



Job Satisfaction and Favorable Outcome on Teachers' Work Performance: The Noblest Profession

Leovigildo Lito D. Mallillin^{1*}

¹Consultant and Research Specialist, Quezon City, Philippines.

Authors' contributions

The sole author designed, analyzed, interpreted and prepared the manuscript.

Article Information

DOI: 10.9734/AJESS/2021/v21i1130498

Editor(s):

(1) Dr. Nasser Mustapha, University of the West Indies, Trinidad and Tobago.

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Complete Peer review History: <https://www.sdiarticle4.com/review-history/72876>

Original Research Article

Received 26 June 2021
Accepted 06 September 2021
Published 08 September 2021

ABSTRACT

The study aims to identify the job satisfaction and favorable outcome on teachers' work performance as the noblest profession in terms of appreciation and recognition of work, relationships with colleagues, relationships with superiors, learning career development, promotion, wages, salaries, benefits, and interest in the job.

Mixed method research design is employed in the study which focuses on both quantitative and qualitative combined research approaches in identifying the data collection, viewpoints, analysis, techniques, and inferences for the purpose of broad in-depth corroboration and understanding. Purposive sampling is employed and utilized in the study and is also known as subjective, selective, and judgmental sampling. The study comprised thirty (30) respondents only.

Results show that most of the respondents like their job and enjoy their teaching profession and favorable outcome on teachers' work performance because it is their oath to mold and to shape the learning process of students. This resulted in job satisfaction among them and reveals teaching as the noblest profession and show that respondents don't feel their efforts are rewarded, though they enjoy working with their colleagues and co-teachers, respondents like their superiors because they are competent in their work, and there is a limited chance of promotion due to many requirements. Likewise, the respondents show that the benefits they received are good in the organization. However, it shows that there are many rules and procedures that make it difficult among the respondents where sometimes the rules and procedures are not clear among the respondents.

Findings show that there is a significant correlation between job satisfaction and favorable outcome

*Corresponding author: Email: loviedsunbright_0722@yahoo.com.ph;

on teachers' work performance as the noblest profession as observed by the respondents.

Keywords: *Job satisfaction of teacher; work performance; noblest profession; a favorable outcome of teachers.*

1. INTRODUCTION

A teaching career requires people who have to nurture the conviction of the minds of students who mold and shape to the fullest. The teaching profession is considered the noblest profession among all. Educators have played a catalyst role in the different social changes in the current society. A teaching career in many people is laden with images of oppression, classism, and royalty. It is an ethical profession where it makes teachers choices for the improve betterment of the learning process. It explores the services of teachers in choosing their career in teaching as to motivation and consequences. It is a predictor of the proximal consequences on the career of teachers. It identifies the profile of the teachers and motivation of teaching career that explore certain characteristics, emotions, and predictors pertaining to teacher education and outcome, Lohbeck, & Frenzel, [1]. Latent profile and motivation of teaching career are linked with self-concept. The necessity of teacher learning and effectiveness to the achievement of students have limited and demonstrated the antecedents on the teaching career and learning. It analyzes the participation and teacher emotion in their individual reflection, student interaction, stakeholder interaction, colleague interaction, and learning through social media. It is a positive teaching experience on the career and intervention program of teachers, Huang, Lee, & Frenzel, [2].

On the other hand, teaching as the noble profession delight and derives satisfaction with others and is being recognized through students who benefit from their teaching profession. It is committed to its level of professional influences beyond remuneration. It is a sense of great pride being a teacher professionally. Hence, teaching as the noblest profession is always selfless and ready to an extent in their students for help. It provides self-satisfaction and a great feeling to a teacher to see their students' success in the future. It rewards the happiness, services, and satisfaction portrayed responsibility to be valued. It is quite hard to interpret and define teaching as the noblest profession among all. The interest and role of individuals provide a profession in a social complex phenomenon. It is a perception that provides existence for the various teachers

and members in the profession and how they see among others and among themselves. It is an interest in the orientation and behaviors in an experience, activities, and objects that fall on the noblest teaching profession. The teaching profession is rewarding in terms of wealth and luxuries to human dispensers and destinies. It is a central state of learning in the grand opera of classroom teaching, Bedanta, [3]. On the other hand, teacher education refers to the organized formal training professional where people are engaged in teaching and it assumes the teaching profession is attracting continuously among member teachers. It attracts people in their expectation and their teaching profession and precious noble work as an easy way on the profession in teaching, self-identity, getting job, needs for knowledge sharing, occupation, and bridge to gain respect in the community. It helps in the status improvement of teachers to maintain a higher reputation and level among teaching profession, Angelista, [4].

Furthermore, work performance and job satisfaction must go hand in hand among teachers. This includes, benefits, salaries and wages which comply the equal work and equal compensation policy as mandated by the law. It analyzes and reveals the job satisfaction and influences of work environment, characteristics of individuals, job compensation, stress, and performance of employees, Riyadi, [5]. The organizational impact and commitment of the job performance of employees is extensively developed in a positive way and controlled. It achieves an outcome and success in the job improvement and satisfaction through enhance solution of the organization in the job performance increased and commitment, Loan, [6]. It highlights the work and challenges of the needs to redesign the development of long-term in the concept and sustainability between the work performance and job satisfaction of teachers. It promotes the flexibility of the labor transformation in the interest of the employment requirement in the motivation of the employees. It provides a link between work performance and job satisfaction to identify the challenges of the employees. It examines the impact of the various flexibility type of employees, development in the job satisfaction and work performance of

employee flexibility and analysis, Eliyana, & Ma'arif, [7].

Lastly, the favorable outcome of the work performance of teachers and their job satisfaction vary on how they handle their work as molders and shapers of students and worth to become noblest among the professions. It plays a role in the productivity of the various educational institutions. When teachers are committed to their profession, they are satisfied despite the salaries they received. It provides the process in carrying their job performance for the success and contribution in the academe for the improve performance of students and education as well. It helps for improvement of the school, quality of education, and satisfaction of the student leadership. It provides value and predictive characteristics of the teaching profession among the commitment of teachers in their job. It also helps in the improve perception of the job of the work devoted by teachers. The commitment among the teaching profession has dimensions in the teacher competency, job characteristics, and teacher performance which is determined on the perception of teachers and characteristics of the job in the professional commitment and in general level among teachers, Meriç, & Erdem, [8]. On the other hand, the self-efficacy and belief of teachers to the development is rooted to some problems on the amelioration of becoming effective teachers. The level of self-efficacy among teachers will corroborate and contribute to the students' perception. It provides models and examines the importance and concept of the belief, and self-efficacy on the effect to determine the organizational commitment, job satisfaction, job involvement, and motivation. This has mediated the favorable outcome of the work performance of teachers in a positive sense of self-efficacy and commitment toward the involvement of motivation and job satisfaction. It is a commitment to strengthen the hope of the teachers to have a positive attitude toward their teaching profession, Demir, [9].

2. RESEARCH QUESTIONS

What are the job satisfaction and favorable outcomes on teachers' work performance as the noblest profession in terms of

1. appreciation and recognition of work,
2. relationship with colleagues,
3. relationship with superiors,
4. career development, and promotion,
5. wages, salaries, and benefits, and

6. interest in the job?

Is there a significant correlation between job satisfaction and favorable outcome on teachers' work performance as the noblest profession as observed by the respondents?

2.1 Hypothesis

There is a significant correlation between job satisfaction and favorable outcome on teachers' work performance as the noblest profession as observed by the respondents.

2.2 Theoretical Lens

The study is anchored on the "Evaluation of Academic Staff Job Satisfaction in the context of Herberg's Motivation-Hygiene Theory", Mehrad, [10] as this theory deals on exactly what makes the employees satisfy or dissatisfy that will improve the increase and effective outcome and level. Hence, dissatisfaction may happen to the employees when they will not receive the proper motivation and basic factors in their job, likewise with satisfaction will incur or obtain when the least facilities and fundamentals are considered in the workplace i.e. manager, supervisors, or any leaders. There are various effective factors that predict the feelings and attitude of the employees toward their work performance, level of job, and outcome. It recognizes the effective factors in the job satisfaction and rise level among the staff or employees as one of the organizational factors in Herberg's Motivation-Hygiene Theory in the context and determines motivational factors and endeavors that influence the educational situation on job satisfaction among teachers as compared to the job satisfaction and favorable outcome of the work performance of teachers as noblest profession. Organizational relations and workplace have effective role in the condition of the advance efficiency of individual well-being. Considering the atmosphere of the work among teachers is conducive to the workplace outcome and role. On the other hand, job satisfaction provides imperative to assume the positive factors that influence the considerable, staff attitude, performance, and belief. It determines the job satisfaction and basic factor and principle that cause the behavior and performance of the employees in their workplace and reaction. It highlighted the role of the growing satisfaction and appearing job among their employees. Considering the attitude of the staff from their superiors and level of evaluation on their work outcome and approaches.

2.3 Flow of the Study

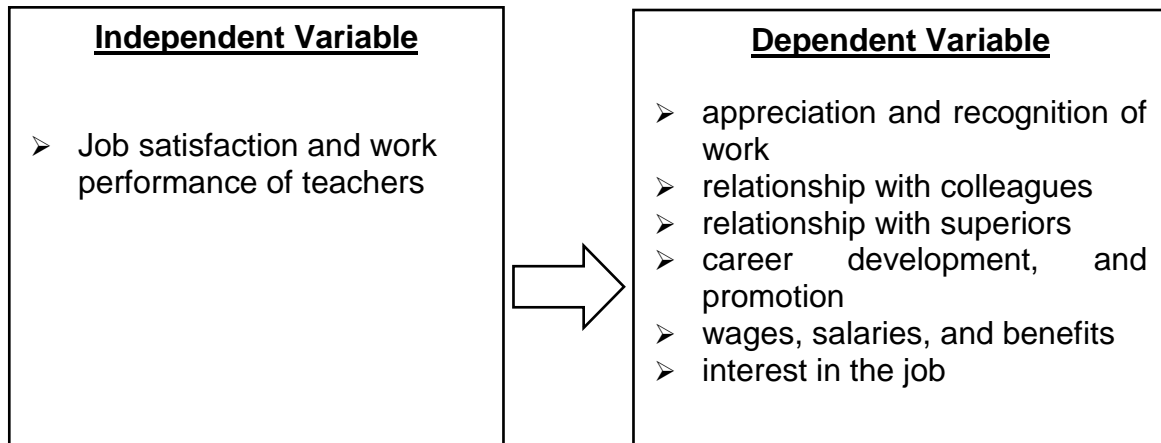


Fig. 1. Independent and dependent variables as to the job satisfaction and work performance of teachers as to appreciation and recognition of work, relationship with colleagues, relationship with superiors, career development and promotion, wages, salaries, benefits, and interest in the job

2.4 Research Design

The research design employs the mixed method, as this design focuses on both quantitative and qualitative combined research approaches in identifying the data collection, viewpoints, analysis, techniques, and inferences for the purpose of broad in-depth corroboration and understanding. It influences and explores the learning community and professional job satisfaction of teachers. It provides a positive and significant effect in the teacher-centered collaboration and characteristics of shared purpose, responsibility, and inquiry, Zhang, & Yuan, [11].

Moreover, the quantitative research approach is used in expanding the job satisfaction and favorable outcome to the work performance of teachers as the noblest profession in terms of appreciation and recognition of work, relationship with colleagues, relationship with superiors, learning career development, promotion, wages, salaries, benefits, and interest in the job, Cortina, [12] while qualitative research approach is used in the attributes of quality, rigor, and suggested practices best for qualitative research and design as they relate to the steps of designing, conducting, and reporting qualitative research in thematic analysis on the job satisfaction and work performance of teachers as the noblest profession that will contribute to the teaching output as favorable

work performance to the appropriate selection and method to enhance and minimize bias in the research trustworthy inherent to qualitative methodology. Qualitative data collection and analysis are often modified through an iterative approach to answering the research questions of the study, Johnson, et al. [13].

2.5 Population and Sample Techniques

Purposive sampling is employed and utilized in the study and is also known as subjective, selective, and judgmental sampling. It is a kind of non-probability sampling in which a researcher will rely on his own judgment when choosing members of the respondents and population to participate in the questions and surveys. The sampling method survey requires prior knowledge in the research about the function of the study approach and in choosing the eligible participant for the conduct of the study through using the online survey platform like google form. It aims to outline the intent and nature of purposive sampling of the study. Purposive sampling has a long history and development as to various views that it is simple and straightforward and complex. The reason for purposive sampling is the better matching of the sample to the aims and objectives of the research, thus, improving the rigor of the study and trustworthiness of the data and results. Four aspects of this concept have been described as credibility, transferability, dependability, and confirmability, Campbell, et al. [14].

2.6 Participants of the Study

The participants of the study are the professional and licensed teachers from various public and private educational institutions. They are experts in the evaluation of job satisfaction and favorable outcome to the work performance of teachers as the noblest profession. The questionnaire is being discussed to include the questions that are not understood by the respondents. The questionnaire is a standardized and modified where it adapted from Davidescu, et al. [15] which focused on the job satisfaction, work flexibility, job performance among employees. The Likert Scale is utilized to measure the wholistic point of view of the respondents using the statistical treatment and analysis like weighted mean with corresponding interpretation. T-test is used to test the significant correlation between job satisfaction and favorable outcome on teachers' work performance as the noblest profession as observed by the respondents. The study comprised thirty (30) respondents only. The study is conducted for the period 2020-2021.

3. RESULT AND DISCUSSION

3.1 On the Job Satisfaction and Favorable Outcome on Teachers' Work Performance

As noted in the table, Rank 1 is shared by the two indicators which are "I like the people I work with" and "I enjoy my coworkers", with a weighted mean of 5.23 or Agree Very Much. This indicates that respondents are enjoying the camaraderie among their colleagues while helping one another especially on the task in the pedagogy of teaching where they enjoy each other. Rank 2 is shared by the four indicators which are "My supervisor is quite competent in doing his/her job", "I like doing the things I do at work", "I like my supervisor", and "I have too much paperwork", with a weighted mean of 4.80 or Agree Moderately. This shows that heads could influence a better work and job satisfaction among the respondents since teachers love their work despite the many factors and impact to be considered in teaching like the many requirements and paperwork to be submitted in their tasks. Rank 3 is shared by the seven indicators which are "When I do a good job, I receive the recognition for it that I should receive", "Communications seem good within this organization", "Those who do well on the job stand a fair chance of being promoted", "I feel a

sense of pride in doing my job", "There are benefits we do not have which we should have", "I am satisfied with my chances for promotion" and "My job is enjoyable", with a weighted mean of 4.73 or Agree Slightly. The respondents are amenable that they need to be recognized in their work effort through benefits, wages, and salaries which are important as part of their life to be more satisfied in their job. The least in rank is shared by the three indicators which are "I sometimes feel my job is meaningless", "My supervisor is unfair to me", and "The goals of this organization are not clear to me", with a weighted mean of 3.33 or Disagree Slightly. These are the reasons why factors and impact on the job satisfaction of the respondents in the new normal pedagogy of teaching. The overall average weighted mean is 4.04 or Agree Moderately.

3.2 On the Significant Correlation on the Job Satisfaction and Favorable Outcome on Teachers' Work Performance as the Noblest Profession as Observed by the Respondents

Table 2 presents the test of significant correlation on the job satisfaction and favorable outcome on teachers' work performance as observed by the respondents.

It revealed in the table that the t-computed value is 42.554 which shows that the t-computed value is higher than the t-critical value of 2.045, two-tailed tests with df of 29 at 0.05 level of significance. The decision is rejected which is significant. Therefore, it is safe to say that there is a significant correlation on the job satisfaction and favorable outcome on teachers' work performance as a noblest profession and as observed by the respondents.

3.3 On the Thematic Analysis of Job Satisfaction and Favorable Outcome on Teachers' Work Performance of the Respondents

Presented in this section are the results of the answers from the questionnaires and interviews conducted among the respondents. Further, thematic analysis and identification of core ideas from the questionnaire and interviews are included. Moreover, the information gathered from the questionnaire and interviews is categorized by taking into account the recurrence of reactions of the respondents. The responses

in the questionnaire and interviews are classified and categorized as follows: 6 - Agree Slightly, 3 - Disagree Slightly, 2 - Disagree Moderately, and 1 - Disagree Very Much. 5 - Agree Moderately, 4 - Much.

Table 1. Job Satisfaction and Favorable Outcome on Teachers Work Performance of the Respondents

Indicators	WM	I	R
1. I feel I am being paid a fair amount for the work I do.	4.47	AM	14
2. There are really too few chances for promotion on my job.	4.20	AS	21
3. My supervisor is quite competent in doing his/her job.	4.80	AM	4.5
4. I am not satisfied with the benefits I receive.	3.87	AS	26
5. When I do a good job, I receive the recognition for it that I should receive.	4.73	AS	10
6. Many of our rules and procedures make doing a good job difficult.	4.43	AS	16
7. I like the people I work with.	5.23	AVM	1.5
8. I sometimes feel my job is meaningless.	3.33	DS	35
9. Communications seem good within this organization.	4.73	AM	10
10. Raises are too few and far between.	4.13	AS	23.5
11. Those who do well on the job stand a fair chance of being promoted.	4..73	AM	10
12. My supervisor is unfair to me.	3..33	DS	35
13. The benefits we receive are as good as most other organizations offer.	4.30	AS	18.5
14. I do not feel that the work I do is appreciated.	3.67	AS	31
15. My efforts to do a good job are seldom blocked by red tape.	3.40	DS	33
16. I find I have to work harder at my job because of the incompetence of the people I work with.	3.93	AS	25
17. I like doing the things I do at work.	4.80	AM	4.5
18. The goals of this organization are not clear to me.	3.33	DS	35
19. I feel unappreciated by the organization when I think about what they pay me.	3.67	AS	31
20. People get ahead as fast here as they do in other places.	4.13	AS	23.5
21. My supervisor shows too little interest in the feelings of subordinates.	3.80	AS	28
22. The benefit package we have is equitable.	4.30	AS	18.5
23. There are few rewards for those who work here.	3.80	AS	28
24. I have too much to do at work.	4.43	AM	16
25. I enjoy my coworkers.	5.23	AVM	1.5
26. I often feel that I do not know what is going on with the organization.	4.20	AS	21
27. I feel a sense of pride in doing my job.	4.73	AM	10
28. I feel satisfied with my chances for salary increases.	4.43	AS	16
29. There are benefits we do not have which we should have.	4.73	AS	10
30. I like my supervisor.	4.80	AM	4.5
31. I have too much paperwork.	4.80	AM	4.5
32. I don't feel my efforts are rewarded the way they should be.	4.20	AS	21
33. I am satisfied with my chances for promotion.	4.73	AM	10
34. There is too much bickering and fighting at work.	3.67	AS	31
35. My job is enjoyable.	4.73	AS	10
36. Work assignments are not fully explained	3.80	AS	28
Average Weighted Mean	4.04	AM	
Standard Deviation	0.52		

WM=weighted mean, I=Interpretation, and R=Ranking

Table 2. Test of significant correlation on the job satisfaction and favorable outcome on teachers' work performance as observed by the respondents

Variable	t-computed value	Comparison	t-critical value	Decision	Remarks
Job satisfaction and favorable outcome on teachers' work performance as observed by the respondents	42.554	>	2.045	Rejected	Significant
two-tailed test with df of 29 at 0.05 level of significance					

Table 3. Thematic Analysis on the Job Satisfaction and Favorable Outcome on Teachers' Work Performance of the Respondents

Themes	Frequency of Response	Core Ideas
1.Appreciation & Recognition of Work	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> receive recognition
	<input type="checkbox"/> Disagree Slightly	<input type="checkbox"/> feel my job is meaningless
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> don't feel appreciated
	<input type="checkbox"/> Disagree Slightly	<input type="checkbox"/> effort on work is blocked
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> unappreciated work
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> don't know what to do
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> efforts are rewarded
2. Relationship with colleagues	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> like people to work
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> incompetence of people
	<input type="checkbox"/> Agree Very Much	<input type="checkbox"/> enjoy with my coworkers
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> bickering and fighting at work.
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> get ahead and fast
3. relationship with superiors	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> Competent
	<input type="checkbox"/> Disagree Slightly	<input type="checkbox"/> unfair to me.
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> little interest to subordinates.
	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> like my supervisor
1. Career development, & promotion	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> little chance for promotion
	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> stand a fair chance of promotion
	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> satisfied with the promotion.
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> assignments are not fully explained
5. Wages, salaries, and benefits	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> paid a fair amount for the work
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> unsatisfied for the benefits
	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> offer good benefits
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> the benefits package is equitable.
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> few rewards
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> satisfied with salary increases.
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> no enough benefits
	<input type="checkbox"/> Agree Slightly	
6. Interest in the job	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> rules and procedures
	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> good communication
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> like the job
	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> goals are not clear
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> too many workloads
	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> sense of pride in work
	<input type="checkbox"/> Agree Moderately	<input type="checkbox"/> too many paper works
	<input type="checkbox"/> Agree Slightly	<input type="checkbox"/> enjoyable job

3.4 Appreciation & Recognition of Work

Appreciation and recognition at work among the respondents must be given emphasis to compensate for their effort as molders and shapers of the students' future. The work and teaching profession is relative typically on the performance and task on the work output and evidence in the work and recognition of the respondents to obtain favorable performance and job satisfaction among the teachers in the present society, Spruyt, et al. [16]. They say that:

"When I do a better or good job, I receive the better recognition for it that I should need to receive". (T1-P13)

"I sometimes recognize and feel that my job is useless and meaningless". (T1-P8)

"I did not feel that my performance and work I do is being appreciated". (T1-P11)

"My efforts in the job are being seldom opposed by red tape and being blocked". (T1-P9)

"I feel that I was not appreciated by the company or organization when I they taught what they are paying". (T1-P9)

"I feel often that I do not know that itinerary in the organization". (T1-P11)

"I don't feel that my performance and efforts are rewarded and compensated". (T1-P14)

This shows that rewards must be given emphasis among the respondents for them workforce to be motivated properly in their work which is very essential in the work in the organization. This is very helpful and useful among the teachers in the achievement of their work and ethics as molders and shapers of the future generation since their work is the noblest among all professions. Recognition and appreciation have motivated the teachers effectively and efficiently to boost their morale and productivity despite the many workloads they have to accomplish. This must be implemented as one of their objectives in the different educational institutions to promote and protect the ethical interest of the teachers to include their promotion, salary, work motivation, and work recognition among teachers, Asaari, et al. [17].

3.5 Relationship with Colleagues

A better relationship with colleagues must be a good practice among the teachers in their working atmosphere that can contribute to lessen the stress and the factors that impact the job

satisfaction in teaching and work performance and output among the respondents. It suggests good individual team members and team performance with colleagues, Kim, et al. [18]. They stress that:

"I like the individual people around that I work with". (T2-P17)

"I find that I need to work much and harder at my job performance because of the incompetency of the individual people in the organization I work with". (T2-11)

"I did enjoy the individual coworkers in the organization". (T2-P15)

"There are many intrigues fighting at work and bickering". (T2-P11)

"Individual people are ahead as fast as they can as compared to other places". (T2-P10)

This shows that there is quality in the work atmosphere in the organization when unity, respect, and understanding are observed among the organization. Issues will be avoided while there is a better relationship among the group that will focus on the communication role and transparency that will provide a better relationship in the workplace, friendship, peer, and supervisor-subordinate which is essential to be followed among the respondents, Sias, & Shin, [19].

3.6 Relationship with Superiors

A better relationship with superiors is one of the most basic but important things that you can do to show better respect and trust for your superior. Subordinates need to subject themselves to their superiors where they are guided properly. A good relationship provides technology environment in a driven company which is competitive in the workplace and challenges among teachers intervention and commitment to enhance leadership in the company, Nanjundeswaraswamy, Swamy, & Nagesh, [20]. Once you have respect for your superior then there will be a smooth flow of the work in the organization. They emphasize that:

"My head, manager, and supervisor is competent in the performance of his job and responsibility". (T3-P18)

"My head, coordinator, supervisor shows favoritism and unfair most of the time". (T3-P9)

"My head, coordinator, supervisor doesn't care about the feelings of his people or subordinates". (T3-P12)

"I respect and like my head, coordinator, or supervisor". (T3-P14)

It shows that employees or teachers are widely recognized by young people in accessing the challenges of the necessary support from their superiors. The potential support that will adversely affect the issues and in their work area. It explores the relationship in the working area where it is important support and sources among the employees. Such support will progress and assist in the workplace. Support includes the thrust, and recognition among employees and co-workers, Arnau-Sabatés, & Gilligan, [21].

3.7 Career Development & Promotion

As part of the career and development of the employees or teachers are their promotions. They need to work out as part of their development in their promotion. It examines the model-based mediation on the theoretical framework in the organization of the work outcome, job performance, and job satisfaction among employees to the career promotion and development. Spagnoli, [22]. This will be done through continued study, seminars and workshops especially on the trends of the job satisfaction and work performance of teachers. They say that:

"There are limited chances of promotion despite of the qualifications and paper presents in the job". (T4-P14)
"Those who excel in their job and work will have a fair chance of promotion". (T4-P8)
"I am enjoying and being satisfied with the chances of being promoted". (T4-P11)
"Work assignments duties, and responsibilities are not explained fully that resulted to chaos in the work output". (T4-P13)

It shows that promotion will relate to the success of planning that will boost toward the career development and promotion among the performance of the employee teachers where it provides a positive relationship among the performance of the employee teachers because at present that promotion among teachers are very competitive and tight, Clanchy, et al. [23].

3.8 Wages, Salaries, and Benefits

The salaries, wages, and benefits are also essentials among the respondents for the compensation of the teachers on their

performance and task despite the many factors that impact their job satisfaction where equal work and equal compensation must be given emphasis. It also examines the teacher quality and teacher pay as far as benefits are concerned for their work output and performance to obtain job satisfaction. Low benefits of teachers can contribute to their low morale, Han, [24]. The work of the teachers is very challenging especially at present where there is much paper work to be accomplished aside from their teaching jobs. They say that:

"I though and felt that I am being compensated and paid for the job I performed". (T5-P12)
"I am not enjoying and satisfied with the fringe benefits that I received". (T5-P11)
"The benefits I received are as better as compared to the other offere from the other organizations". (T5-18)
"The fringe benefits and packages will be equitable enough". (T5-P14)
"There are limited rewards for those teachers or employees who work in the organization". (T5-P9)
"I feel enjoying and satisfied with my salary, wages and chances of the increase based on the job performance". (T5-P11)
"There are fringe benefits and salaries that we are not receiving". (T5-P14)

This shows that there must be policies on the salaries and benefits for the teachers that can compensate for their work efforts because of their role in molding and shaping the future of the citizens. This will be analyzed so that benefits will not be affected in addition to the salary they received. The policy must be fully implemented to have better job satisfaction with their work and compensation that will give an impact on their behavior and perceived quality of life to minimize the factors that impact their teaching profession. This will help them to understand the effect of their salaries, benefits, wages, and increases among them. This will help them to influence their compensation and satisfaction on their work motivation, Kadir, AlHosani, & Fadillah Ismail, [25].

3.9 Interest in the job

Interest in the job is the credo of the teachers. They are considered the noblest profession among all professions. This refers to the career interest that they are looking for and enjoying on a regular basis. These are the activities that can be associated with a specific industry or job and help them make a career choice. They say that:

"There are lots of procedures, rules, and policies that make the job harder and difficult". (T6-P12)

"Communication is transparent and seems better than are observed in the organization". (T6-P12)

"I do enjoy and like what I am doing in the job responsibilities at". (T6-P13)

"The objectives, aims, and goals of the organization are vague to understand". (T6-P13)

"I have so many job responsibilities and work to perform". (T6-P10)

"I feel happy and sense of pride in performing my task". (T6-P10)

"I have many paper works more than my job description" (T6-P9)

"My job is fascinating and enjoyable". (T6-P12)

It shows that interest in the job will explore the job interest of teachers that will moderate a better image and relationship and willingly to apply in the job among teachers that will influence their work that leads to job satisfaction. It provides a positive effect in the job and interest that will influence the level and order of the job satisfaction and favorable outcome on teachers' performance Chi, et al. [26].

4. CONCLUSIONS

It shows that most of the respondents likes their job and enjoy their teaching profession and favorable outcome to the work performance because it is their oath to mold and to shape the learning process of the students. This resulted in job satisfaction among them and reveals teaching as the noblest profession. Furthermore, it revealed that there is a significant correlation on the job satisfaction and favorable outcome on teachers' work performance as noblest profession and as observed by the respondents since the t-computed value is higher than the t-critical value of 2.045, two-tailed test with df of 29 at 0.05 level of significance. Moreover, it shows that respondents don't feel their efforts are rewarded, though they enjoy working with their colleagues and co-teachers. It also shows that respondents like their superiors because they are competent in their work. It also shows that there is a limited chance of promotion due to many requirements. Likewise, the respondents show that the benefits they received are good in the organization. However, it shows that there are many rules and procedures that make it difficult among the respondents where sometimes the rules and procedures are not clear among the respondents.

RECOMMENDATIONS

1. Respondents need to be patient in their job because most of them feel that their job is meaningless due to the many factors that impact their job satisfaction like their superior is unfair and their goals of the organization are not clear among them. Proper communication must be done especially for the requirements needed to be submitted so that pinpointing responsibilities will be avoided and achieve a smooth flow of the work since teachers play a significant role in molding and shaping the future of the students.
2. Since there is a significant correlation between job satisfaction and favorable outcome on teachers's work performance as noblest profession and as observed by the respondents. A thorough study must be conducted especially on the proper ethics on job responsibilities among the superiors and teachers due to the many workloads performed among the teachers. This includes proper planning, organizing, leading, controlling, developing, and proper communication that will lead them to job satisfaction.
3. There is a need for teachers to be appreciated and must be recognized for the efforts they perform to obtain job satisfaction because they are tired of the many requirements to be accomplished in addition to their teaching job. In doing so would boost the morale of the teachers since they felt that their job is meaningless. Likewise, good relationship must be observed among the teachers, they need to set a good example among the people around them because most of them are bickering and fighting at their work. Hence, superiors or heads should give fair treatment to their subordinates because most of them are unfair. Being fair among the employees can create a positive working atmosphere in the school. While, proper promotion must be given emphasis so that teachers will be motivated to work hard and to obtain job satisfaction among them. Most of the teachers are not being promoted despite their qualifications. There is also proper benefits must be given among the teachers because most of the benefits are not given priority. Benefits can help the respondents to be motivated to work efficiently. Lastly, clear-cut policies must be

reviewed from time to time because the teachers are affected by the many rules and procedures where it results in the difficulties they encounter in their work that affect them a lot.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the authors.

COMPETING INTERESTS

Author has declared that no competing interests exist.

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Peer-review history:

The peer review history for this paper can be accessed here:
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