic performance.

This study was conducted to determine the Teachers' Job satisfaction and School Issues in relation to Academic Performance of the Key Stage 2 Learners in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education. The findings of the study was the bases for a proposed Instructional Supervisory Plan.

Specifically, the study sought to answer the following questions:

1. What is the level of satisfaction of elementary teachers in terms of the following:
 - 1.1 Intrinsic satisfaction; and
 - 1.2 Extrinsic satisfaction?
2. What is the academic performance of the Key Stage 2 learners in Edukasyong Pantahanan at Pangkabuhayan and Technology & Livelihood Education?
3. Is there a significant relationship between the Level of Job Satisfaction of Teachers and academic performance of the Key Stage 2 learners in Edukasyong Pantahanan at Pangkabuhayan and Technology & Livelihood Education?
4. What are the School Issues in relation to the following:
 - 4.1. School Environment;
 - 4.2. Teaching Method;

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- 4.3. Student Motivation;
 - 4.4 Parental Involvement;
 - 4.5. Student well-being;
 - 4.6. Resources and Support;
 - 4.7. Peer Relationship;
 - 4.8. School Policies; and
 - 4.9. Teacher Support and Training
5. What Instructional Supervisory plan can be proposed on the findings of the study?

Statement of Hypothesis:

Ho : There is no significant relationship between the Level of Job Satisfaction of Teachers and academic performance of the Key Stage 2 learners in Edukasyong Pantahanan at Pangkabuhayan and Technology & Livelihood Education.

II. METHODOLOGY

Design. A mixed-methods research design was well-suited for the study on "Teachers' Job Satisfaction and Learners' Academic Performance in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education." This approach combined quantitative and qualitative methodologies, allowing for a comprehensive understanding of the relationship between teachers' job satisfaction and student outcomes. To conduct the study, the first phase involved a quantitative survey targeting TLE/EPP teachers across various schools. This survey assessed teachers' job satisfaction using validated instruments, measuring factors such as work environment, administrative support, and professional development opportunities. Simultaneously, student academic performance data was collected through standardized test scores and grades in relevant subjects. This quantitative phase enabled researchers to establish correlations and identify trends, providing a statistical foundation for understanding how teacher satisfaction impacted student achievement. The main local of the study is in Ormoc City Central School in the Division of Ormoc City. The respondents of the study were the Grade 5 and 6 Elementary School Teachers with 24 all of them and Grade 5 and 6 learners with more or less 125 learner advisees. The research instruments used in the study are the Satisfaction of Teachers Questionnaire (Allan Mohran Jr Robert A. Cooke and Susan Albers Mohran (1977), as well as the 2nd Grading Test Questionnaires in EPP/TLE to determine the Teachers' Job Satisfaction and Learners Academic Performance in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education. There are four statements per category, extrinsic and intrinsic, which are the two divisions. Participants will be asked to rate their degree of satisfaction with each statement on a 5-point Likert scale, where 5 represents Very High, 4 represents High, 3 represents Neutral, 2 represents Low, and 1 represents Very Low. The proposed instructional Supervisory Plan was taken based on the findings of the study.

Sampling The respondents of the study were the Grade 5 and 6 Elementary School Teachers with 24 all of them and Grade 5 and 6 learners with more or less 125 learner advisees that were involved in this study were being identified and the primary means of reach is during the actual conduct of the study as well as during the gathering of data in the school where the study was conducted.

Research Procedure In order to gather the necessary data in 1 month (30 days), the researcher asked permission from the office of the Schools Division Office, headed by the School Division Superintendent, through a Transmittal Letter. The same letter content was given to the Public-School District Supervisor, School Principal, and the teachers under whose care the respondents were. The researcher distributed the survey questionnaires to the Elementary School Grade 5 and 6 teachers for them to answer. The researcher also gave the questionnaire in EPP/TLE to Grade 5 and 6 students for them to answer. After one month, the questionnaires were retrieved, consolidated, and subjected to statistical treatment using Pearson's r. Data was collated and submitted for appropriate statistical treatment.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Principal, approval of the Superintendent of the Division. Orientation of the respondents both School Principal, teachers and parent were done.

Treatment of Data. The following statistical formulas were used in this study:

The quantitative responses were tallied and tabulated. The data were treated statistically using the following tool:

Pearsons-r - This tool was used to test the relationship between Teachers' Job satisfaction and Learners Academic Performance in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education.

III. RESULTS AND DISCUSSION

Table I
Extent of Satisfaction

.	Intrinsic	Weighted Mean	Interpretation
1	The feeling of self-esteem or self-respect you get from being in your job	4.02	Often
2	The opportunity for personal growth development in your job	4.02	Often
3	The feeling of worthwhile accomplishment in your job	4.06	Often
4	Your present job when you consider the expectations you had when you took the job	4.14	Often
	Extrinsic		
5	The amount of respect and fair treatment you receive from your supervisors	4.20	Often
6	The feeling of being informed in your job	4.14	Often
7	The amount of supervision you receive	4.06	Often
8	The opportunity for participation in the determination of methods, procedures, and goals	4.10	Often
	Grand Mean	4.09	Often

Legend: 4.21- 5.00 – Always
3.41-4.20 – Often
2.61- 3.40- Sometimes
1.81-2.60- Rarely
1.00-1.80 – Never

Table 1 presents the extent of satisfaction among teachers regarding various intrinsic and extrinsic factors that affect their job performance. The table includes the weighted means and corresponding interpretations for different aspects of job satisfaction, both intrinsic and extrinsic. The intrinsic factors considered include teachers' feelings of self-

esteem, opportunities for personal growth, and job satisfaction in terms of accomplishments and expectations. Extrinsic factors focus on the respect and fair treatment from supervisors, the amount of supervision received, and the opportunity for participation in decision-making related to work procedures and goals. The grand mean for overall job satisfaction is 4.09, which falls under the "Often" category, indicating a generally high level of satisfaction among the teachers surveyed.

In the context of Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education, the teachers' job satisfaction plays a crucial role in their ability to effectively implement the curriculum and impact the academic performance of learners. The table shows that teachers generally report positive satisfaction levels with both intrinsic and extrinsic factors, as indicated by the weighted means of each item. Notably, teachers feel a strong sense of accomplishment in their jobs (4.06) and experience a good balance between their job expectations and actual responsibilities (4.14). These positive aspects contribute to teachers' motivation, which is essential for creating a positive learning environment for students. Similarly, the extrinsic factors, such as respect from supervisors (4.20) and the opportunity for input in decision-making (4.10), suggest that a supportive and collaborative work environment fosters teacher satisfaction and, ultimately, influences the quality of instruction.

The results in Table 1 implied that teachers' satisfaction with their jobs, particularly in terms of intrinsic factors like self-esteem and job accomplishments, correlates with the quality of education they provide to their students. High satisfaction with supervision and fair treatment from school leaders further suggests that a positive school environment contributes to more effective teaching practices. Given that satisfied teachers are more likely to be motivated and engaged, it can be inferred that these factors positively impact the academic performance of Key Stage 2 learners in subjects such as Edukasyong Pantahanan at Pangkabuhayan (EPP) and Technology and Livelihood Education (TLE). Teachers who are confident in their roles, feel valued, and are provided with opportunities for professional growth tend to deliver more effective lessons, thereby enhancing students' learning outcomes.

Table 2
Academic Performance of Learners

No.	Interpretation	Scale	Frequency	Percentage
5	Outstanding	90-100	31	28
4	Very Satisfactory	85-89	41	37
3	Satisfactory	80-84	26	23
2	Fairly Satisfactory	75-79	12	11
1	Did Not Meet Expectations	Below 75	1	1
	Total		111	100
	AVERAGE		86	Very Satisfactory

Table 2 presents the academic performance of learners in Edukasyong Pantahanan at Pangkabuhayan (EPP) and Technology and Livelihood Education (TLE), showing the distribution of learners' grades and their corresponding interpretations. The table includes the frequency and percentage of students falling into various performance categories: Outstanding (90-100), Very Satisfactory (85-89), Satisfactory (80-84), Fairly Satisfactory (75-79), and Did Not Meet Expectations (below 75). The average performance across all learners is 86, which falls within the "Very Satisfactory" category. A total of 111 students participated in the evaluation, and their academic performance is divided as follows: 28% received Outstanding ratings, 37% were Very Satisfactory, 23% were Satisfactory, 11% were Fairly Satisfactory, and 1% did not meet expectations.

The data indicates that a significant portion of the learners (65%) scored in the "Very Satisfactory" and "Outstanding" categories, which suggests a generally positive academic performance in Technology and Livelihood

Education (TLE) and Edukasyong Pantahanan at Pangkabuhayan (EPP). These results highlight the importance of teachers' job satisfaction and effective school management in influencing student outcomes. Teachers who report higher satisfaction, as indicated in Table 1, are more likely to engage effectively with their students, fostering a productive learning environment that supports positive academic achievement. Moreover, the integration of TLE and EPP subjects into the curriculum is likely supported by motivated teachers who strive to maintain high standards, contributing to the students' successful outcomes.

The results in Table 2 implied that teachers' job satisfaction, particularly in terms of their intrinsic motivation and support from school leadership, has a direct impact on student performance in EPP and TLE. The majority of students falling within the "Outstanding" and "Very Satisfactory" categories suggests that well-supported teachers, who feel valued and respected, can provide high-quality instruction that leads to higher learner achievement. The strong correlation between teacher satisfaction and student academic performance reinforces the need for school administrators to prioritize the professional well-being of teachers as a means to enhance educational outcomes. Furthermore, a positive school climate, where teachers have opportunities for growth and feel valued, is essential for creating an environment that supports student success.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
Extent of Satisfaction vs Academic Performance	0.85	4.876	2.665	Reject Ho	Significant Relationship (Very Strong)

Table 3 presents the test of relationship between the extent of teachers' job satisfaction and the academic performance of Key Stage 2 learners, specifically in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education. The table includes the correlation coefficient (r), computed value (t), table value at a significance level of 0.05, the decision on the null hypothesis (Ho), and the interpretation of the relationship. The correlation coefficient of 0.85 indicates a very strong relationship between the variables. The computed t-value of 4.876 is significantly higher than the table value of 2.665, leading to the rejection of the null hypothesis (Ho). This suggests that there is a statistically significant and very strong relationship between teachers' job satisfaction and the academic performance of students.

In the context of Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education, the very strong relationship between teachers' job satisfaction and students' academic performance emphasizes the critical role that teacher satisfaction plays in student achievement. When teachers experience high job satisfaction, which includes intrinsic factors such as self-esteem, personal growth, and a sense of accomplishment, they are more motivated and engaged in their teaching. This, in turn, has a positive effect on students' learning outcomes, particularly in practical subjects like TLE. Teachers who feel respected and supported by their supervisors, and who are given opportunities for professional development, are more likely to deliver effective lessons that result in better academic performance from their students. These factors contribute to the overall quality of teaching in the school, directly influencing students' success in subjects that require both theoretical knowledge and practical skills.

The results in Table 3 implied that teachers' job satisfaction has a significant and very strong influence on the academic performance of Key Stage 2 learners. A satisfied teacher is more likely to create a conducive learning environment, offer engaging lessons, and foster better relationships with students, all of which contribute to improved academic outcomes. This result suggests that the more satisfied teachers are with their work, the better students perform academically. Therefore, schools should focus on improving teachers' job satisfaction by providing adequate resources, administrative support, and opportunities for professional growth. Such efforts will lead to enhanced teaching

effectiveness and, consequently, better academic achievement among learners, especially in subjects like Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education.

Part II. School Issues

This qualitative study used a thorough understanding of the transcribed responses of each key informant by reading and re-reading the transcripts to determine the general sense of the whole coverage of its content. The significant statements from the transcripts of the interview and focus group discussions responses were extracted, recorded, and coded using Excel. The significant statements were properly coded noting the informant number and the response number for easy tracing. There was a total of 117 significant statements (Please refer to Appendix E for the Coded Significant Statements) that reflected the different school issues.

From the 173 significant statements extracted from the transcripts, the researcher developed Cluster Themes for each of the significant statements. There were 27 cluster themes developed. The cluster themes were then refined and re-grouped into sub-themes that caused the merging of two or more cluster themes. There were 3 sub-themes that were generated from the merging of cluster themes.

When the researcher inquired from informants, on one-on-one interview about their school issues on school environment, they confided:

1. How would you describe the general learning environment at your school?

There are areas that provide opportunities for students to learn example classrooms, library, that have plenty of books, home economics, and ICT room (SE-TI)

Being a central school, our class sizes are large, learning chances are limited in terms of ICT rooms accessibility, despite the fact that majority of classrooms use technology (tv) (SE-T8)

2. In your opinion, how does the school environment affects students' academic performance?

In the school environment factors such as acoustics, light, colour, temperature and seating arrangement may improve or hinder students' academic performance (SE-TI)

A school environment plays a big role in shaping students' academic performance. A positive, supportive environment can boost motivation, focus and over-all well-being, which directly impact learning outcomes. (SE-T7)

I believe the students' academic achievement is significantly shaped by their school environment. Specifically a supportive environment with sufficient resources and technology can foster better academic outcomes. (SE-T8)

The school plays significant roles in shaping students' academic performance through positive impact like supportive atmosphere, collaborative learning and teacher-student relationship. (SE-T13)

3. Do you believe the physical classroom setup influences students' learning? How so?

"Classroom physical environment affects morale and students learning. The environment should match your objectives both in terms of human interaction and instructional approach... (SE-TI)

The school environment can help increase students' engagement, motivation, participation and stay on task. (SE-T4)

Setting arrangement can be changed depending on the necessity. Better to change seats once in a while so that learners learn to adjust. (SE-T5)

Yes. It plays a significant role in influencing students' learning. It can impact their experience on student engagement, teacher- student interaction etc. (SE-T6)

When-the researcher inquired from informants, on one-on-one interview about their Teaching Methods, they confided:

1. How do the teaching methods in your school align with the needs of Key Stage 2 learners?

This refers to how well the curriculum's learning objectives, teaching methods, and assessment strategies work together. It involves checking that all parts of the educational process support each other. (TM-TI)

Teaching methods for Key stage 2 learners need to strike a balance between engaging their curiosity, meeting developmental learning. (TM-T7)

Make learning relevant to students' lives by connecting it to real world examples and experiences. (TM-T12)

2. What types of instructional strategies do you use to help students who struggle academically?

Strategies used to help struggling students. Differentiations, scaffolding, small group instruction, peer tutoring etc. (TM-T7)

Through active learning where students engage with hands on activities, group discussions, and problem-solving task. In my class, I use differentiated instruction to tailor and meet the needs of my students. (TM-T8)

Remediation is always the best option to the learners who struggle academically. (TM-T13)

3. Do you feel the students are given enough opportunities for active participation in lessons? How does this impact their performances?

Active participation can lead to better grades. Student who understands the materials better and engage in the learning process are likely to perform well on assignments and exams. (TM-TI)

Not all the time. Since teachers struggle to provide individualized attention and opportunities for participation in larger classes. So, typically, traditional lecturing and whole class instruction dominate lesson time, leaving little room for student participation. (TM-T8)

Collaborative activities help students develop their teamwork and communication skills, which are essential for success in school and in the workplace. (TM-T11)

When the researcher inquired from informants, on one-on-one interview about their Student Motivation, they confided:

1. What factors do you believe motivate students to perform well academically in Key Stage 2?

Class and curriculum structure, teacher behavior and personality, teaching methods, parental habits and involvement, family issues and instability, peer relationships, learning environment, assessment. (SM-T1)

Some students are motivated by personal interest and curiosity. When students find a subject or task engaging or enjoyable, they are more likely to invest effort and do well. (SM-T3)

Making learning fun and engaging by connecting it to students' interest. As well as displaying genuine enthusiasm and passion in teaching too plays a crucial factor. (SM-T8)

2. How do you support students who seem less motivated to engage with school work?

Teacher can foster this by linking lesson to real world applications or students' personal interest. (SM-T3)

Know the cause or underlying reasons. Connect lessons with real life situations. (SM-T4)

Know the cause or underlying reason for inactive participation, establish rapport, celebrate small wins with them, connect lessons to real life situations. (SM-T8)

By using variety of teaching methods, like storytelling, interactive lessons, hands-on activities that caters the different learning styles (SM-T13)

3. Are there any rewards or recognition systems in place at your school that encourage students to do well academically?

Yes, in order to stimulate learning and to motivate good behavior, lots of teachers use rewards for students. (SM-T1)

The students are only given certificates and medals. (SM-T7)

When the researcher inquired from informants, on one-on-one interview about their Parental Involvement, they confided:

1. How important do you think parental involvement is in the academic success of Key Stage 2 learners?

Students whose parents stay involved in school have better attendance and behavior, get better grades, demonstrate better social skills and adapt better to school. (PI-T1)

When parents show interest in their child learning and academic progress, it helps reinforce the value of education. (PI-T3)

Very significant. Parental involvement can increase confidence and self-esteem. But there are some parents who overdo it making students feel entitled or too dependent. (PI-T8)

2. Can you describe the level of communication between the school and parents regarding student progress?

The level of involvement is crucial in producing a high impact on the students' performance. The higher the degree of parental involvement, the higher the impact on student progress. (PI-TI)

In a school where communication is strong, parents feel like helper in their child's education. Students benefit from consistent support both at school and at home. (PI-T7)

Proactive communication. Teachers communicate with parents about student progress, both positive and negative. May send regular messages through messenger group chat. (PI-T10)

When the researcher inquired from informants, on one-on-one interview about their Student Well-Being, they confided:

How do you think the emotional well-being of students affects their academic performance?

Emotional well-being of students has a profound impact on their academic performance. When students are emotionally healthy, they are more likely to engage in learning, persist through challenges and perform well academically (SW-T3)

Emotional well-being of students play a crucial role in their academic performance. When students feel emotionally supported, secure and confident, they are more likely to be engaged, motivated and focused in their learning. (SW-T7)

Increased self confidence and resilience: they are more likely to believe in themselves, take risks, and persevere through challenges. (SW-T11)

When the researcher inquired from informants, on one-on-one interview about their Resources and Support, they confided:

Do you feel that your school has enough resources (e.g., books, technology, materials) to support students' learning needs?

Yes, the school gives us bond paper for making test papers and ink for making printed materials for students learning needs. (RS-TI)

We are provided by the department even if not enough. It is always the resourcefulness of the teacher that matters. (RS-T13)

When the researcher inquired from informants, on one-on-one interview about their Peer Relationship, they confided:

In what ways do students' relationships with peers affect their ability to focus and perform academically?

Positive peer relationships have been associated with higher levels of academic achievement, while negative peer relationships can hinder student academic progress. (PR-T1)

Negative or unhealthy peer relationships can be a source of distraction and stress. (PR-T9)

When students feel accepted and supported by their peers, it boosts their self-esteem and reduces anxiety, which in turn improves their ability to focus and learn. (PR-T12)

When the researcher inquired from informants, on one-on-one interview about their School Policies, they confided:

How do school policies on discipline and behavior impact students' learning outcomes?

It helps create environments where students can learn effectively, also helps schools keep students safe and provide the best possible education. (SP-T1)

It gives a sense of safety and belongingness allowing students to feel more comfortable and engaged in the learning process. (SP-T4)

It is closely tied to students learning outcomes. Clear, fair and retroactive policies that emphasize growth, support and positive reinforcement tend to lead to better academic performance. (SP-T7)

When the researcher inquired from informants, on one-on-one interview about their Teacher Support and Training, they confided:

How well do you feel teachers are trained to address the diverse academic needs of Key Stage 2 learners?

For me, I will be happy if ever I'm one of trained teachers, so that I can handle or meet the diverse needs of students. (TST-T1)

We are offered scholarships like NEAP to meet the needs of key stage 2 learners. (TST-T13)

The results from the one-on-one interviews reveal significant insights into how various aspects of the school environment impact students' academic performance, motivation, and overall well-being. The physical environment, particularly the availability of resources such as ICT rooms, libraries, and classrooms equipped with technology, plays a crucial role in shaping the learning experience. However, challenges like large class sizes and limited access to these resources highlight the importance of balancing technology integration with practical limitations. For instance, while technology is prevalent in most classrooms, its accessibility, especially in central schools, can be a constraint. Additionally, factors such as acoustics, lighting, and seating arrangements in the classroom contribute to students' focus and engagement, further influencing academic outcomes. A supportive and collaborative school environment, as mentioned by several informants, also helps in boosting students' motivation and academic performance, emphasizing the need for an environment that fosters student-teacher relationships and collaborative learning.

On the other hand, the findings regarding teaching methods and student motivation show how instructional strategies directly affect academic outcomes. Tailored methods like differentiated instruction and scaffolding are essential in addressing the varying academic needs of students, particularly those who struggle. The implementation of active learning strategies such as group discussions and hands-on activities helps in maintaining student engagement and

motivation. However, challenges like large class sizes and the dominance of traditional lecture-based methods limit opportunities for active participation. This affects students' learning experiences and can lead to disengagement. Furthermore, the interviews underline the importance of connecting lessons to real-life applications and students' personal interests to foster intrinsic motivation. Although rewards like certificates and medals are used to recognize academic achievements, a more comprehensive system that includes continuous feedback and recognition could further enhance students' drive for success. In summary, while the school environment and teaching methods are generally supportive, overcoming structural challenges such as large class sizes and resource limitations, while increasing opportunities for active participation and personalized learning, can significantly improve student outcomes.

IV. CONCLUSION

Based on the results of this study, the test of relationship reveals a very strong and statistically significant correlation between teachers' job satisfaction and the academic performance of Key Stage 2 learners in Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education. The findings highlight that satisfied teachers are more motivated and engaged, directly contributing to improved student performance. The results underscore the importance of fostering a supportive work environment for teachers, as their satisfaction plays a crucial role in enhancing the overall academic achievement of students. Therefore, focusing on improving teachers' job satisfaction is vital for promoting better learning outcomes in these key subjects.

V. RECOMMENDATIONS

1. The Instructional Supervisory Plan should be strategically implemented.
2. Teachers should actively engage in professional development programs to enhance their teaching skills, particularly in the areas of Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education (TLE).
3. School Heads should prioritize creating a supportive and collaborative work environment for teachers by addressing their needs for professional development, proper resources, and fair administrative support. This can lead to improved teacher satisfaction and, consequently, better student performance.
4. The District Supervisor should ensure that teachers across schools receive adequate training in both pedagogy and content knowledge, specifically in the fields of Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education, to foster better instructional delivery and enhance job satisfaction.
5. The Education Program Supervisor should focus on evaluating and improving the curriculum for Edukasyong Pantahanan at Pangkabuhayan and TLE, ensuring it is aligned with both student needs and teachers' competencies. This will enhance both teacher satisfaction and student academic outcomes.
6. Stakeholders, including parents, community members, and local organizations, should actively support educational initiatives that aim to improve teacher satisfaction and student performance. Community partnerships can provide additional resources for teachers, such as learning materials, and promote a positive environment for students.
7. Researchers should continue to study the factors influencing teachers' job satisfaction and its correlation with student performance, with a particular focus on practical subjects like Edukasyong Pantahanan at Pangkabuhayan and Technology and Livelihood Education. Research on effective intervention strategies can guide educational policies that support both teachers and students.

8. Future researchers are encouraged to explore other factors that may influence teachers' job satisfaction, such as teacher autonomy, the availability of teaching resources, and work-life balance. This can provide a broader perspective on the issue and inform more comprehensive solutions.

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