

Job Satisfaction and Teaching Quality Performance in a Private Sectarian School

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Abstract:

Job satisfaction is a major factor in the overall teaching quality performance of private sectarian schools. This study was conducted to assess the level of job satisfaction and the extent of commitment among the teachers. The purpose of the study is to examine the extent to which teachers get job satisfaction in accordance with the working conditions, remuneration system, professional development and support offered by the school management. The research was participated in by 200 teachers of the Cagayan de Oro Network Association Schools, CONAS. This study employed a quantitative descriptive-correlational research design to determine the relationship of the variables. The researcher used a universal sampling technique to collect samples that were validated and tested for reliability. Sample data were collected and analyzed using descriptive statistics and the Pearson Correlation Coefficient to determine the significance of the relationships. The study was carried out to fill the need to identify facts on how teachers' job satisfaction and personal characteristics contribute to the enhancement of teaching quality performance. Based on the results, the dimensions of job satisfaction had a positive and significant relationship with teaching quality performance. Regarding the respondents' profile that obtained the highest result, age was 31-40 years old, the dominant sex was female, the highest educational attainment was a bachelor's degree, training and seminars were DepEd division in-service training, and permanent work status got the highest frequency result in their profile. The domains of job satisfaction that showed the strongest results were compensation and benefits, administrative support and recognition, and promotion. The level of teaching quality performance, classroom management, and assessment practices obtained a very high result. Similarly, the profile variables of the respondents were significantly related to job satisfaction and teaching quality performance. The study revealed that job satisfaction and the teacher's profile influence teaching quality performance. Further investigation into teacher welfare, professional development, and institutional support systems could enhance instructional effectiveness and student learning outcomes.

Keywords: Job satisfaction and teaching quality performance

INTRODUCTION

Background of the Study

Job satisfaction among teachers in private confessional institutions, such as Catholic schools, is an important factor affecting teaching effectiveness and professional performance. The Archdiocese of Cagayan de Oro (CONAS) provides guidance to Catholic institutions in achieving their religious and educational goals. Teachers' perceptions of their roles, institutional values, working conditions, and management support may influence their job satisfaction and performance.

Private confessional schools differ from public schools in their policies, working conditions, remuneration, and religious environment. Teachers in private institutions generally receive lower wages than those in public schools, but their shared religious and educational goals may create a distinct work environment. High job satisfaction may contribute to better teaching performance and educational outcomes, while low satisfaction may lead to poor work quality, emotional exhaustion, fatigue, and teacher turnover.

This study examines the relationship between job satisfaction and teaching quality performance and considers the influence of institutional and managerial factors. Job satisfaction is measured through compensation and benefits, work environment, administrative support, workload, professional development, and recognition and promotion. Teaching quality performance is assessed through instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student achievement.

The study also profiles teachers according to age, sex, position, highest educational attainment, related trainings and seminars attended, and work status. It aims to determine the extent of teachers' job satisfaction and teaching quality performance and examine their relationship across demographic groups.

Literature and Related Studies

Ballarta et al. (2022) found that job satisfaction is associated with teacher performance, innovation, and continuous professional development. Studies in sectarian schools also indicate that quality instruction is related to job satisfaction, highlighting the importance of understanding factors that support teacher satisfaction while maintaining the religious character of the institution.

Respondents' Profile

Toropova et al. (2021) noted that demographic and professional factors may affect teachers' commitment, motivation, and quality performance. Respondent profiles commonly include age, sex, educational attainment, training, and work status, which help explain differences in teachers' experiences and performance (Plonsky, 2023).

Age. Teacher age and experience may influence competency, job satisfaction, and teaching quality (Toropova et al., 2021). Younger employees are more likely to leave their workplaces, while experienced teachers show stronger intentions to stay due to self-efficacy, peer support, supervision, and organizational support (De Guzman, 2020). Experienced teachers may also demonstrate stronger instructional quality and professional competence because of their longer teaching experience (Burić & Kim, 2021).

Sex. Sex may influence teachers' stress, motivation, job satisfaction, professional involvement, and performance (Collie, 2021). Studies have reported differences in job satisfaction and teaching performance between male and female teachers, making sex an important demographic factor in understanding teachers' experiences (Latif, 2024; Sarabia & Collantes, 2020; Skaalvik & Skaalvik, 2021).

Highest Educational Attainment. Higher educational qualifications are associated with stronger instructional quality, professional competence, classroom management, and academic performance (Magtoltol & Oropa, 2025; Hoque et al., 2023). Teachers with postgraduate qualifications tend to demonstrate deeper subject knowledge and greater involvement in classroom practices (Hammond et al., 2020).

Related Trainings and Seminars Attended. Professional development through training and seminars supports teachers' professional growth, well-being, knowledge, skills, motivation, and instructional competence (Hollar et al., 2022; Duraku et al., 2022). Schools that provide professional development

opportunities may also increase teachers' satisfaction and professional fulfillment (Ligan & Basaran, 2023; Srivastava, 2025).

Work Status. Employment status may affect teachers' morale, job satisfaction, commitment, and quality performance (OECD, 2020). Short-term and probationary employment may cause dissatisfaction because of instability and limited professional growth (Canzio et al., 2022), while job security and full-time employment are associated with teacher retention and job satisfaction (Hammond, 2021; Topchyan & Woehler, 2021).

Job Satisfaction

Job satisfaction is important to teachers' work performance, professionalism, motivation, and commitment (Deslate & Pallada, 2023; Cortez et al., 2021). Peer and supervisory support are also associated with teachers' self-efficacy, job satisfaction, and motivation to remain in the profession (Gonzales & Costan, 2020). The CONAS Faculty Manual provides for compensation and benefits, professional development, personal wellness, fair workload, recognition, and promotion as factors supporting teacher satisfaction and quality performance.

Compensation and Benefits. Compensation, including salary, insurance, and other benefits, influences employee satisfaction, health, retention, and organizational commitment (Newman et al., 2020). Adequate remuneration and incentives are also associated with teacher satisfaction, retention, and teaching effectiveness (Llorens, 2021; Han et al., 2021). Supportive working conditions and sufficient rewards further contribute to job satisfaction and professional commitment (Nguyen et al., 2020; Skaalvik & Skaalvik, 2021).

Work Environment

Bruna et al. (2022) emphasized flexibility and employee autonomy in the workplace, while Yuan et al. (2020) noted that work environment and employee performance influence job satisfaction. Madrid et al. (2020) described the work environment in terms of job, group, and organizational demands and resources. School facilities and a supportive environment can reduce stress and improve teachers' satisfaction and performance (Acton & Glasgow, 2020; Masoom, 2021).

Administrative Support

Administrative support through professional development, feedback, recognition, resources, and guidance contributes to teachers' job satisfaction and teaching quality (Composono & Falcunaya, 2020; Araneta et al., 2020). Strong professional support and collaboration can improve instructional practices and learning outcomes (Hammond, 2021). Support programs, adequate instructional materials, and continuous training can also strengthen teachers' confidence and classroom performance (Ingersoll et al., 2021).

Workload

Heavy workload is associated with teacher burnout, stress, reduced motivation, and lower job satisfaction (Skaalvik & Skaalvik, 2020). Equitable workload distribution and favorable working conditions support teacher satisfaction, retention, and performance (Toropova et al., 2021). Excessive work demands and overtime may increase stress and burnout and negatively affect teaching quality (Collie et al., 2020; Madigan & Kim, 2021; Jerrim & Sims, 2021).

Professional Development Opportunities

Professional development programs that provide content knowledge, collaboration, active learning, and continuous support help teachers update their instructional knowledge and improve teaching practices (Pak et al., 2020; Avalos, 2021). Structured training and professional development can improve instructional practices, motivation, competence, well-being, and commitment (Kraft et al., 2021; Hollar et al., 2022; Ligan & Basaran, 2023; Zhang et al., 2026).

Recognition and Promotion

Recognition, rewards, and clear promotion opportunities can strengthen employee motivation, engagement, retention, and job satisfaction (Armstrong, 2022; Ryan & Deci, 2020). Administrative support for recognition, promotion, and professional development also contributes to teachers' motivation and satisfaction (Nzowa, 2020; Ravago & Mapa, 2020).

Teaching Quality Performance

Hammond (2020) stated that professional standards, teacher preparation, and research-based teaching practices contribute to instructional quality and learner outcomes. Sanfo (2023) found that teaching quality significantly affects student learning outcomes, while Özgenel et al. (2025) reported that research engagement and continuous professional development improve teaching practices and teacher performance.

Instructional Competence

Instructional competence is associated with teachers' academic competency, teaching practices, and quality education (Fabelico & Afalla, 2023). Technology, flexible learning modalities, teaching strategies, communication skills, and reflective practices are important to effective instruction and student engagement (Olapane, 2023; Caliboso et al., 2025). Digital competencies and technological resources also support effective teaching and learning (Falloon et al., 2020; Reisoglu & Cebi, 2020).

Classroom Management

Effective classroom management reduces disruptive behavior and improves instructional effectiveness, student participation, motivation, and academic performance (Aloe et al., 2022; Egeberg et al., 2021). Positive teacher-student relationships, clear routines, boundaries, and high expectations help create a positive learning environment (Korpershoek et al., 2022; Evertson & Weinstein, 2021).

Lesson Planning

Systematic lesson planning improves teacher readiness, instructional quality, and student learning outcomes (Zaragoza et al., 2023; Lammert & Godfrey, 2025; Khan et al., 2024). Effective lesson planning also supports quality teaching modules and alignment with curriculum standards (Ali & Susilawati, 2024).

Student Engagement

Student engagement is influenced by classroom and school contexts and is associated with motivation, self-regulation, academic participation, and learning outcomes (Nelson et al., 2024; Skinner et al., 2021). Active learning strategies can improve engagement, comprehension, and retention (Chi & Wylie, 2020).

Assessment Practices

Formative assessment can improve student learning, particularly when teachers receive proper professional development and support (Boström & Palm, 2023). Effective assessment should be balanced and learner-centered, while clear criteria and rubrics promote fairness, transparency, learner autonomy, and performance (Brookhart, 2020; Ngamba & Lumadi, 2025).

Student Academic Achievement

Effective teaching strategies and strong instructional competence contribute to better student outcomes (Hammond et al., 2022). Clear assessment criteria and formative assessment can further support student learning and achievement (Brookhart, 2020; Boström & Palm, 2023). Student academic outcomes are also influenced by academic, behavioral, physical, and emotional factors (Fredricks et al., 2023).

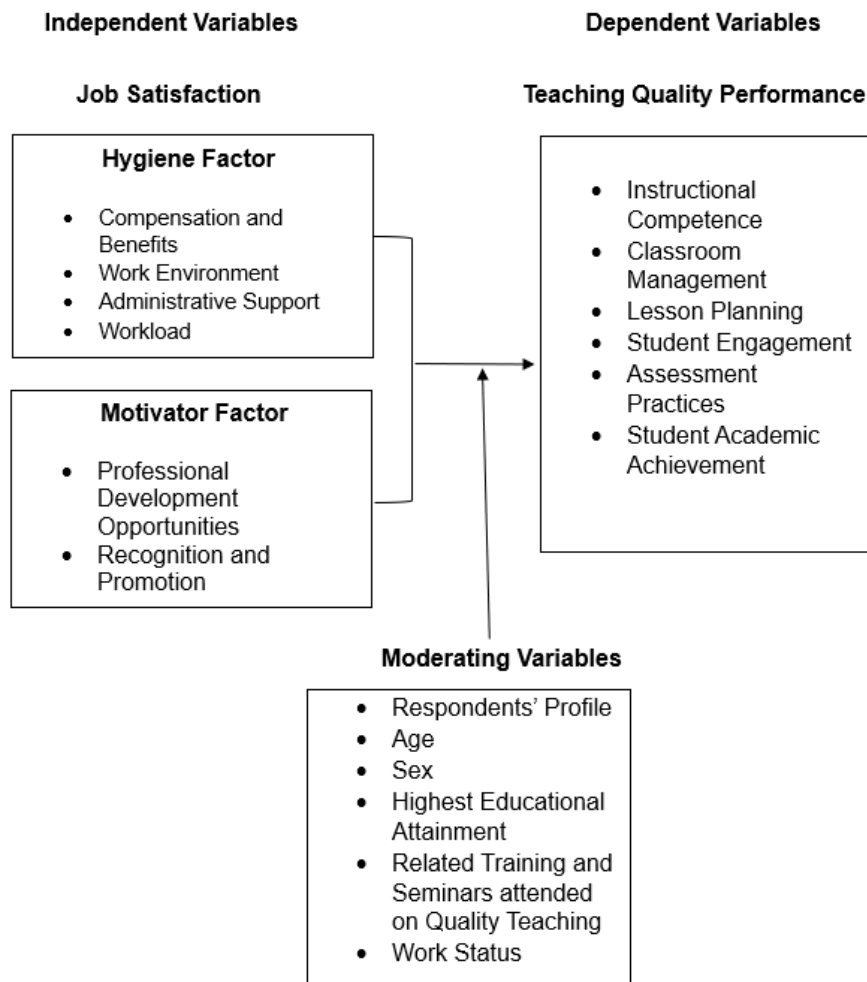


Figure 1. Schematic Presentation showing the Interplay of the Independent, Dependent and Moderating Variables of the Study

Statement of the Problem

The study was conducted to determine the level of job satisfaction and teaching quality performance of private sectarian schools for the School Year 2026-2027. In this context, it aimed to answer the following questions:

1. What is the respondent's profile based on age, sex, highest educational attainment, related trainings and seminars attended and work status?
2. What is the level of job satisfaction of teachers in relation to hygiene factors based on compensation and benefits, work environment, administrative support, and workload?
3. What is the level of job satisfaction of teachers in relation to motivator factors, based on professional development opportunities, recognition, and promotion?
4. What is the level of teaching quality performance of teachers in relation to instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student academic achievement?
5. Is there a significant relationship between the hygiene factor and teaching quality performance in the private schools?
6. Is there a significant relationship between the motivator factor and teaching quality performance?
7. Is there a significant influence of job satisfaction on teaching quality performance?
8. Is there a significant relationship between the respondents' profile and job satisfaction?
9. Is there a significant relationship between the respondents' profile and teaching quality performance?

Hypothesis

Problems 1,2 and 3 are hypothesis-free. Based on Problems 4 and 5, the hypotheses were tested at a 0.05 level of significance.

H01: There is no significant relationship between the level of job satisfaction and teaching quality performance in the private schools.

H02: There is no significant difference between the level of teaching quality of teachers and their respondent profile.

H03: There is no significant influence between job satisfaction and teaching quality performance in the private sectarian schools.

Significance of the Study

This study is significant because it examines how job satisfaction relates to teachers' performance in CONAS schools. Its findings will help school administrators and other stakeholders understand the importance of job satisfaction in achieving quality teaching.

The results may guide school directors and heads in developing measures that improve teachers' job satisfaction and teaching quality. They may also serve as a basis for decisions on teacher remuneration and welfare.

For teachers, the study may increase awareness of factors that affect their performance, including workload, recognition, salary, and professional development. For students, improved teacher job satisfaction may contribute to better teaching and academic outcomes.

Finally, the study may serve as a reference for future research on job satisfaction in private and sectarian educational institutions.

Scope and Limitation

This study focused on job satisfaction and teaching quality performance among teachers in the Cagayan de Oro Network of Archdiocesan Schools System (CONAS) under the Diocese of Cagayan de Oro. It covered archdiocesan elementary and high schools in El Salvador City, Initao, Kinoguitan, Claveria, and Magsaysay in Misamis Oriental, and Sagay, Camiguin Province.

The study examined job satisfaction in terms of compensation and benefits, work environment, administrative support, professional development, workload, and recognition and promotion, and teaching quality performance in terms of instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student academic achievement. It also profiled respondents based on age, sex, highest educational attainment, and related trainings and seminars attended. Data were collected through patterned and modified survey questionnaires during the current academic year.

The study had three main limitations. First, it was limited to CONAS schools, which may affect the generalizability of the findings to other schools. Second, the use of self-reported data may be influenced by respondents' personal perceptions and biases. Lastly, the cross-sectional design captured data at one point in time and did not account for changes in job satisfaction or teaching performance over time.

METHODOLOGY

The study employed a quantitative descriptive-correlational research design to determine the relationship between teachers' job satisfaction and teaching quality performance in a private sectarian school. These included the research design, study setting, map, research respondents, categorization of variables, data gathering procedures, statistical analysis treatment, and ethical considerations.

Research Design

This study used a quantitative descriptive-correlational research design to describe teachers' levels of job satisfaction and teaching quality performance and examine the relationship between the two variables. Job satisfaction covered the identified satisfaction factors, while teaching quality performance included instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student academic achievement.

The descriptive component described the teachers' experiences and perceptions, while the correlational component determined the strength of the relationship between job satisfaction as the independent variable and teaching quality performance as the dependent variable. Data were collected from the same group of teachers without introducing interventions or changing existing conditions.

The descriptive-correlational design was appropriate because the study examined naturally occurring variables within the teachers' actual school environment. As noted by Saro et al. (2023), this approach can provide useful information for improving teachers' skills, developing policies, and planning interventions to support teacher morale and teaching effectiveness.

Research Respondents

This study was conducted with two hundred (200) teachers in different Cagayan de Oro Network Association Schools, or CONAS schools, in the province of Misamis Oriental in the School Year 2026-2027. A patterned and modified sampling technique was used in the study to obtain a clear representation and to avoid biases in the sampling technique. The approach was suitable for this research study for all Cagayan de Oro Network Association Schools and CONAS teachers, where complete analysis of these respondents varies with different experiences, educational attainment and their own demographic profile.

The distribution of respondents is outlined in the table below:

Table A	
Distribution of Respondents	
School	Respondents
A	39
B	17
C	14
D	20
E	20
F	17
G	75
Total	200

Sampling Technique

The researcher used universal or census sampling, in which all teachers who met the criteria of the target population were included in the study. This approach provided a complete representation of teachers in the CONAS schools and allowed all qualified participants an equal opportunity to participate. It also supported the comparison of groups based on job satisfaction and teaching quality performance and enabled a comprehensive examination of their relationship across different school locations and types.

Research Instruments

The study used a patterned and modified survey questionnaire to gather data on respondents' profiles, job satisfaction, and teaching quality performance. The questionnaire was administered to teachers in CONAS schools in Misamis Oriental and consisted of three parts.

Part I gathered the respondents' demographic and professional profiles, including age, sex, highest educational attainment, and related trainings and seminars attended.

Part II assessed job satisfaction based on the Two-Factor Theory, covering hygiene factors—compensation and benefits, work environment, administrative support, and workload—and motivator factors—professional development opportunities, recognition, and promotion. Responses were rated using a 4-point Likert scale from 1 (Very Low) to 4 (Very High).

Part III assessed teaching quality performance based on the CONAS administrative manual. It covered instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student academic achievement. Responses were rated using a 4-point scale from 1 (Never) to 4 (At All Times).

The questionnaire was designed for clarity, relevance, and ease of administration and was aligned with the context and objectives of the study.

Validity and Reliability

The research instruments were reviewed by experts to ensure their clarity, relevance, and accuracy in measuring job satisfaction and teaching quality performance. The questionnaires were revised based on the experts' evaluation and were designed with consideration for confidentiality, ethics, and privacy.

A pilot test was conducted on April 29, 2026, involving 30 teachers from a private sectarian school who were not included in the actual respondents. The instruments obtained a Cronbach's alpha of 0.966, indicating high internal consistency and supporting the reliability of the questionnaires.

Data Gathering Procedure

The researcher first obtained permission from the superintendent of the Cagayan de Oro Network Association Schools (CONAS) and consulted the heads of the participating schools regarding the study's purpose, methods, and duration. Teachers were informed about the study and invited to participate voluntarily through a consent letter explaining its objectives, procedures, risks, and benefits.

Data collection was conducted during 2026–2027 in the participating CONAS schools using closed-type questionnaires. The questionnaire consisted of three sections: respondents' profile, job satisfaction based on Herzberg's Two-Factor Theory, and teaching quality performance in terms of instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student academic achievement.

The researcher provided clear instructions and sufficient time for teachers to complete the questionnaires. Confidentiality and anonymity were maintained throughout the process. After collection, the responses were secured and reviewed for completeness and accuracy, with unclear or incomplete responses clarified when necessary.

Statistical Treatment of Data

The study used descriptive and inferential statistics to analyze data from 200 teachers. Frequency distributions, means, and standard deviations were used to describe the respondents' profiles and levels of job satisfaction and teaching quality performance.

Pearson correlation was used to determine the relationship between job satisfaction and teaching quality performance. Correlational analysis was also used to examine whether respondents' profiles were significantly related to teaching quality performance and to assess the strength of the association between job satisfaction dimensions and teaching quality performance.

The results provided a basis for understanding the relationship between job satisfaction and teaching quality performance and for developing evidence-based recommendations for improving teaching practices.

Ethical Considerations

The researcher observed ethical principles throughout the study. Participants were clearly informed about the study's objectives, procedures, participation requirements, risks, and benefits before giving consent. Participation was voluntary, and teachers were informed of their right to withdraw at any time without negative consequences.

Confidentiality, anonymity, and privacy were maintained through the use of anonymous questionnaires and secure handling of the data. Participants' responses were not publicly disclosed or linked to their

identities. Access to the research data and results was limited to authorized individuals, including the researchers, superintendent, and school principal.

These measures ensured that participants' rights were protected and that the study was conducted in a fair, respectful, and responsible manner.

RESULTS AND DISCUSSION

This section presented the results, the interpretation, analysis, implications, insights, and significance. This included the discussions, conclusions, and recommendations that made up the significant constituents of this research paper.

Problem 1. What is the respondent's profile in terms of age, sex, highest educational attainment, related trainings and seminars attended and work status?

Table 1
Distribution of Respondents' Profile

Variable	Category	Frequency	Percentage
Age	51 years and above	28	14.0%
	41 – 50 years	40	20.0%
	31 – 40 years	67	33.5%
	20 years old and above	65	32.5%
Total		200	100%
Sex	Male	67	33.5%
	Female	133	66.5%
Total		200	100%
Highest Educational Attainment	Doctorate Degree	5	2.5%
	With Doctorate Degree Units	7	3.5%
	Master's Degree	10	5%
	With master's degree Units	26	13%
	Bachelor's Degree	152	76%
Total		200	100%
Training and Seminars Attended	PEAC In-service Training	65	32.5%
	CONAS In-service Training		
	DepEd Division In-service Training	73	36.5%
	School Training and Workshop	46	23%
	CEAP National Conference	16	8%
Total		200	100%
Work Status	Permanent	123	61.5%
	Probationary	65	32.5%
	Part time	12	6%
Total		200	100%

Most respondents were 31–40 years old, with 67 (33.5%). This indicates that many teachers are in the middle stage of their careers. Schools should provide continuous professional development, mentoring, and appropriate workload assignments. Burić and Kim (2021) and Toropova et al. (2021) noted that teaching experience and age may contribute to teachers' competence and instructional quality.

Female teachers comprised 133 (66.5%), while males comprised 67 (33.5%). Schools should provide equal opportunities for professional development, recognition, leadership, and supportive working conditions. Sarabia and Collantes (2020) found gender to be related to teaching performance, while Skaalvik and Skaalvik (2021) noted differences in job satisfaction among male and female teachers.

Most respondents held bachelor's degrees, while only 5 (2.5%) had a Doctorate Degree. This suggests a need to encourage postgraduate studies to strengthen teachers' academic and instructional competencies. Burić and Kim (2021) and Hammond et al. (2020) associated higher educational qualifications with stronger instructional competence and subject knowledge.

The DepEd Division In-Service Training had the highest participation, with 73 (36.5%), while the CEAP National Conference had the lowest, with 16 (8%). This indicates that teachers participate more in accessible division-level training. Schools should continue supporting professional development and provide opportunities for participation in wider training activities. Hollar et al. (2022), Ligan and Basaran (2023), and Duraku et al. (2022) emphasized the value of training in improving teachers' knowledge, skills, motivation, and instructional practices.

Permanent teachers had the highest frequency at 123 (61.5%), indicating that most respondents have stable employment. This may support professional commitment and continuity in school activities. Part-time teachers had the lowest frequency at 12 (6%). Schools should provide both permanent and part-time teachers with opportunities for professional development and support. Thomas and Hammond (2021) and Topchyan and Woehler (2021) associated employment security with teacher retention, job satisfaction, and work performance.

Problem 2: What is the respondents' level of job satisfaction in terms of hygiene factors based on compensation and benefits, work environment, administrative support, and workload?

Table 2
Distribution of Respondents' Level of Job Satisfaction in terms of Hygiene Factors based on Compensation and Benefits

Indicators	Mean	SD	Description
As a Teacher, ...			
I am satisfied with my current salary as a teacher.	3.26	0.76	Always
I am satisfied with the overall benefits and compensation package offered by my institution	3.27	0.77	Always
I received adequate incentives and bonuses for my outstanding performance	3.26	0.75	Always
I am satisfied with the opportunities for salary increase or related promotion within the institution.	3.25	0.74	Often
I receive non-monetary benefits such as professional development support, recognition	3.25	0.74	Often

programs, and flexible work arrangements that contribute positively to my job satisfaction.			
I get paid what I anticipate. It is feasible and reasonable.	3.28	0.76	Always
I receive the benefits and compensation that motivate me to remain in the teaching profession.	3.29	0.79	Always
Overall	3.27	0.75	Always
Legend:	3.26-4.00 –always – very high		1.76-2.50 –
Sometimes / Low	2.51-3.25 - often - high		1.00-1.75 – Never / Very Low

Table 2 shows that respondents had a very high level of job satisfaction in terms of compensation and benefits, with an overall mean of 3.27 (SD = 0.75), interpreted as Always. This indicates that salary, incentives, and benefits contribute positively to teachers' job satisfaction, security, and commitment. The indicator "I receive the benefits and compensation that motivate me to remain in the teaching profession" obtained the highest mean of 3.29 (SD = 0.79), interpreted as Very High. This suggests that adequate compensation and benefits encourage teachers to remain in the profession. Nguyen et al. (2020), Han et al. (2021), and Skaalvik and Skaalvik (2021) emphasized that compensation and supportive working conditions contribute to job satisfaction, commitment, retention, and teaching effectiveness. The indicator "I am satisfied with the opportunities for salary increase or related promotion within the institution" had a mean of 3.25 (SD = 0.74), interpreted as High. This indicates that opportunities for salary increases and career advancement may still be strengthened. Schools may provide clearer opportunities for promotion and professional growth to further improve teachers' motivation and commitment (Llorens, 2021; Johnston, 2020). Similarly, the indicator on non-monetary benefits, such as professional development support, recognition, and flexible work arrangements, also obtained 3.25 (SD = 0.74), interpreted as High. This suggests that schools can further strengthen non-financial incentives and professional support. Toropova et al. (2021) and Deslate and Pallada (2023) emphasized that recognition, professional development, and institutional support are associated with teachers' job satisfaction, commitment, and professional growth.

Table 3
Distribution of Respondents' Level of Job Satisfaction in terms of Hygiene Factors based on Work Environment

Indicators	Mean	SD	Description
As a teacher, ...			
I am satisfied with the physical condition of my classroom such as lighting, ventilation, space, and cleanliness.	3.25	0.75	Often
I feel motivated to perform well in a fair and safe school environment as a teacher	3.27	0.77	Always

I feel a sense of pride and accomplishment in my work.	3.26	0.78	Always
I have clear and efficient communication in my institution.	3.28	0.79	Always
I have access to teaching facilities and instructional materials needed to perform my teaching effectively.	3.26	0.76	Always
I feel comfortable and at ease with the collaboration and positive relationships among my co-teachers.	3.27	0.78	Always
I am satisfied with the school's policies and procedures that help maintain a positive and orderly work environment.	3.29	0.80	Always

Overall	3.26	0.79	Always
Legend:	3.26-4.00 – Always/ Very High	1.76-2.50 – Sometimes / Low	
	2.51-3.25 – Often / High	1.00-1.75 – Never / Very Low	

Table 3 shows a very high level of job satisfaction in terms of work environment, with an overall mean of 3.26 (SD = 0.79), interpreted as Always. This indicates that teachers generally perceive their work environment as supportive and conducive to performing their duties. Positive relationships, clear systems, and supportive working conditions may promote job satisfaction and professional well-being (Yuan et al., 2020; Collie, 2021).

The indicator “I am satisfied with the school’s policies and procedures that help maintain a positive and orderly work environment” obtained the highest mean of 3.29 (SD = 0.80), interpreted as Very High. This suggests that clear policies and procedures help reduce uncertainty, strengthen trust, and allow teachers to focus on their instructional responsibilities. Madrid et al. (2020) and Bruna et al. (2022) emphasized the importance of supportive work conditions, flexibility, and organizational resources.

The indicator “I am satisfied with the physical condition of my classroom, such as lighting, ventilation, space and cleanliness” obtained the lowest mean of 3.25 (SD = 0.75), interpreted as High. This indicates that physical facilities may still be improved. School administrators should regularly assess classrooms, facilities, and instructional resources to provide a safe and comfortable environment for teachers and learners. Acton and Glasgow (2020) noted that workplace facilities are related to job satisfaction and stress.

Overall, maintaining supportive policies, positive relationships, and adequate physical facilities can help sustain teachers’ job satisfaction and well-being.

Table 4
Distribution of Respondents' Level of Job Satisfaction in terms of Hygiene factors based on Administrative Support

Indicators	Mean	SD	Description
As a teacher, ...			
I obtain administrative support for my professional growth and development.	3.27	0.75	Always
I am clearly guided by the policy of the school in carrying out my teaching responsibilities.	3.26	0.77	Always
I feel valued and listened to, and that my concerns are considered in decision-making.	3.27	0.76	Always
I feel confident in the timely feedback on my performance from the administration.	3.26	0.75	Always
I receive assistance from administrators when challenges arise in my work.	3.28	0.78	Always
I receive benefits and recognition from the administration in return for my length of service rendered.	3.26	0.76	Always
I receive full and fair support from the school, which gives positive impact on my job satisfaction.	3.30	0.82	Always
Overall	3.27	0.77	Always
Legend:	3.26-4.00 – Always / Very High	1.76-2.50 – Sometimes / Low	
	2.51-3.25 – Often / High	1.00-1.75 – Never / Very Low	

Table 4 shows a very high level of job satisfaction in terms of administrative support, with an overall mean of 3.27 (SD = 0.77), interpreted as Always. This indicates that teachers generally receive strong administrative support, contributing to job satisfaction and professional well-being. Ingersoll et al. (2021), Hattie (2023), and Hammond (2021) emphasized the importance of support, resources, and collaboration in improving teaching.

The indicator on full and fair school support had the highest mean of 3.30 (SD = 0.82), interpreted as Very High. This suggests that fair and reliable support strengthens teachers' trust and confidence. Composono and Falcunaya (2020) and Erturk (2021) linked administrative support and feedback with job satisfaction and well-being.

The indicators on clear school policies, timely performance feedback, and benefits and recognition for length of service each obtained 3.26, interpreted as Very High. These findings suggest that clear communication, timely feedback, and recognition should be maintained to support teachers' professional growth, motivation, and commitment (Kraft et al., 2020; Armstrong, 2022; Nzowa, 2020).

Overall, continued administrative support, clear communication, feedback, and recognition can help sustain teachers' job satisfaction and teaching performance.

Table 5
Distribution of Respondents' Level of Job Satisfaction in terms of Hygiene Factors based on Workload

Indicators	Mean	SD	Description
As a teacher,...			
I handle teaching workload, enough and it is reasonable and manageable.	3.27	0.76	Always
I am satisfied with the balance between my teaching load and non-teaching responsibilities.	3.26	0.75	Always
I have several classes and students assigned to me is appropriate for my workload.	3.25	0.74	Often
I have sufficient time to prepare lessons, check student work, and complete required documentation.	3.27	0.76	Always
I have a coordinatorship task and other assignments that do not interfere with my teaching responsibilities.	3.26	0.77	Always
I handle workload and allow my healthy work-life balance.	3.28	0.79	Always
I have enough and a fair workload, and good co-workers that motivate my job satisfaction.	3.27	0.76	Always
Overall	3.26	0.76	Always
Legend:	3.26-4.00 – Always / Very High	1.76-2.50 – Sometimes / Low	
	2.51-3.25 – Often / High	1.00-1.75 – Never / Very Low	

Table 5 shows a very high level of job satisfaction in terms of workload, with an overall mean of 3.26 (SD = 0.76), described as Always. This indicates that teachers generally perceive their workload as manageable and supportive of their teaching responsibilities and well-being. Appropriate workload distribution may reduce stress, prevent burnout, and improve job satisfaction and retention (Toropova et al., 2021; Skaalvik & Skaalvik, 2020; Collie et al., 2020).

The indicator “As a teacher, I handle workload and allow for a healthy work-life balance” obtained the highest mean of 3.28 (SD = 0.79), described as Always and interpreted as Very High. This suggests that teachers are generally able to balance their professional and personal responsibilities. Maintaining reasonable and fairly distributed workloads can support teacher well-being and job satisfaction (Skaalvik & Skaalvik, 2021; Collie, 2021).

In contrast, “As a teacher, I have several classes and students assigned to me that are appropriate for my workload” obtained the lowest mean of 3.25 (SD = 0.74), described as Often and interpreted as High. This indicates that some teachers may still experience challenges related to class size, teaching hours, and workload demands. Schools may therefore strengthen workload distribution and staffing arrangements to maintain favorable working conditions. Acton and Glasgow (2020), Jerrim and Sims (2021), and Stacey

et al. (2020) noted that excessive workload and additional work hours may contribute to stress, reduced well-being, and difficulties in managing professional responsibilities.

Table 6
Summary Distribution of Respondents' Level of Job Satisfaction in terms of Hygiene Factors

Variables	Mean	SD	Interpretation
Compensation and Benefits	3.27	0.75	Very High
Work Environment	3.26	0.79	Very High
Administrative Support	3.27	0.77	Very High
Workload	3.26	0.76	Very High
Overall	3.27	0.77	Very High
Legend:	3.26-4.00 – Always / Very High		1.76-2.50 – Sometimes / Low
	2.51-3.25 – Often / High		1.00-1.75 – Never / Very Low

Table 6 shows that respondents had a very high level of job satisfaction in terms of hygiene factors, with an overall mean of 3.27 (SD = 0.77). This indicates that compensation and benefits, work environment, administrative support, and workload are generally perceived as adequate and supportive of teachers' job satisfaction. According to Herzberg's Two-Factor Theory, hygiene factors help prevent dissatisfaction and promote positive perceptions of the workplace.

Among the dimensions, compensation and benefits obtained the highest mean of 3.27 (SD = 0.75), interpreted as Very High. This suggests that teachers value fair compensation and benefits as sources of financial security and job satisfaction. Adequate compensation may also strengthen commitment and retention (Newman et al., 2020; Llorens, 2021; Johnston, 2020).

Administrative support also obtained a mean of 3.27, indicating that teachers generally perceive the support from school leaders as important to their working conditions. Fair treatment, open communication, and supportive leadership may strengthen teacher satisfaction, well-being, and professional commitment (Collie, 2021; Toropova et al., 2021; Hattie, 2023).

In contrast, work environment and workload both obtained the lowest mean of 3.26, interpreted as Very High. The findings indicate that teachers generally perceive their working conditions as favorable, although improvements may still be needed in workplace relationships, class size, workload distribution, and multiple teaching responsibilities. A supportive work environment and balanced workload can promote teacher well-being and satisfaction, while excessive workload may contribute to stress and burnout (Yuan et al., 2020; Madrid et al., 2020; Acton & Glasgow, 2020; Collie et al., 2020).

Overall, the findings suggest that maintaining fair compensation, supportive administration, a positive work environment, and reasonable workload distribution can help sustain teachers' job satisfaction and professional commitment.

Problem 3: What is the level of job satisfaction of teachers in relation to motivator factors based on professional development opportunities, recognition and promotion?

Table 7
Distribution of Respondents' Level of Job Satisfaction in terms of Motivator Factors such as Professional Development Opportunities

Indicators	Mean	SD	Description
As a teacher, ...			
I have been given opportunities to attend seminars and in-service training.	3.26	0.77	Always
I acquire the professional development programs offered by the school that are aligned with my teaching needs.	3.29	0.80	Always
I am encouraged by the administration to participate in in-service training, conferences, and even further studies.	3.27	0.76	Always
I am satisfied with the school's support in the training and applying new knowledge and skills gained from workshops and seminars.	3.26	0.75	Always
I am motivated by the professional development activities, and it helped me improve my teaching performance.	3.28	0.76	Always
I participate in the professional development programs, and it increases my job satisfaction as a teacher.	3.27	0.76	Always
I obtain well-being Opportunities that increase my motivation and job satisfaction as a teacher.	3.26	0.76	Always
Overall	3.26	0.76	Always
Legend:	3.26-4.00 – Always / Very High 2.51-3.25 – Often / High 1.76-2.50 – Sometimes / Low 1.00-1.75 – Never / Very Low		

Table 7 shows a very high level of job satisfaction in terms of professional development opportunities, with an overall mean of 3.27 (SD = 0.76), described as Always. This indicates that teachers view professional development as an important source of job satisfaction, professional growth, and improved instructional competence. Opportunities for continuous learning, skill development, and career advancement may strengthen teachers' confidence and effectiveness (Kraft et al., 2021; Avalos, 2021). The indicator "As a teacher, I am satisfied with the professional development programs offered by the institution that are aligned with my instructional needs" obtained the highest mean of 3.29 (SD = 0.80), interpreted as Very High. This suggests that teachers find the professional development programs relevant to their instructional needs and professional goals. Training, seminars, and workshops can help teachers acquire new competencies, improve teaching strategies, and strengthen professional confidence (König et al., 2020; Hammond et al., 2020; Kraft et al., 2021). Several indicators obtained the lowest mean of 3.26, all interpreted as Very High. These included opportunities to attend seminars and in-service training (SD = 0.77), school support in applying knowledge and skills gained from training (SD = 0.75), and well-being opportunities that increase motivation and job

satisfaction ($SD = 0.76$). Although the ratings remain very high, these areas may be further strengthened through more accessible training, mentoring, instructional coaching, and wellness programs.

Institutional support is important in helping teachers apply professional learning to classroom practice. Professional development that emphasizes content knowledge, collaboration, and active learning can strengthen teachers' knowledge, skills, motivation, and instructional practices (Pak et al., 2020; Hollar et al., 2022; Ligan & Basaran, 2023; Duraku et al., 2022). Similarly, supportive professional development and positive working conditions can contribute to teacher well-being and job satisfaction (Zhang et al., 2026; Hascher & Waber, 2021).

Overall, the findings indicate that professional development opportunities contribute positively to teachers' job satisfaction while providing areas for continued improvement in training access, application of learning, and teacher well-being.

Table 8
Distribution of Respondents' Level of Job Satisfaction in terms of Motivator Factors such as Recognition and Promotion

Indicators	Mean	SD	Description
As a teacher, ...			
I am praised and acknowledged by the school administration for my effort and accomplishments.	3.26	0.76	Always
I feel that my colleagues respect and value my professional expertise and contributions to the school.	3.27	0.78	Always
I receive constructive feedback from my school head that validates my efforts and successes in the classroom.	3.28	0.79	Always
I have been given fair and equal opportunities for promotion within the school.	3.26	0.75	Always
I am satisfied with the given promotion in school that is awarded fairly, based on merit and performance evaluations.	3.27	0.77	Always
I have been given opportunities for training and other development programs that prepare me for future promotion.	3.26	0.76	Always
I am satisfied with the clear and transparent criteria for recognition of teachers given by the school.	3.29	0.82	Always
Overall	3.27	0.78	Always
Legend:	3.26-4.00 – Always / Very High 1.76-2.50 – Sometimes / Low 2.51-3.25 – Often / High 1.00-1.75 – Never / Very Low		

Table 8 shows a very high level of job satisfaction in terms of recognition and promotion, with an overall mean of 3.27 ($SD = 0.78$), described as Always. This indicates that teachers generally view recognition and promotion as important sources of motivation, professional growth, and job satisfaction. Clear and fair recognition and advancement opportunities may strengthen teachers' commitment and engagement (Kim & Thi Hang, 2024; Armstrong, 2022; Ryan & Deci, 2020).

The indicator “As a teacher, I am satisfied with the clear and transparent criteria for recognition of teachers given by the school” obtained the highest mean of 3.29 (SD = 0.82), interpreted as Very High. This suggests that teachers value transparent recognition systems and feel more motivated when their efforts and achievements are acknowledged. Recognition can contribute to teacher engagement and positive work experiences (Skaalvik & Skaalvik, 2021; Collie, 2021; Armstrong, 2022).

Several indicators obtained the lowest mean of 3.26. These included fair and equal opportunities for promotion (SD = 0.75) and opportunities for training and development programs that prepare teachers for future promotion (SD = 0.76), both interpreted as Very High. Although the ratings remain favorable, these areas may be strengthened by providing clearer career pathways, equitable promotion opportunities, and accessible professional development programs.

Recognition and professional development can motivate teachers, strengthen their skills, and prepare them for greater responsibilities. Clear promotion pathways and opportunities for career growth may also support job satisfaction and retention (Nzowa, 2020; Hollar et al., 2022; Srivastava, 2025).

Overall, the findings indicate that recognition and promotion contribute positively to teachers’ job satisfaction, while continued attention to fair recognition, promotion opportunities, and career development can further support teachers’ professional growth and commitment.

Table 9

Summary of Respondents’ Level of Assessment of Job Satisfaction in terms of Motivator Factor

Variables		Mean	SD	Interpretation
Professional Development Opportunities		3.26	0.76	Very High
Recognition and Promotion		3.27	0.78	Very High
Overall		3.27	0.77	Very High
Legend:		3.26-4.00 – Always / Very High		1.76-2.50 – Sometimes / Low
		2.51-3.25 – Often / High		1.00-1.75 – Never / Very Low

Table 9 presents the respondents’ level of job satisfaction in terms of motivator factors, which obtained an overall mean of 3.27 (SD = 0.77), interpreted as Very High. This indicates that intrinsic factors such as recognition, promotion, and professional development contribute to teachers’ sense of achievement, growth, commitment, and dedication. Herzberg’s Two-Factor Theory explains that motivator factors promote job satisfaction through accomplishment, recognition, and self-development.

Recognition and Promotion received the highest mean of 3.27 (SD = 0.78), interpreted as Very High, indicating that teachers value fair and open recognition and promotion systems. Recognition and appreciation can increase teachers’ job satisfaction and motivation, particularly when schools have clear recognition systems (Skaalvik & Skaalvik, 2021). Collie (2021) emphasized that recognition helps teachers feel appreciated, while Rabago and Mapa (2020) highlighted the importance of recognizing teachers’ contributions.

Meanwhile, Professional Development Opportunities received the lowest mean of 3.26 (SD = 0.76), although still interpreted as Very High. This suggests that teachers are generally satisfied with available opportunities but may still need additional support to strengthen their curriculum competencies and

instructional practices. König (2020) emphasized mentoring and follow-up activities, while Avalos (2021) stressed continuous professional support. Kraft et al. (2021) further noted that well-structured professional learning initiatives can improve instructional practices.

Problem 4. What is the level of teaching quality performance of teachers, considering the instructional competence, classroom management, lesson planning, student engagement, assessment practices and student academic achievement?

Table 10
Distribution of Respondents' Level of Teaching Quality Performance considering Instructional Competence

Indicators	Mean	SD	Description
As a teacher, ...			
I demonstrate understanding of the subject matter, addressing students' learning with clarity and precision.	3.26	0.75	Always
I can effectively connect new concepts to students' prior knowledge and real-world applications.	3.27	0.76	Always
I use appropriate teaching strategies to address the diverse learning needs of students.	3.26	0.76	Always
I design lessons with clear, measurable objectives that align with curriculum standards.	3.28	0.78	Always
I present lessons in a clear, organized, and engaging manner.	3.26	0.77	Always
I use a variety of instructional methods to enhance student learning.	3.27	0.75	Always
I integrate instructional materials and technology effectively in my lessons.	3.26	0.76	Always
Overall	3.27	0.76	Always
Legend:	3.26-4.00 – Always / Very High 2.51-3.25 – Often / High 1.76-2.50 – Sometimes / Low 1.00-1.75 – Never / Very Low		

Table 10 presents the level of teaching quality performance in terms of instructional competence, with an overall mean of 3.27 (SD = 0.76), described as Always and interpreted as Very High. This indicates that teachers consistently demonstrate strong skills in planning, delivering, and evaluating instruction. Caliboso et al. (2025) emphasized that teaching strategies, communication, and reflective practices enhance student learning, while Hammond (2020) noted that professionally prepared teachers contribute to better instructional quality and learner outcomes.

The indicator “I design lessons with clear, measurable objectives that align with curriculum standards” received the highest mean of 3.28 (SD = 0.78), interpreted as Very High, showing that teachers consistently plan lessons based on clear objectives. Darling-Hammond et al. (2020) and König, Jäger et al. (2020)

emphasized that systematic lesson planning supports effective teaching strategies and better learning outcomes.

Meanwhile, the indicators on subject matter understanding, appropriate teaching strategies, clear lesson presentation, and effective use of instructional materials and technology each obtained a mean of 3.26, interpreted as Very High. These results indicate strong instructional competence but also suggest areas for continued improvement, particularly in addressing diverse learning needs, communication, and technology integration. Burić and Kim (2021), Fabelico and Afalla (2023), and Olapane (2023) emphasized the importance of content knowledge, instructional competence, and technology in effective teaching.

Therefore, school administrators should continue supporting teachers through professional development, mentoring, seminars, and access to appropriate technological resources. Falloon et al. (2020) and Reisoglu and Cebi (2020) highlighted the importance of digital resources and teachers' digital competencies in improving teaching and learning.

Table 11
Distribution of Respondents' Level of Teaching Quality Performance considering Classroom Management

Indicators	Mean	SD	Description
As a teacher,...			
I orient classroom rules and expectations at the beginning of the school year.	3.30	0.79	Always
I organize classroom routines and procedures efficiently.	3.27	0.76	Always
I treat students respectfully and listen when students speak.	3.28	0.77	Always
I organize classroom seating arrangements for easy visibility of the teacher and instructional materials for all students.	3.27	0.75	Always
I maintain a classroom environment where students feel treated with respect, and their contributions are valued.	3.28	0.78	Always
I handle conflicts among students calmly and constructively, where both students are being heard.	3.26	0.76	Always
I maintain students' attention and engagement throughout the lesson activity.	3.27	0.77	Always
Overall	3.28	0.77	Always
Legend:	3.26-4.00 – Always / Very High		1.76-2.50 – Sometimes / Low
	2.51-3.25 – Often / High		1.00-1.75 – Never / Very Low

Table 11 presents the respondents' level of teaching quality performance in terms of classroom management, with an overall mean of 3.28 (SD = 0.77), described as Always and interpreted as Very High. This indicates that teachers consistently practice effective classroom management by maintaining a

systematic, disciplined, and conducive learning environment. Effective classroom management promotes student participation, positive behavior, and academic success. Korpershoek et al. (2022) found that classroom routines improve student motivation and academic performance, while Aloe et al. (2022) and Egeberg et al. (2021) emphasized that effective management reduces disruptive behavior and improves student participation and instructional effectiveness.

The indicator “I orient classroom rules and expectations at the beginning of the school year” received the highest mean of 3.30 (SD = 0.79), interpreted as Very High. This shows that teachers consistently establish clear rules and expectations, helping create an orderly and harmonious classroom environment. Evertson and Weinstein (2021) and Oliver and Reschly (2020) noted that effective classroom management promotes student engagement, cooperation, appropriate behavior, and academic performance.

Meanwhile, “I handle conflicts among students calmly and constructively, where both students are being heard” received the lowest mean of 3.26 (SD = 0.76), although still interpreted as Very High. This indicates that teachers are generally capable of managing conflicts but may benefit from further strengthening their communication, mediation, and conflict-resolution skills. Schools may provide professional development on restorative practices and conflict management to enhance these competencies. Collier et al. (2020) emphasized that such practices can promote positive classroom climates and appropriate student behavior, while Korpershoek et al. (2022) highlighted the role of positive relationships and conflict reduction in improving student motivation and academic performance.

Table 12

Distribution of Respondents’ Level of Teaching Quality Performance considering Lesson Planning

Indicators	Mean	SD	Description
As a teacher,...			
I align my lesson objectives based on curriculum standards.	3.26	0.76	Always
I prepare a lesson plan before conducting my classes.	3.25	0.75	Often
I prepare a lesson plan according to the diverse learning needs of my students.	3.27	0.76	Always
I integrate appropriate teaching strategies in my lesson planning.	3.24	0.73	Often
I made revision and improve my lesson plan.	3.26	0.76	Always
I ensure that my lesson plan can be actively participated in by the students.	3.28	0.78	Always
I include assessment strategies in my lesson plans to evaluate student learning.	3.27	0.76	Always
Overall	3.26	0.75	Always
Legend:	3.26-4.00 – Always / Very High 2.51-3.25 – Often / High 1.76-2.50 – Sometimes / Low 1.00-1.75 – Never / Very Low		

Table 12 presents the respondents’ level of teaching quality performance in terms of lesson planning, with an overall mean of 3.26 (SD = 0.75), described as Always and interpreted as Very High. This indicates that teachers consistently practice effective lesson planning by organizing learning experiences, setting instructional goals, and preparing activities that support desired learning outcomes. Khan et al. (2024)

found that well-developed lesson plans positively affect students' academic performance, while Zaragoza et al. (2023) and Lammert and Godfrey (2025) emphasized that systematic lesson planning improves teachers' instructional readiness.

The indicator "I ensure that my lesson plan can be actively participated in by the students" received the highest mean of 3.28 (SD = 0.78), interpreted as Very High. This shows that teachers prioritize learner-centered instruction and design activities that encourage active participation and collaboration. Darling-Hammond et al. (2020) and König et al. (2020) emphasized that structured lesson planning combined with active learning strategies improves student engagement and learning outcomes.

Meanwhile, "I integrate appropriate teaching strategies in my lesson planning" obtained the lowest mean of 3.24 (SD = 0.73), described as Often and interpreted as High. This indicates that teachers incorporate teaching strategies but may need to further develop their selection and use of diverse, research-based approaches. Burić and Kim (2021) highlighted the role of appropriate instructional strategies in teaching quality and student achievement, while Caliboso et al. (2025) and Pacuno and Sanchez (2020) emphasized teachers' knowledge, skills, student engagement, and effective instructional practices.

Therefore, continued professional development focused on innovative, differentiated, and evidence-based teaching strategies can further strengthen teachers' lesson planning and instructional effectiveness.

Table 13
Distribution of Respondents' Level of Teaching Quality
considering Student Engagement

Indicators	Mean	SD	Description
As a teacher,...			
I use frequent activities that require active involvement of the students.	3.25	0.74	Often
I use a collaborative teaching method to let the students work with peers.	3.26	0.76	Always
I encourage students' active participation during class discussions by using different teaching strategies.	3.28	0.77	Always
I connect lessons to real-life examples that are relevant to the students.	3.26	0.76	Always
I provide clear instructions that make it easy to follow and stay engaged.	3.27	0.76	Always
I use technology or multimedia effectively to enhance engagement.	3.26	0.75	Always
I motivate students to ask questions and express their ideas freely.	3.29	0.81	Always
Overall	3.27	0.76	Always
Legend:			
3.26-4.00 – Always / Very High		1.76-2.50 – Sometimes / Low	
2.51-3.25 – Often / High		1.00-1.75 – Never / Very Low	

Table 13 presents the respondents' level of teaching quality performance in terms of student engagement, with an overall mean of 3.27 (SD = 0.76), described as Always and interpreted as Very High. This indicates that teachers consistently promote student engagement by creating learning environments that encourage participation, interest, and active involvement. Student engagement reflects teachers' ability to motivate learners and provide meaningful learning experiences. Nelson et al. (2024) emphasized the influence of classroom contexts on student performance, while Skinner et al. (2021) found that student engagement is positively related to self-regulation and participation in academic tasks.

The indicator "I motivate students to ask questions and express their ideas freely" received the highest mean of 3.29 (SD = 0.81), interpreted as Very High. This shows that teachers encourage open communication and active participation, helping students build confidence and improve their understanding. Fredricks et al. (2020) highlighted that active classroom participation supports academic achievement, while Skinner and Pitzer (2021) emphasized the importance of teacher support and meaningful interaction in promoting student engagement.

Meanwhile, "I use frequent activities that require active involvement of the students" obtained the lowest mean of 3.25 (SD = 0.74), described as Often and interpreted as High. This suggests a need to strengthen the use of active learning activities such as group work, collaboration, exploration, and sharing. Schools should continue supporting teachers through professional development to enhance strategies that promote sustained student participation. Chi and Wylie (2020) noted that active learning improves engagement, comprehension, and retention, while Skinner et al. (2021) emphasized its connection with self-regulation and academic success. Reschly et al. (2022) further highlighted the role of engagement in motivation, resilience, and positive youth development.

Table 14
Distribution of Respondents' Level of Teaching Quality Performance considering Assessment Practices

Indicators	Mean	SD	Description
As a teacher,...			
I provide clear rubrics or success criteria before students begin a task.	3.26	0.76	Always
I utilize a variety of assessment formats such as projects, quizzes and presentations to allow students to demonstrate learning in different ways.	3.27	0.77	Always
I provide feedback during the learning process, rather than only at the end of a unit.	3.29	0.76	Always
I provide structured opportunities for students to engage in self-reflection or peer-review of their work.	3.30	0.83	Always
I give the grading practices as fair, consistent, and free from bias across all students.	3.27	0.77	Always
I provide opportunities to demonstrate learning in different ways such as written, oral, and practical work activity.	3.28	0.76	Always

I give assessments that require students to apply higher-order thinking skills such as analysis, synthesis or evaluation rather than simple recall. 3.27 0.77 Always

Overall	3.28	0.77	Always
Legend:	3.26-4.00 – Always / Very High	1.76-2.50 – Sometimes / Low	
	2.51-3.25 – Often / High	1.00-1.75 – Never / Very Low	

Table 14 presents the respondents' level of teaching quality performance in terms of assessment practices, with an overall mean of 3.28 (SD = 0.77), described as Always and interpreted as Very High. This indicates that teachers regularly use assessment strategies to monitor student progress, evaluate learning outcomes, and guide instructional decisions. Effective assessment helps identify learners' strengths and areas for improvement and supports continuous learning and instructional improvement. Boström and Palm (2023) emphasized that formative assessment can improve learning when teachers receive appropriate professional development, while Sortwell et al. (2024) highlighted its benefits in K–12 education. Ngamba and Lumadi (2025) further noted the need to strengthen assessment literacy and reduce overreliance on summative assessment.

The indicator “I provide structured opportunities for students to engage in self-reflection or peer review of their work” received the highest mean of 3.30 (SD = 0.83), interpreted as Very High. This shows that teachers encourage students to evaluate and reflect on their learning while using assessment results to monitor progress and improve instruction. Black and Wiliam (2020) emphasized that formative assessment through reflection and revision promotes learning and engagement, while Skinner et al. (2021) linked student engagement with academic success.

Meanwhile, “I provide clear rubrics or success criteria before students begin a task” obtained the lowest mean of 3.26 (SD = 0.76), although still interpreted as Very High. This indicates that teachers generally communicate assessment expectations but may further improve the use of clear rubrics and performance criteria. Schools should continue providing professional development on assessment literacy, formative assessment, feedback, and rubric development. Brookhart (2020) emphasized that clear rubrics promote fairness, transparency, and student learning, while Boström and Palm (2023) highlighted the value of teacher training in effective formative assessment.

Table 15
Distribution of Respondents' Level of Teaching Quality Performance considering Student Academic Achievement

Indicators	Mean	SD	Description
As a teacher,...			
I provide challenging tasks and assignments that can improve critical thinking and problem-solving skills.	3.27	0.78	Always
I provide guidance that helps the students perform better in exams and assignments.	3.26	0.77	Always

I use strategies that support different learning styles to maximize achievement.	3.27	0.78	Always
I provide timely and constructive feedback on assignments, helping the students to understand and improve their academic performance.	3.26	0.75	Always
I am consistently punctual, prepared for class, and demonstrate a strong dedication to the academic success of every student.	3.26	0.76	Always
I treat all students fairly and support them when they encounter difficulty with academic matters.	3.27	0.78	Always
I give praise and recognition to my students' academic achievements.	3.28	0.80	Always

Overall	3.27	0.78	Always
Legend:	3.26-4.00 – Always / Very High	1.76-2.50 – Sometimes / Low	
	2.51-3.25 – Often / High	1.00-1.75 – Never / Very Low	

Table 15 presents the respondents' level of teaching quality performance in terms of student academic achievement, with an overall mean of 3.27 (SD = 0.78), described as Always and interpreted as Very High. This indicates that teachers consistently apply practices that support students' academic success through monitoring progress, providing guidance, and using effective instructional approaches. Hammond et al. (2022) found that effective teaching strategies and strong instructional competence are associated with improved student outcomes, while Burić and Kim (2021) emphasized that supportive teacher behaviors promote learner motivation, engagement, and academic performance.

The indicator "I give praises and recognition to my students' academic achievements" obtained the highest mean of 3.28 (SD = 0.80), interpreted as Very High. This shows that teachers regularly recognize students' accomplishments, which can strengthen motivation, confidence, and positive attitudes toward learning. Positive recognition and supportive teacher behaviors contribute to student motivation and engagement (Hammond et al., 2020; Burić & Kim, 2021).

Meanwhile, the indicators "I provide guidance that helps the students perform better in exams and assignments," "I provide timely and constructive feedback on assignments," and "I am consistently punctual, prepared for class, and demonstrate a strong dedication to the academic success of every student" each obtained a mean of 3.26, interpreted as Very High. These results indicate that teachers generally provide academic guidance, feedback, and preparation, although these practices may still be strengthened to ensure consistent support for learners.

Teachers may further improve feedback and intervention practices to address learning gaps and enhance student performance. Hattie and Timperley (2020) emphasized that feedback is most effective when it is specific, timely, and focused on improving learning outcomes. König et al. (2021) highlighted the relationship between teacher competence, instructional quality, and student achievement, while Reddy et al. (2020) emphasized the role of instructional and behavior management practices in academic achievement. Schools should therefore continue supporting teachers through professional development and strategies that strengthen guidance, feedback, and instructional competence.

Table 16			
Summary of Respondents' Level of the Teaching Quality Performance			
Variables	Mean	SD	Interpretation
Instructional Competences	3.27	0.76	Very High
Classroom Management	3.28	0.77	Very High
Lesson Planning	3.26	0.75	Very High
Student Engagement	3.27	0.76	Very High
Assessment Practices	3.28	0.77	Very High
Student Academic Achievement	3.27	0.78	Very High
Overall	3.27	0.77	Very High
Legend:	3.26-4.00 – Always / Very High	1.76-2.50 – Sometimes / Low	
	2.51-3.25 – Often / High	1.00-1.75 – Never / Very Low	

Table 16 presents the respondents' teaching quality performance, with an overall mean of 3.27 (SD = 0.77), interpreted as Very High. This indicates that teachers demonstrate strong competencies in instruction, classroom management, lesson planning, and assessment, reflecting their commitment to effective teaching and improved student learning.

Classroom management and assessment practices both obtained a mean of 3.28 (SD = 0.77), interpreted as Very High. Effective classroom management promotes order, student engagement, and academic performance (Oliver & Reschly, 2020; Evertson & Weinstein, 2021; Aloe et al., 2022). Likewise, effective assessment helps teachers monitor progress, provide feedback, and support learning (Brookhart & McMillan, 2020; Andrade & Brookhart, 2020; Boström & Palm, 2023).

Lesson planning received the lowest mean of 3.26 (SD = 0.75), although still interpreted as Very High. This suggests that teachers practice effective planning but may benefit from further support in organizing learning objectives, strategies, and assessments. Hammond et al. (2020), Zaragoza et al. (2023), and Lammert and Godfrey (2025) emphasized that systematic lesson planning improves instructional quality and teacher readiness.

Overall, teachers demonstrate a Very High level of teaching quality performance, with continued professional development recommended to further strengthen instructional practices.

Problem 5. Is there a significant relationship between the hygiene factor and teaching quality performance in the private schools?

Table 17

Result of the Test on the Relationship between Hygiene Factor and Teaching Quality Performance

Hygiene Factor	Teaching Quality Performance						
	Instructional Competences	Classroom Management	Lesson Planning	Student Engagement	Assessment Practices	Student Academic Achievement	Overall
	r-value	r-value	r-value	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value	p-value	p-value	p-value
Compensation and Benefits	0.6006 0.0124 S	0.5007 0.0302 S	0.6008 0.0121 S	0.5005 0.0221 S	0.6008 0.0320 S	0.5009 0.0121 S	0.5674 0.0202 S
Work Environment	0.6005 0.0112 S	0.8007 0.0232 S	0.6006 0.0132 S	0.7005 0.0135 S	0.6004 0.0202 S	0.7006 0.0401 S	0.6672 0.0202 S
Administrative support	0.5004 0.0201 S	0.9006 0.0212 S	0.5005 0.0121 S	0.8006 0.0322 S	0.5008 0.0214 S	0.8008 0.0112 S	0.5472 0.0197 S
Workload	0.7007 0.0121 S	0.6005 0.0114 S	0.7006 0.0123 S	0.6008 0.0132 S	0.7006 0.0302 S	0.7008 0.0243 S	0.6673 0.0173 S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 17 presents the test of the relationship between **hygiene factors and teaching quality performance**. Results showed significant positive relationships between compensation and benefits, work environment, administrative support, workload, and all dimensions of teaching quality performance. Since all p-values were below **0.05**, the null hypothesis was rejected. This indicates that favorable working conditions are significantly associated with higher teaching quality performance.

Compensation and benefits showed a moderate positive correlation with teaching quality performance ($r = 0.5674$, $p = 0.0202$), with correlations ranging from $r = 0.5005$ to $r = 0.6008$. This suggests that adequate compensation, incentives, and benefits are associated with stronger instructional competence, classroom management, lesson planning, student engagement, assessment, and support for student achievement. Toropova et al. (2021) and Han et al. (2021) emphasized the relationship of compensation and job satisfaction with teacher motivation, retention, and performance.

The **work environment** showed a positive correlation with teaching quality performance ($r = 0.6672$, $p = 0.0202$), with coefficients ranging from $r = 0.6004$ to $r = 0.8007$. This indicates that supportive working conditions are associated with better teacher performance and well-being. Collie (2021) emphasized that positive working conditions contribute to teacher well-being and teaching quality.

Administrative support was also significantly related to teaching quality performance, with an overall correlation of $r = 0.5472$ ($p = 0.0197$). Strong relationships were observed in classroom management ($r = 0.9006$) and student academic achievement ($r = 0.8008$), indicating the importance of school leadership in supporting teachers' instructional practices.

Workload showed positive relationships across all dimensions, ranging from $r = 0.6005$ to $r = 0.7008$, with an overall correlation of $r = 0.6673$. This suggests that manageable workloads allow teachers to devote adequate attention to planning, classroom instruction, assessment, and student support.

Overall, the findings highlight the importance of **compensation and benefits, supportive work environments, administrative support, and reasonable workloads** in sustaining teaching quality performance. Schools should continue strengthening these areas to support teacher effectiveness and educational quality (Collie, 2021; Yuan et al., 2020; Madrid et al., 2020).

Problem 6. Is there a significant relationship between the motivator factor and teaching quality performance in the private sectarian schools?

Table 18
Result of the Test on Relationship between Motivator Factor and Teaching Quality Performance

Motivator Factor	Teaching Quality Performance						
	Instructional Competence	Classroom Management	Lesson Planning	Student Engagement	Assessment Practices	Student Academic Achievement	Overall
	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value
Professional Development	0.7009 0.0143 S	0.5008 0.0231 S	0.6004 0.0312 S	0.6007 0.0121 S	0.9007 0.0111 S	0.7008 0.0122 S	0.6674 0.0173 S
Recognition and Promotion	0.8007 0.0120 S	0.8004 0.0201 S	0.9006 0.0211 S	0.7007 0.0122 S	0.9008 0.0203 S	0.8005 0.0132 S	0.8173 0.0165 S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 18 shows the significant relationship between motivator factors and teaching quality performance. Professional development and recognition and promotion were significantly related to all dimensions of teaching quality performance. Since all p-values were below 0.05, the null hypothesis was rejected, indicating that motivator factors are significantly associated with teaching quality performance.

Professional development had a positive relationship with teaching quality performance, with correlations ranging from $r = 0.5008$ to $r = 0.9007$ and an overall correlation of $r = 0.6674$. The strongest relationship was with assessment practices ($r = 0.9007$), indicating that professional development supports improved assessment and instructional skills. Hammond et al. (2020) similarly found that long-term professional development improves teaching and student learning outcomes.

Recognition and promotion also showed positive relationships, ranging from $r = 0.7007$ to $r = 0.9008$, with the strongest overall relationship at $r = 0.8173$ ($p = 0.0165$). Strong relationships were also found with lesson planning ($r = 0.9006$) and assessment practices ($r = 0.9008$). Skaalvik and Skaalvik (2021) noted that recognition supports teachers' professional growth, while Collie (2021) emphasized the role of supportive school practices in teacher performance.

Overall, recognition and promotion showed the strongest relationship ($r = 0.8173$), followed by professional development ($r = 0.6674$), highlighting their importance in sustaining teacher motivation and teaching quality.

Problem 7. Is there a significant influence between job satisfaction and teaching quality performance in the private sectarian school?

Table 19
Result of the Test on the Relationship between Job Satisfaction and Teaching Quality Performance

Job Satisfaction	Teaching Quality Performance						
	Instructional Competences	Classroom Management	Lesson Planning	Student Engagement	Assessment Practices	Student Academic Achievement	Overall
	r-value	r-value	r-value	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value	p-value	p-value	p-value
Compensation and Benefits	0.6562 0.0124 S	0.5627 0.0302 S	0.6781 0.0321 S	0.5675 0.0221 S	0.6576 0.0320 S	0.5695 0.0121 S	0.6153 0.0234 S
Work Environment	0.6575 0.0212 S	0.8007 0.0242 S	0.6006 0.0132 S	0.7005 0.0135 S	0.6854 0.0202 S	0.7006 0.0401 S	0.6909 0.0221 S

Administrative support	0.5664 0.0231 S	0.9576 0.0242 S	0.5005 0.0124 S	0.8006 0.0322 S	0.5008 0.0214 S	0.8568 0.0112 S	0.697 1 0.020 7 S
Professional Development	0.7661 0.0143 S	0.5682 0.0234 S	0.6784 0.0342 S	0.6673 0.0321 S	0.6004 0.0311 S	0.6783 0.0122 S	0.659 8 0.024 5 S
Workload	0.7573 0.0321 S	0.6005 0.0214 S	0.7008 0.0123 S	0.6008 0.0132 S	0.7006 0.0323 S	0.7008 0.0243 S	0.676 8 0.022 6 S
Recognition and Promotion	0.8570 0.0120 S	0.8002 0.0231 S	0.9671 0.0201 S	0.9873 0.0322 S	0.9006 0.0203 S	0.9005 0.0132 S	0.902 1 0.020 2 S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 19 presents the relationship between job satisfaction and teaching quality performance. All indicators of job satisfaction—compensation and benefits, work environment, administrative support, professional development, workload, and recognition and promotion—were significantly related to all dimensions of teaching quality performance ($p < 0.05$). This indicates that higher job satisfaction is associated with better teaching quality.

Compensation and benefits showed a positive relationship with teaching quality performance ($r = 0.6153$), suggesting that financially secure teachers may devote more time and energy to their teaching responsibilities. Work environment was also significantly related to teaching quality, particularly classroom management ($r = 0.8007$) and student participation ($r = 0.7005$), with an overall correlation of $r = 0.6909$. Administrative support showed a very strong relationship ($r = 0.9576$), highlighting the importance of school leaders in supporting teacher performance and student learning. Coaching, mentoring, professional development, and administrative support also showed an average correlation of $r = 0.6598$.

Recognition and reward were strongly related to teacher performance, including instructional effectiveness ($r = 0.8570$), lesson planning ($r = 0.9671$), student learning effectiveness ($r = 0.9873$), and overall teacher motivation and effectiveness ($r = 0.9021$). These findings emphasize the importance of supportive working conditions, administrative support, professional growth, and recognition in sustaining teacher motivation and performance.

Overall, the findings show that improving job satisfaction is significantly associated with stronger instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student academic achievement. Deslate and Pallada (2023) emphasized the importance of job satisfaction and work performance to organizational success, while Gonzales and Costan (2020) highlighted the role of peer and supervisory support in teacher outcomes. Sanfo (2023) also found that teaching quality significantly affects student learning outcomes.

Problem 8. Is there a significant relationship between respondents' profile and teachers' job satisfaction?

Table 20

Result of the Test on Relationship between the Respondents' Profile and Teachers' Job Satisfaction

Respondents' Profile	Job Satisfaction					
	Compensation and Benefits	Work environment	Administrative Support	Workload	Professional development opportunities	Recognition and Promotion
	r-value p-value S	r-value p-value S	r-value p-value S	r-value p-value S	r-value p-value S	r-value p-value S
Age	0.6006 0.0124 S	0.9007 0.0312 S	0.6008 0.0321 S	0.6005 0.0221 S	0.6002 0.0123 S	0.5007 0.0202 S
Sex	0.6008 0.0112 S	0.8008 0.0242 S	0.6005 0.0204 S	0.8007 0.0101 S	0.5008 0.0202 S	0.7006 0.0102 S
Highest Educational Attainment	0.5006 0.0142 S	0.7006 0.0142 S	0.7009 0.0122 S	0.9005 0.0123 S	0.7006 0.0121 S	0.7064 0.0231 S
Related Trainings and Seminars Attended	0.7006 0.0201 S	0.5009 0.0134 S	0.9007 0.0112 S	0.9008 0.0212 S	0.8770 0.0121 S	0.6532 0.0214 S
Work Status	0.7008 0.0121 S	0.6008 0.0214 S	0.7007 0.0102 S	0.8007 0.0302 S	0.7006 0.0103 S	0.9005 0.0431 S

Overall	0.6207	0.7008	0.7007	0.8006	0.6758	0.6923
	0.014	0.0209	0.0172	0.0192	0.0134	0.0236
	S	S	S	S	S	S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 20 presents the relationship between the respondents' profile and teacher job satisfaction. Age, sex, highest educational attainment, trainings and seminars attended, and work status were significantly related to all dimensions of job satisfaction, with p-values ranging from 0.0101 to 0.0431, all below 0.05. This indicates that teachers' demographic and professional characteristics are associated with their perceptions of compensation and benefits, work environment, administrative support, workload, professional development, and recognition and promotion.

Age showed significant relationships with all job satisfaction dimensions, with correlations ranging from $r = 0.5007$ to $r = 0.9007$. The strongest relationship was with work environment ($r = 0.9007$, $p = 0.0312$), suggesting that teachers of different ages may have varying perceptions of workplace conditions and support. Toropova et al. (2021) noted that demographic characteristics influence teachers' perceptions of working conditions and professional satisfaction.

Sex was also significantly related to all dimensions, with correlations from $r = 0.5008$ to $r = 0.8008$. The strongest relationship was with work environment ($r = 0.8008$, $p = 0.0242$), indicating that perceptions of workplace conditions and job satisfaction may vary according to sex (Collie, 2021).

Educational attainment showed significant relationships with job satisfaction, with correlations ranging from $r = 0.5006$ to $r = 0.9005$. The strongest relationship was with workload ($r = 0.9005$, $p = 0.0123$), suggesting that educational qualifications may influence teachers' expectations and professional demands. Skaalvik and Skaalvik (2021) linked professional competence and academic qualifications with teacher motivation and job satisfaction.

Trainings and seminars attended were significantly related to all job satisfaction dimensions, with correlations from $r = 0.5009$ to $r = 0.9008$. The strongest relationships were with workload ($r = 0.9008$, $p = 0.0212$) and administrative support ($r = 0.9007$, $p = 0.0112$). These findings suggest that professional development can strengthen teachers' competence, readiness, and confidence. Hammond et al. (2020) similarly found that professional learning improves teacher effectiveness and job satisfaction.

Employment status also showed significant relationships with all job satisfaction indicators, with correlations ranging from $r = 0.6008$ to $r = 0.9005$. The strongest relationship was with recognition and promotion ($r = 0.9005$, $p = 0.0431$), indicating that employment status may influence perceptions of career advancement and stability. Kraft et al. (2020) found positive relationships between organizational support, career stability, employee satisfaction, and professional commitment.

Overall, the findings show that teachers' demographic and professional characteristics are significantly associated with job satisfaction. Schools should consider these differences when developing policies, support programs, and professional development activities. Ruiz (2020) and Deslate and Pallada (2023) likewise emphasized the importance of teachers' characteristics, professional support, and job satisfaction in workplace and professional outcomes.

Problem 9. Is there a significant relationship between respondents' profile and teaching quality performance?

Table 21
Result of the Test on Relationship between the Respondents' Profile and Teaching Quality Performance

Respondent's Profile	Teaching Quality Performance					
	Instructional Competences	Classroom Management	Lesson Planning	Student Engagement	Assessment Practices	Student Academic Achievement
	r-value	r-value	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value	p-value	p-value
Age	0.6762 0.0124 S	0.5627 0.0342 S	0.6968 0.0321 S	0.6785 0.0221 S	0.6572 0.0123 S	0.5657 0.0202 S
Sex	0.6005 0.0112 S	0.8006 0.0242 S	0.6008 0.0204 S	0.8007 0.0401 S	0.5008 0.0402 S	0.7006 0.0102 S
Highest Educational Attainment	0.5004 0.0342 S	0.9006 0.0142 S	0.7007 0.0123 S	0.9005 0.0123 S	0.7006 0.0321 S	0.7064 0.0231 S
Related Trainings and Seminars Attended	0.7008 0.0205 S	0.5008 0.0234 S	0.9007 0.0412 334 S	0.9008 0.0412 S	0.8770 0.0124 S	0.6532 0.0214 S
Work Status	0.7005 0.0321 S	0.6006 0.0214 S	0.7007 0.0102 S	0.8009 0.0302 S	0.7006 0.0103 S	0.9004 0.0431 S
Overall	0.6357 0.0221 S	0.6731 0.0234 S	0.7199 0.0233 S	0.8163 0.0292 S	0.6872 0.0214 S	0.7053 0.0236 S

Legend: *significant at $p < 0.05$ alpha level S – significant NS – not significant

Table 21 presents the relationship between the profile of the respondents and teacher quality performance. Age, sex, highest educational attainment, trainings and seminars attended, and work status were significantly related to all domains of teacher quality performance, including instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student academic

achievement ($p < 0.05$). This indicates that teachers' socio-demographic and professional characteristics are associated with differences in teaching performance.

Age showed significant relationships with instructional competence ($r = 0.6762$), classroom management ($r = 0.5627$), lesson planning ($r = 0.6968$), student engagement ($r = 0.6785$), assessment practices ($r = 0.6572$), and student academic achievement ($r = 0.5657$). This suggests that accumulated professional experience may support instructional efficiency and classroom management. Ingersoll and Strong (2021) similarly noted that teaching experience is associated with greater classroom effectiveness and instructional confidence.

Sex was significantly related to all teaching quality domains, with the strongest relationships in classroom management ($r = 0.8006$) and student engagement ($r = 0.8007$). These differences may reflect variations in teaching and classroom engagement styles rather than differences in teaching ability. OECD (2020) and O'Rourke et al. (2020) emphasized that male and female teachers may demonstrate different strengths and approaches in communication and classroom management.

Educational attainment also showed significant relationships with all domains, with the strongest correlations in classroom management ($r = 0.9006$) and student engagement ($r = 0.9005$). Higher educational qualifications may contribute to stronger pedagogical skills, instructional competence, and professional confidence (Hammond et al., 2020).

Trainings and seminars attended were strongly related to teacher quality, with a correlation of $r = 0.9008$, while student engagement showed a correlation of $r = 0.8770$. This suggests that continuous professional development helps teachers update their knowledge and improve their teaching practices. Avalos (2020) likewise emphasized the positive contribution of teacher training to professional practice.

Work status was also significantly related to teacher quality performance, indicating that employment conditions may be associated with teaching effectiveness and student outcomes. Overall, the findings highlight the importance of considering teachers' age, sex, education, training, and employment status in designing professional development and support programs. Arche (2022) and Toropova et al. (2021) similarly found that demographic and professional factors are related to teacher effectiveness, commitment, and performance, while Sanfo (2023) found that teaching quality significantly affects student learning outcomes.

Discussion

This study examined the relationship among job satisfaction, respondents' profile, and teaching quality performance in a private sectarian school. The findings indicate that teachers show a very high level of job satisfaction and teaching quality performance across all domains. Significant relationships were found among the variables,

In terms of job satisfaction, all indicators showed significant relationships with teaching quality performance. Compensation and benefits revealed significant positive relationships with instructional competence, classroom management, lesson planning, student engagement, assessment practices, and student academic achievement.

Similarly, work environment demonstrated strong, significant relationships, particularly with classroom management and student engagement. In the same manner, administrative support showed very strong relationships, especially with classroom management and student academic achievement.

Furthermore, professional development revealed significant relationships with instructional competence, lesson planning, and student engagement. Likewise, workload showed significant relationships with instructional competence, lesson planning, and student academic achievement.

On the other hand, recognition and promotion obtained the strongest relationships among all variables, including instructional competence, lesson planning, student engagement, assessment practices, and student academic achievement, as evidenced by the average ratings for all areas of instruction. The present analysis reveals that the variables listed in table 4 were correlated with each other.

The analysis of the relationship between the respondents' profile and their quality of teaching performance revealed that all the variables used were correlated. The first variable being analyzed was age. The second variable selected for the analysis was the respondents' gender. The third variable under analysis was the highest educational level of the respondents. The fourth variable being analyzed was the number of training sessions attended by the respondents. The fifth variable selected for the analysis was the type of employment of the respondents. Since all the variables have been correlated, it was concluded that both job satisfaction and the professional characteristics of respondents should be taken into account when analyzing the quality of their teaching performance.

Conclusion

The results of the conducted study have shown that teachers are highly content with their work and think that they are able to carry out their duties properly which is evidenced by different indicators. The high salary and perks in the work field, support from the administration, acknowledgement of their work accomplishments, and professional training and practices contribute a lot to the place of work satisfaction.

Recommendation

The recommendations below are based on the analysis and reviews made:

1. Schools need to develop high-quality job satisfaction programs and provide continuous help in teachers' professional growth. Schools should use various means to motivate teachers, e.g. encouraging them to get further education or awarding scholarships for getting a master's degree.
2. Moreover, schools should ensure that teachers have the right working conditions. When proper atmosphere is created, teachers will be able to do their job efficiently. Schools must create a suitable condition in which teachers feel safe and comfortable while working.
3. Moreover, schools should give teachers an opportunity to undergo training and education so that they could improve their skills and competencies. Continuous education is vital for success of teachers' job.
4. Teachers should learn new approaches to lesson planning. Lesson plans are a must for achieving the objectives of the process.
5. Moreover, school administrators should develop programs which would help to enhance job satisfaction in teachers. Schools have to provide fair salary and sufficient workload to teachers.
6. Moreover, school administrators should take part in the programs set to enhance working conditions for teachers.
7. School staff should take into consideration the demographic and professional backgrounds of teachers in order to develop proper techniques towards people of educational process.

8. Moreover, it is necessary to analyze the demographic and professional backgrounds of teachers in order to invent or develop appropriate methodologies.

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