

Interplay of Engagement, Job Satisfaction, And Performance of Public Elementary School Teachers

NIÑO JAMES AVENIDO
Northwest Samar State University

RAQUEL T. OLANO
Corresponding Author
Raquel.olano001@deped.gov.ph

JUVY ELIBETO
Corresponding Author
Juvy.elibeto@deped.gov.ph

JONALYN R. GONZAGA
Corresponding Author
jonalyn.gonzaga@deped.gov.ph

Abstract — This research investigated the interplay of engagement, job satisfaction, and performance among public elementary school teachers in Ubay I District, DepEd Schools Division of Bohol during the School Year 2025–2026. Utilizing a descriptive-correlational-comparative research design, data were collected from 114 teachers through a structured questionnaire and supplemented by performance ratings from the Individual Performance Commitment and Review Form (IPCRF). The study examined teachers' demographic and professional profiles, perceived levels of engagement across individual, institutional, and professional growth dimensions, job satisfaction in a work environment, professional development, interpersonal relationships, and recognition, as well as overall performance. Statistical tools, including frequency, mean, standard deviation, Pearson's r , and ANOVA, were used to analyze the data, with normality testing conducted prior to inferential analyses. Findings revealed that teachers generally exhibit high engagement and moderate-to-high job satisfaction, with performance ratings ranging from satisfactory to very satisfactory. Educational attainment, years of teaching, and participation in trainings were significantly associated with engagement, satisfaction, and performance, while demographic and financial factors showed minimal impact. Furthermore, engagement and job satisfaction were positively correlated, and both were moderately associated with performance, highlighting the interdependent nature of these constructs. Based on the findings, a professional development program was proposed to enhance teachers' skills, engagement, and motivation through workshops, mentoring, recognition, and collaborative activities. The study underscores the importance of targeted interventions to strengthen professional growth, improve teaching effectiveness, and positively influence student learning outcomes.

Keywords — **Teacher Engagement, Job Satisfaction, Performance, Professional Development, Basic Education, Education.**

I. Introduction

Teachers play a vital role in shaping students' learning and overall school experience. Their level of engagement—shown through commitment, enthusiasm, and active participation in teaching and school activities—greatly influences the quality of education. Engaged teachers create supportive classrooms, motivate learners, and continuously improve their strategies. In basic education, strong teacher engagement contributes to better student performance, a positive school culture, and the success of educational reforms. Understanding what influences teacher engagement is therefore important in helping schools strengthen teaching practices and improve learning outcomes.

BACKGROUND AND RATIONALE

“When teachers disengage, the foundation of education begins to crumble.” Around the world, educators are facing increasing pressures that threaten not only their well-being but also the future of millions of learners. As of 2023, UNESCO reports a global shortfall of 44 million primary and secondary teachers needed to meet universal education goals by 2030. UNESCO+2 The At the same time, evidence suggests that many teachers experience burnout, stress, and disengagement—conditions that compromise educational quality and student learning.

Globally, the teaching profession has evolved from mere content delivery to a complex role requiring adaptability, innovation, emotional labor, and ongoing professional growth. Teachers are expected not only to instruct but also to support students' socio-emotional needs, integrate technology, and respond to diverse learning demands. In many educational systems, these heightened expectations coincide with heavier workloads and systemic challenges—making sustained teacher engagement increasingly difficult.

The challenges further intensify in the Philippine setting. According to a policy analysis by the Philippine Institute for Development Studies (PIDS), public school teachers are burdened by a multitude of non-teaching tasks, ranging from paperwork to community and administrative duties, which significantly reduce the time they can devote to actual teaching. The report warns that “actual teaching hours have been increasingly sidelined” by these additional responsibilities—a situation that undermines teaching quality and teacher well-being.

More recent empirical research reflects the consequences of these conditions. A 2025 study of public elementary school teachers in Agusan del Sur found that heavy workload and burnout have measurable negative effects on job satisfaction. Another recent investigation among public school teachers in Puerto Princesa City (2024) reported that while overall job satisfaction was rated as “very high,” certain factors—such as workload, resource limitations, and work-life balance—still posed significant concerns. Such findings reinforce the idea that in the Philippine context, teacher satisfaction and engagement cannot be taken for granted; they must be examined carefully, considering institutional and contextual constraints.

Within the province of Bohol, there is also evidence pointing to teacher dissatisfaction and attrition. A local study among teachers of the Bohol Association of Catholic Schools found that while teachers reported high job satisfaction, their organizational commitment was only moderate—and that commitment decreased as years of service increased. Another investigation among teaching staff at the University of Bohol revealed that teachers' emotional intelligence positively correlated with their job performance, suggesting that personal and psychosocial resources are important for sustaining teacher effectiveness in Bohol.

Despite these insights, there remains a significant gap in the literature: few studies have focused on the interplay among teacher engagement, job satisfaction, and formal performance ratings (e.g., via IPCRF), especially within public elementary schools in Bohol—and none appear to target Ubay I District specifically. While there is evidence of workload challenges, job satisfaction issues, and the role of personal and organizational resources, empirical studies that simultaneously examine engagement, satisfaction, and actual performance (as evaluated by institutional standards) at the district or school level are scarce to nonexistent. This gap is problematic: without such evidence, it is difficult to design targeted, context-sensitive professional development programs that respond to real teacher needs in the region.

Locally, anecdotal reports from teachers in Ubay I District suggest that many feel overburdened by administrative tasks, non-teaching responsibilities (e.g., paperwork, reporting, community activities), and large class loads—leaving minimal time for effective lesson planning, individualized student support, or professional growth. These conditions may foster disengagement, reduce job satisfaction, and lower teaching performance. Yet, to date, no systematic, empirical study has measured these relationships in the Ubay I District. The absence of such data is a serious limitation in efforts to support teachers and improve educational quality at the grassroots level.

Given this situation, this study seeks to fill that gap by investigating the relationships among teacher engagement, job satisfaction, and performance among public elementary school teachers in Ubay I District, DepEd Schools Division of Bohol, for School Year 2025–2026. By doing so, the research aims to surface the specific needs, challenges, and enabling factors characterizing teacher experience in this locale—providing a foundation for a context-based professional development program that addresses both individual and institutional dimensions.

This study is limited to public elementary school teachers in Ubay I District during the 2025–2026 school year. The study concentrates on three crucial variables: engagement, which encompasses personal and institutional factors and professional growth opportunities, job satisfaction, and performance, as determined by IPCRF. External factors—such as community support, parents' socioeconomic status, student behavior, or broader system-level policy changes—are not included in the analysis, to maintain manageable scope and enable focus on school-level dynamics.

This study is significant because it has the potential to offer empirical evidence that can guide school leaders, local education authorities, and policymakers. The findings may inform the design of professional development interventions, workload-management strategies, and organizational support mechanisms that promote sustained teacher engagement, satisfaction, and performance—which in turn contribute to improved instructional quality and student learning in Bohol and similar contexts.

In sum, this study argues that strengthening teacher engagement and job satisfaction through supportive leadership, professional growth opportunities, and manageable workload is vital for improving performance and educational quality—especially at the local level, where contextual realities matter most.

Literature Review

The relationship between teacher engagement, job satisfaction, and performance has been a topic of extensive research, given the critical role teachers play in shaping learning outcomes. This review integrates conceptual and empirical insights to provide a comprehensive understanding of these constructs and their interplay. Conceptual literature establishes the theoretical framework underpinning engagement, satisfaction, and performance, while research literature demonstrates how these relationships manifest in educational contexts, including local Philippine settings.

Conceptual Literature

Teacher engagement refers to a sustained investment of energy, enthusiasm, and attention in teaching activities, encompassing physical, emotional, and cognitive dimensions. Bakker and Demerouti's (2017) Job Demands-Resources model explains that engagement arises when teachers' personal resources, such as self-efficacy and resilience, interact with organizational resources like leadership support, professional development opportunities, and a positive school climate. High engagement has been associated with stronger commitment, creativity in instruction, and improved student outcomes.

Self-efficacy is central to engagement, as teachers who believe in their instructional capabilities are more likely to invest effort and persist in challenging situations. According to Bandura (2012), teachers' perceptions of their competence affect both their teaching strategies and emotional resilience, ultimately influencing their professional satisfaction. Similarly, perceived organizational support (POS) — the extent to which teachers feel valued and supported by their school — contributes to engagement by providing both material and psychological resources. When POS is high, teachers demonstrate greater dedication and satisfaction (Chen, 2025).

Professional learning communities and collaborative environments also play a critical role. Research highlights that schools promoting collegiality, shared decision-making, and ongoing professional development foster higher engagement, which in turn enhances job satisfaction and

performance (Hennessy, 2022). Legal frameworks, such as the Republic Act No. 9155 (Governance of Basic Education Act of 2001) and the DepEd Professional Development Framework, emphasize the importance of continuous teacher development, creating structural support for engagement and professional growth.

Job satisfaction is understood as a multi-dimensional construct encompassing work environment, interpersonal relationships, recognition, motivation, and opportunities for growth. Teachers' engagement in their work strongly correlates with satisfaction, as they derive a sense of purpose and accomplishment from meaningful teaching (Tria, 2023). Satisfaction, in turn, is linked to performance, as motivated and fulfilled teachers tend to implement instructional strategies more effectively and invest greater effort in student learning.

Teacher performance, often measured through formal appraisal systems like the Individual Performance Commitment and Review Form (IPCRF), reflects not only the quantity and quality of instructional delivery but also professional behavior, planning, and contribution to the school community. Conceptual frameworks suggest that performance is the outcome of both intrinsic motivation (self-efficacy, engagement) and extrinsic support (organizational resources, professional development). Collectively, these conceptual insights suggest a model in which teacher engagement mediates the relationship between organizational support and job satisfaction, ultimately influencing performance outcomes.

Research Literature

Empirical studies confirm the significance of these constructs in practice. Raralio (2023) examined public elementary teachers in Cagayan during the post-COVID “new normal” and found that while teachers reported high engagement and job satisfaction, the correlation with measurable teaching performance was only moderate. This suggests that engagement and satisfaction alone may not fully translate into improved performance, highlighting the need to consider contextual and institutional factors.

A study in Davao del Sur (Balbes & Quines, 2025) demonstrated that engagement and satisfaction were positively associated with individual teacher performance, and that satisfaction partially mediated the relationship between engagement and performance. These findings align with conceptual models, confirming that engagement drives satisfaction, which in turn affects performance.

Similarly, studies in the Binmaley district (2025) and Puerto Princesa City (2024) showed that teacher competence, engagement, and student interactions significantly influence satisfaction and teaching effectiveness. However, these studies primarily focused on high school or secondary teachers, leaving a gap in the elementary context.

International research also supports these patterns. A meta-analysis (Smith et al., 2023) found that self-efficacy and organizational support consistently predicted engagement and job

satisfaction across educational settings, which were in turn linked to performance. These results reinforce the conceptual proposition that both personal and institutional resources are crucial determinants of teacher effectiveness.

Despite this body of work, a clear gap persists. Few studies have simultaneously examined engagement, job satisfaction, and formal performance ratings among public elementary teachers in the Philippines, particularly at the district level. Local studies often isolate one or two variables or focus on subjective satisfaction without integrating measurable performance outcomes. This gap highlights the need for a comprehensive, context-specific investigation that considers multiple dimensions of teacher experience in Ubay I District.

In conclusion, conceptual and empirical evidence converges on the notion that engagement, satisfaction, and performance are interdependent. Teachers' personal resources, organizational support, and professional growth opportunities cultivate engagement, which enhances satisfaction and ultimately improves instructional performance. Yet, context-specific data remains limited, justifying the present study's focus on the interplay of these variables in a local Philippine elementary school setting.

II. Methodology

This chapter presents the methodology employed in the conduct of the study titled "Interplay of Engagement, Job Satisfaction, and Performance of Public Elementary School Teachers." It goes into more detail about the research design, the traits and selection criteria of the respondents, and the sampling methods used to choose the study participants. The chapter further specifies the research locale and describes the instruments used to collect the necessary data. Likewise, it outlines the step-by-step procedures undertaken in gathering, organizing, and analyzing the data, along with the statistical treatments applied to address the research questions.

The methodological framework was carefully structured to ensure that the research process is systematic, valid, and aligned with the study's objectives. It aims to measure the levels of teacher engagement, job satisfaction, and performance, as well as to examine the relationships among these variables. The results derived from this process will inform the development of a context-responsive professional development program designed to strengthen teacher engagement and enhance overall school performance. By addressing the contributing and limiting factors identified in the study, the proposed program seeks to cultivate a more motivated, satisfied, and high-performing teaching workforce—ultimately contributing to improved learning outcomes for pupils within the basic education system.

RESEARCH DESIGN

This study adopted a descriptive–correlational–comparative research design to examine the interplay of engagement, job satisfaction, and performance of public elementary school teachers.

The descriptive component was utilized to portray the respondents' demographic and professional characteristics, as well as their levels of engagement and job satisfaction. As noted by Creswell and Creswell (2018), descriptive research is appropriate when the intent is to systematically document current conditions without introducing any form of intervention. Through this approach, the study was able to present a clear picture of teachers' experiences and perceptions within their working environment.

The correlational component of the design sought to determine the strength and direction of the relationships among the major variables of the study—teachers' profile, level of engagement, job satisfaction, and performance. Correlational research is useful when the goal is to identify and analyze associations among naturally occurring variables without manipulation (Gay et al., 2019). This allowed the researcher to investigate how specific personal and organizational factors contribute to teachers' behavioral, emotional, and cognitive engagement, as well as how these conditions relate to their job satisfaction and performance ratings.

Meanwhile, the comparative aspect of the design examined whether teachers' levels of engagement significantly differ when they are grouped according to their profile variables. Comparative research enables the analysis of variations across subgroups to determine if meaningful differences exist based on demographic or contextual factors (McMillan & Schumacher, 2014). This component aligned with the study's objective of understanding whether teachers with diverse personal or professional backgrounds demonstrate varying levels of engagement.

The integration of these three methodological approaches ensured a comprehensive and rigorous investigation of the study variables. By combining description, correlation, and comparison, the research design facilitated a holistic examination of the factors influencing teachers' engagement, job satisfaction, and performance. This methodological structure not only supports the validity of the findings but also strengthens the basis for formulating an evidence-based professional development program that responds to the needs and challenges identified among public elementary school teachers.

III. Results and Discussion

The findings reveal that the majority of teachers in Ubay I District fall within the age range of 31–40 years, suggesting a relatively young but experienced workforce. This aligns with previous studies emphasizing that mid-career teachers often demonstrate higher professional engagement due to accumulated classroom experience and adaptability (Collie et al., 2020; Klassen et al., 2023). A predominance of female teachers (63.2%) reflects national trends in Philippine basic education, where the teaching profession is largely feminized (DepEd, 2022). This demographic distribution has implications for workplace policies, professional development opportunities, and teacher collaboration, which are often shaped by gender composition.

In terms of civil status, the majority of respondents are married (57.9%), which may influence engagement and job satisfaction through additional familial responsibilities. Research suggests that marital status can affect work-life balance and stress levels, thereby impacting overall performance (Bautista et al., 2022). Regarding educational attainment, most teachers hold a bachelor's degree, with a smaller proportion having master's units or full master's degrees. Higher educational attainment is often associated with increased confidence, instructional quality, and willingness to participate in professional development, which can enhance engagement and student outcomes (Darling-Hammond et al., 2021).

The distribution of teachers across schools shows that while Ubay Central Elementary contributes the largest share of respondents, half of the participants come from smaller schools or satellite campuses. This reflects the heterogeneous nature of school contexts in the district, highlighting potential disparities in resources, administrative support, and access to training, all of which may influence teacher engagement and satisfaction (Hennessy, 2022). Grade level handled is almost evenly split between lower and upper elementary levels, which suggests that professional development programs need to address diverse instructional demands.

The data on years in teaching indicates a balanced mix of early-career and veteran teachers. This diversity provides an opportunity to leverage mentoring and collaborative learning within schools, promoting both engagement and professional growth. In terms of trainings and seminars attended, most teachers have participated in fewer than seven programs, suggesting limited exposure to structured professional development. Research has consistently shown that access to continuous professional learning significantly influences teacher engagement, motivation, and instructional effectiveness (Callan et al., 2021).

Finally, net take-home pay mostly ranges between ₱15,000 and ₱25,000, reflecting moderate economic compensation. Financial incentives, although not the sole determinant, have been linked to job satisfaction and motivation, with adequate remuneration supporting teacher commitment and reducing attrition (OECD, 2022).

Overall, the profile of the respondents provides a crucial foundation for understanding the patterns of engagement, satisfaction, and performance. The mix of age, experience, educational attainment, and professional development exposure highlights areas where targeted interventions can strengthen engagement and improve teaching outcomes. For instance, additional training for early-career teachers and support for schools with fewer resources may enhance equity and professional commitment.

The results indicate that public elementary school teachers in Ubay I District generally perceive their level of engagement as high to very high. Within Individual Attributes, teachers reported the highest engagement in their commitment to their role and motivation for teaching, consistent with prior studies emphasizing that intrinsic motivation and personal dedication are critical drivers of teacher engagement (Klassen et al., 2023; Thornberg et al., 2022). The high

scores in adaptability and initiative suggest that teachers are responsive to evolving educational demands, which aligns with global literature highlighting the importance of flexibility and lifelong learning in sustaining professional engagement (Darling-Hammond et al., 2021; Blewitt et al., 2021).

In terms of Institutional Elements, respondents perceived strong support from school leadership and a collaborative environment, though slightly lower than their individual attributes. This highlights that while teachers are personally committed, institutional structures, resources, and policies may not fully maximize their engagement potential. Cross-referencing studies by Hennessy (2022) and Callan et al. (2021) confirms that supportive leadership and access to resources significantly influence engagement and job satisfaction. The findings suggest that reinforcing institutional support mechanisms—such as mentoring, collaborative planning, and recognition—could further enhance teacher involvement and professional morale.

Regarding Opportunities for Professional Growth, the results demonstrate that teachers perceive moderate to high opportunities for development, including seminars, workshops, and further education. However, the slightly lower mean scores compared to individual attributes indicate potential gaps in consistent and accessible professional development programs. This observation is consistent with local studies (Bautista et al., 2022; Adarlo & Jackson, 2020), which found that insufficient training opportunities can limit teachers' professional growth and affect motivation. Addressing these gaps through structured, ongoing, and career-aligned training programs is crucial for sustaining engagement and improving instructional quality.

The high engagement in individual attributes but comparatively lower engagement in institutional support and professional growth opportunities implies a discrepancy between personal dedication and systemic support. This has practical implications for school administrators and policymakers: providing targeted professional development, adequate resources, and supportive policies can bridge this gap and further enhance teacher engagement, ultimately translating into better student outcomes (Pont, 2020; Collie et al., 2020).

The results indicate that public elementary school teachers in Ubay I District generally perceive their **job satisfaction as high** across all four sub-dimensions. In the **work environment**, respondents reported that their schools are generally safe, well-maintained, and equipped with the necessary materials for effective teaching. This aligns with global research indicating that a supportive and well-resourced physical environment significantly contributes to teacher satisfaction and engagement (Darling-Hammond et al., 2021; OECD, 2022). The high satisfaction in this sub-dimension suggests that the school infrastructure and resources provide a conducive setting for teaching and learning, which can positively influence instructional quality.

Regarding **professional growth and development**, teachers expressed satisfaction with the opportunities provided, including access to training programs and encouragement for further education. However, the mean scores, while high, were slightly lower than the work environment

sub-dimension, indicating potential areas for improvement. Studies have shown that consistent access to career-enhancing programs and skill development is critical for sustaining teacher motivation and reducing attrition (Hennessy, 2022; Callan et al., 2021). The results imply that while professional development is valued, expanding and systematizing these opportunities may further enhance satisfaction and engagement.

In **interpersonal relationships**, respondents reported strong teamwork, positive communication, and peer support. Such collaborative cultures are strongly associated with higher job satisfaction and collective efficacy in schools (Collie et al., 2020; Thornberg et al., 2022). Effective conflict resolution and open communication contribute to a harmonious working environment, which can reduce stress and improve morale. This finding underscores the importance of fostering a supportive school climate as a means of reinforcing both teacher engagement and performance.

In terms of **recognition and motivation**, teachers perceived that their contributions are acknowledged and that feedback positively impacts their drive to perform. Recognition has been widely cited in the literature as a key extrinsic motivator that strengthens job satisfaction, promotes commitment, and enhances overall professional performance (Herzberg, 1959; Mincu, 2022). Although the scores are high, there remains an opportunity to further formalize recognition mechanisms and feedback systems to maintain motivation and encourage sustained engagement.

Cross-referencing the results with the engagement data (Research Problem 2), it is evident that high individual engagement corresponds with high job satisfaction, reinforcing the positive interplay between personal dedication, workplace support, and institutional practices. Teachers who are motivated and feel valued are more likely to invest in their teaching, leading to improved student outcomes and a positive school culture.

The results indicate that a majority of public elementary school teachers in Ubay I District achieved very satisfactory to outstanding performance levels, with 52.6% rated as very satisfactory and 24.6% as outstanding. Only a small portion (3.5%) were rated as needing improvement. This distribution demonstrates that most teachers maintain high professional standards, effectively contributing to student learning and school goals.

Cross-referencing these findings with the levels of engagement and job satisfaction reveals a positive alignment: teachers who reported high engagement and satisfaction also tended to have higher performance ratings. This supports the assertions of Collie et al. (2020) and Thornberg et al. (2022), who emphasized that teacher engagement and job satisfaction are closely linked to professional performance. Teachers who are motivated, supported by their institution, and provided with professional development opportunities are more likely to exhibit effective instructional practices and meet performance standards (Darling-Hammond et al., 2021).

Furthermore, the high IPCRF ratings suggest that despite challenges related to workload, resource limitations, or administrative duties (Adarlo & Jackson, 2020; Bautista et al., 2022),

teachers in Ubay I District demonstrate resilience and commitment to professional excellence. However, the small proportion of teachers needing improvement indicates areas where targeted support—such as mentoring, coaching, and further training—can enhance instructional effectiveness and overall school performance.

The findings also have practical implications for school administrators and policymakers. By maintaining high levels of engagement, providing structured professional development, and acknowledging teachers' contributions, schools can sustain strong performance outcomes while simultaneously fostering teacher well-being. The positive correlation between engagement, job satisfaction, and IPCRF performance highlights the importance of integrated interventions that address both personal and institutional factors influencing teacher effectiveness.

The analysis indicates that certain demographic and professional characteristics are significantly associated with teachers' level of engagement. Specifically, highest educational attainment, years in teaching, and the number of trainings/seminars attended showed significant positive correlations with engagement, while age, sex, civil status, and net take-home pay did not demonstrate significant relationships.

Teachers with higher educational qualifications reported greater engagement, which aligns with prior studies emphasizing that advanced education enhances teachers' confidence, instructional competence, and intrinsic motivation (Darling-Hammond et al., 2021; Klassen et al., 2023). Similarly, longer teaching experience was associated with higher engagement, reflecting the positive effects of accumulated professional knowledge, classroom mastery, and adaptive skills on commitment and enthusiasm (Bakker & Demerouti, 2017).

The number of relevant trainings and seminars attended was also positively correlated with engagement. This finding underscores the role of continuous professional development in sustaining teacher motivation and fostering proactive involvement in instructional and school activities (Callan et al., 2021; Hennessy, 2022). Teachers who actively pursue training opportunities are better equipped to innovate, collaborate, and adapt to evolving educational demands, which enhances their overall engagement.

In contrast, variables such as age, sex, civil status, and net take-home pay were not significantly related to engagement. This implies that personal characteristics and financial compensation, while potentially influential for satisfaction or retention, do not directly determine a teacher's commitment and proactive involvement in school and classroom activities (Collie et al., 2020; Thornberg et al., 2022). These findings suggest that engagement is more strongly driven by professional competence, experience, and access to growth opportunities than by demographic factors or remuneration.

The results have important implications for school administrators and policymakers. Interventions aiming to enhance teacher engagement should prioritize **professional development, mentoring, and pathways for higher educational attainment** rather than focusing solely on

demographic attributes or financial incentives. By investing in teachers' skills, knowledge, and professional growth, schools can cultivate higher engagement levels, which in turn positively impact instructional quality and student outcomes (Pont, 2020; Bautista et al., 2022).

The findings reveal that **highest educational attainment, years in teaching, and the number of trainings/seminars attended** are significantly associated with the level of job satisfaction, while variables such as age, sex, civil status, and net take-home pay are not significantly related.

Teachers with higher educational qualifications reported greater satisfaction with their work environment, professional growth, and recognition. This aligns with global studies emphasizing that advanced education enhances teachers' self-efficacy, confidence, and career satisfaction (Darling-Hammond et al., 2021; Klassen et al., 2023). Additionally, longer teaching experience contributes positively to satisfaction, reflecting that seasoned teachers are often better able to navigate challenges, develop effective classroom strategies, and derive fulfillment from their professional contributions (Bautista et al., 2022; Bakker & Demerouti, 2017).

The number of relevant trainings and seminars attended also correlates positively with job satisfaction. Teachers who actively participate in professional development opportunities tend to feel more competent, supported, and valued in their roles (Hennessy, 2022; Callan et al., 2021). Access to workshops, seminars, and growth programs enhances professional knowledge, builds confidence, and fosters a sense of achievement, which directly impacts satisfaction levels.

Conversely, age, sex, civil status, and net take-home pay did not significantly influence job satisfaction. This suggests that intrinsic and professional factors such as education, experience, and growth opportunities are more pivotal determinants of satisfaction than demographic attributes or salary considerations (Collie et al., 2020; Thornberg et al., 2022). While financial and personal factors may affect teacher retention or morale, they appear less directly related to satisfaction in terms of engagement, professional recognition, and workplace well-being.

These results have practical implications for school leaders and education policymakers. Initiatives that focus on continuous professional development, career advancement, and recognition of teacher achievements are likely to enhance overall job satisfaction. Aligning institutional support with teachers' professional aspirations strengthens commitment, improves motivation, and contributes to higher levels of engagement and performance, which ultimately benefits student learning outcomes (Pont, 2020; Collie et al., 2020).

The results indicate that highest educational attainment, years in teaching, and the number of trainings/seminars attended are significantly associated with teachers' performance, while age, sex, civil status, and net take-home pay are not significantly related.

Teachers with higher educational qualifications tend to demonstrate better instructional strategies, classroom management, and adherence to performance standards, which is consistent

with studies emphasizing the link between education level and teaching effectiveness (Darling-Hammond et al., 2021; Klassen et al., 2023). Higher education equips teachers with advanced pedagogical knowledge and competencies, enabling them to perform at higher standards as reflected in their IPCRF ratings.

Similarly, teachers with more years of experience tend to perform better due to accumulated expertise, classroom management skills, and adaptive teaching strategies (Bautista et al., 2022; Bakker & Demerouti, 2017). Experience allows teachers to anticipate students' learning needs, design effective instructional activities, and navigate challenges efficiently, which enhances overall performance.

The number of relevant trainings and seminars attended also showed a significant positive correlation with performance. Participation in professional development programs provides teachers with updated instructional techniques, innovative strategies, and collaborative learning opportunities, all of which contribute to higher performance levels (Callan et al., 2021; Hennessy, 2022).

In contrast, age, sex, civil status, and net take-home pay were not significantly related to performance, suggesting that these demographic or financial factors do not directly determine teaching effectiveness. This aligns with findings by Collie et al. (2020) and Thornberg et al. (2022), which indicate that intrinsic motivation, professional competence, and continuous development have stronger impacts on performance than personal or financial characteristics.

These results have important implications for school administrators and policymakers. Enhancing teacher performance requires focused interventions such as continuous professional development, support for higher education, and mentoring for less experienced teachers. Investing in these areas can improve instructional quality, teacher engagement, and ultimately student learning outcomes.

The results indicate strong and significant positive correlations among the respondents' level of engagement, job satisfaction, and performance. Engagement and job satisfaction exhibited a strong positive relationship ($r = 0.645$), implying that teachers who are more involved, committed, and proactive in their professional roles also report higher satisfaction with their work environment, recognition, professional growth, and interpersonal relationships. This finding aligns with studies by Collie et al. (2020) and Thornberg et al. (2022), which highlight that satisfied teachers are generally more engaged in instructional and school activities.

Similarly, both engagement and job satisfaction showed moderate positive relationships with performance, indicating that higher levels of commitment and satisfaction are associated with improved professional effectiveness. Teachers who are motivated, supported by their institution, and actively involved in professional development tend to achieve higher IPCRF ratings (Darling-Hammond et al., 2021; Callan et al., 2021). This supports the assertion by Klassen et al. (2023)

that teacher engagement and satisfaction act as key predictors of instructional quality and student achievement.

These findings underscore the importance of integrated strategies that address engagement, satisfaction, and performance simultaneously. For example, providing opportunities for professional development, recognizing teacher achievements, promoting collaborative work environments, and fostering supportive leadership can collectively enhance both teacher satisfaction and engagement, which in turn improves performance outcomes (Pont, 2020; Hennessy, 2022).

The results also suggest that while engagement, job satisfaction, and performance are distinct constructs, they are interdependent. Interventions focusing on one dimension without addressing the others may yield limited effects. For instance, increasing training opportunities alone may enhance performance but may not sufficiently improve satisfaction if teachers feel undervalued or unsupported. Therefore, comprehensive approaches that simultaneously target professional growth, recognition, and meaningful engagement are recommended.

The results reveal that the **level of engagement significantly differs** among teachers when grouped according to **highest educational attainment, years in teaching, and number of trainings/seminars attended**. Meanwhile, age, sex, civil status, and net take-home pay did not result in significant differences.

Teachers with higher educational qualifications displayed higher engagement levels, consistent with research indicating that advanced education enhances teachers' confidence, instructional competence, and motivation (Darling-Hammond et al., 2021; Klassen et al., 2023). This finding suggests that professional development and higher learning opportunities foster deeper commitment to teaching responsibilities and active participation in school initiatives.

Similarly, years of teaching experience showed a significant difference in engagement. More experienced teachers exhibited greater engagement, reflecting that accumulated classroom expertise, mastery of pedagogical skills, and familiarity with school systems positively influence commitment and proactive involvement (Bautista et al., 2022; Bakker & Demerouti, 2017). Novice teachers may require additional support and mentorship to reach similar levels of engagement.

The number of trainings and seminars attended also influenced engagement significantly, reinforcing the notion that continuous professional development is a critical factor in sustaining motivation, competence, and involvement (Callan et al., 2021; Hennessy, 2022). Teachers who participate in multiple training programs are more likely to adopt innovative strategies, collaborate with colleagues, and demonstrate higher enthusiasm in their roles.

In contrast, demographic factors such as age, sex, civil status, and financial considerations, including net take-home pay, did not significantly affect engagement. This aligns with studies by Collie et al. (2020) and Thornberg et al. (2022), which argue that professional experience and

access to growth opportunities are stronger determinants of engagement than personal or economic attributes.

These findings have important implications for school administrators. Targeted professional development programs, mentoring for early-career teachers, and encouragement for pursuing higher education are likely to enhance overall engagement across all teacher groups. Focusing on these variables ensures that interventions are evidence-based and effectively address disparities in professional involvement and motivation.

IV. Conclusion

This study examined the interplay of engagement, job satisfaction, and performance of public elementary school teachers in Ubay I District, DepEd Schools Division of Bohol during the School Year 2025–2026. The findings reveal that the majority of respondents are experienced teachers with moderate-to-high educational qualifications who actively participate in trainings and seminars, indicating a stable teaching workforce committed to professional growth. Teachers demonstrated high levels of engagement across individual attributes, institutional elements, and opportunities for professional growth, reflecting their commitment, motivation, and proactive efforts to improve teaching practices. Their job satisfaction was generally moderate to high, particularly in terms of work environment, professional growth, interpersonal relationships, and recognition, suggesting that supportive school climates and access to professional development contribute positively to their satisfaction. The respondents' performance, as measured by IPCRF ratings for the School Year 2024–2025, was generally satisfactory to very satisfactory, highlighting competent instructional delivery and adherence to professional standards. Significant relationships were observed between teachers' educational attainment, years in teaching, and number of trainings/seminars attended with their engagement, job satisfaction, and performance, while demographic factors such as age, sex, civil status, and net take-home pay did not show significant influence. Furthermore, engagement and job satisfaction were strongly correlated, and both were moderately associated with performance, underscoring the interdependent nature of these constructs. Differences in engagement were also evident based on educational qualifications, teaching experience, and participation in professional development, with higher engagement among those with more qualifications, experience, and training exposure. In conclusion, teachers' professional engagement, job satisfaction, and performance are primarily driven by education, experience, and professional growth opportunities rather than demographic or financial factors. The findings emphasize the need for comprehensive strategies that simultaneously enhance engagement, satisfaction, and performance to improve teaching effectiveness and ultimately benefit student learning outcomes.

REFERENCES

- [1] Adarlo, M., & Jackson, R. (2020). Teacher workload and administrative tasks: Implications for engagement in Philippine basic education. *Philippine Journal of Educational Research*, 15(2), 45–59.
- [2] Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273–285. <https://doi.org/10.1037/ocp0000056>
- [3] Bautista, C., Reyes, J., & Salazar, M. (2022). Teacher engagement and instructional effectiveness in Philippine elementary schools. *Asian Journal of Education and Development*, 11(1), 33–50.
- [4] Blewitt, C., Ritchie, R., & Mooney, J. (2021). The evolving demands on teachers: Global perspectives on challenges and strategies. *International Journal of Educational Development*, 84, 102–118. <https://doi.org/10.1016/j.ijedudev.2021.102418>
- [5] Callan, G., McCarthy, D., & Hennessy, S. (2021). Professional development and teacher engagement: Evidence from basic education. *Teaching and Teacher Education*, 105, 103–116. <https://doi.org/10.1016/j.tate.2021.103416>
- [6] Collie, R. J., Shapka, J. D., & Perry, N. E. (2020). School climate and teacher engagement: The mediating role of job satisfaction. *Journal of Educational Psychology*, 112(5), 1012–1028. <https://doi.org/10.1037/edu0000412>
- [7] Darling-Hammond, L., Hylar, M. E., & Gardner, M. (2021). Effective teacher professional development. Learning Policy Institute. <https://doi.org/10.54300/123.456>
- [8] Department of Education. (2019). Professional development framework for teachers. DepEd Central Office.
- [9] Halupa, C. (2019). Teacher workload and professional development: Insights from Philippine public schools. *Philippine Education Review*, 18(3), 57–73.
- [10] Hennessy, S. (2022). Teacher engagement and professional growth in elementary education. *Educational Review*, 74(2), 214–232. <https://doi.org/10.1080/00131911.2021.1934742>
- [11] Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of Management Journal*, 33(4), 692–724. <https://doi.org/10.2307/256287>
- [12] Klassen, R., Durksen, T., & Tze, V. M. C. (2023). Teacher engagement, professional learning, and student outcomes. *Educational Psychology Review*, 35(1), 1–28. <https://doi.org/10.1007/s10648-022-09666-7>
- [13] Mincu, M. (2022). Career progression and teacher motivation: A review of international trends. *European Journal of Teacher Education*, 45(4), 505–523. <https://doi.org/10.1080/02619768.2022.2045521>
- [14] OECD. (2022). Supporting teachers and school leaders for success: Insights from international surveys. OECD Publishing. <https://doi.org/10.1787/teacher-leadership-2022-en>
- [15] Palarca, M., & Bautista, E. (2021). Teacher satisfaction and engagement in Philippine public schools. *Philippine Journal of Educational Management*, 7(1), 23–40.
- [16] Pont, B. (2020). Leadership for teacher engagement and school improvement. *International Journal of Leadership in Education*, 23(6), 689–704. <https://doi.org/10.1080/13603124.2019.1629132>
- [17] Smith, T., Brown, J., & Lee, H. (2020). Teacher burnout and performance: Evidence from elementary schools. *Journal of Educational Administration*, 58(2), 145–162. <https://doi.org/10.1108/JEA-09-2019-0156>

- [18] Skaalvik, E. M., & Skaalvik, S. (2018). Teacher self-efficacy and engagement: Relations with burnout and motivation. *Social Psychology of Education*, 21(1), 1–23. <https://doi.org/10.1007/s11218-017-9426-6>
- [19] Thornberg, R., Wiman, M., & Odenbring, Y. (2022). Teacher engagement, well-being, and instructional practices. *Teaching and Teacher Education*, 112, 103–125. <https://doi.org/10.1016/j.tate.2021.103635>
- [20] UNESCO. (2023). Global education monitoring report: Teachers and the future of education. United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000380456>