

Job Satisfaction and Teaching Performance of the Faculty of the College of Management and Economics, Visayas State University

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Abstract

Optimizing organizational performance necessitates understanding the interplay between job satisfaction and job performance. This study examined the relationship between job satisfaction and job performance among faculty members of the College of Management and Economics (CME), Visayas State University (VSU). Through a complete enumeration of the teaching faculty across four (4) departments, data were collected using a modified version of Lester's 1987 Teachers Job Satisfaction Questionnaire (TJSQ). Findings revealed that socio-demographic namely; department affiliation, marital status, and rank designation showed a significant correlation with job satisfaction in terms of extrinsic factors such as supervision, pay, interpersonal relationships, working conditions, and opportunities for growth; similarly had a significant relationship with intrinsic factors such as responsibility, work itself, and achievement. A level of outstanding teaching performance across all departments and high levels of overall job satisfaction with extrinsic factors (60.49%), and intrinsic factors (44.73%) which indicates the level of both variables are very satisfied; intrinsic factors emphasized the significance of supportive working conditions and recognition in enhancing faculty job satisfaction and teaching effectiveness. Meanwhile, teaching style has no relationship with faculty performance, as it varies by several factors and the small sample size in this study restricts the ability to conclude the relationship between variables. The study findings suggest that CME-VSU faculty could greatly benefit from various initiatives such as multiple team-building activities, inclusive communication, bigger workspaces, improved workload management, workshops, and digital recognitions to enhance faculty satisfaction and faculty performance.

Keywords: Job Satisfaction; Job Performance; Teaching Performance; Working Conditions.

1. Introduction

Teaching is widely regarded as one of the most respected professions, and teachers job satisfaction plays a crucial role in their performance and commitment. Job satisfaction refers to an individual's feelings and perceptions about how well their work meets their needs and satisfied employees tend to show greater loyalty, effort, and effectiveness. In education, teacher performance is central to achieving learning goals and is shaped by emotional engagement and interactions within the school community. When teachers are satisfied with their jobs, they are more motivated, dedicated, and passionate, which commitment to the institution. Therefore, recognizing and addressing teachers' job satisfaction is essential for administrators, and policymakers to enhance educational quality and organizational success.

Developing and retaining qualified teachers is essential in providing quality education. Effective and efficient teachers produce high-achieving students. The quality of teachers is seen in their teaching performance which is influenced by many factors, one of which is the satisfaction they get from performing their job. In the VSU's College of Management and Economics, which has the largest number of students among all colleges for S.Y. 2022- 2023, no research has been conducted yet regarding job satisfaction based on teaching performance evaluation by students (TPES).

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Generally, this study aims to find the relationship between job satisfaction and teaching performance evaluation by students (TPES) among the teaching faculty of the College of Management and Economics (CME), Visayas State University.

Objectives:

- Describe the socio-demographic profile of the faculty of the College of Management and Economics at Visayas State University;
- Determine the socio-demographic characteristics associated with the job satisfaction of the teaching faculty in terms of extrinsic and intrinsic factors;
- Evaluate the job satisfaction level of the faculty in terms of *Extrinsic Factors*: (a.) university policies; (b.) supervision; (c.) pay; (d.) interpersonal relationships; (e.) working conditions, (f.) work itself; and *Intrinsic Factors*: (g.) opportunities for promotion and growth (h.) achievement; (I.) recognition; and (j.) responsibility);
- Assess the teaching performance of the faculty based on students' evaluation;
- Investigate the relationship between the teachers' job satisfaction level and his/ her teaching performance evaluation by students;
- Determine the teaching styles of the faculty of the College of Management and Economics.
- Examine the relationship between the teaching style of the faculty and his/her teaching performance.
- Provide recommendations for the improvement of job satisfaction and teaching performance of the faculty.

Scope and Limitations of the Study

The study mainly focused on investigating the significant relationship between the job satisfaction of the faculty of the College of Management and Economics, and their teaching performance as evaluated by students (TPES). Job satisfaction was measured using Lester's 1987 modified questionnaire.

The scope of the study is limited to the College of Management and Economics teaching faculty. The data used to assess teaching performance were the results of the teaching evaluation by students for the 2nd semester of A.Y. 2022- 2023 since the TPES for A.Y. 2023-2024 1st semester were not yet available. The extrinsic and intrinsic variables that affect job satisfaction are limited to those covered in the study.

2. Methodology

2.1. Research Design

The descriptive research design specifically the survey method was used in this study. The survey questionnaire was sent to the respondents using google form as well as paper and pen for them to answer at their convenient time.

2.2. Data Collection Procedure

A request letter to conduct the study was prepared, submitted, and approved by the concerned officials of VSU. The researcher constructed a questionnaire and had it pre-tested by the respondents. After pre-testing the questionnaire, it was modified and distributed to the respondents. Prior to distribution the researcher explained to the respondents the importance of their responses to the study and clarified some terms so that they could answer the questionnaire with full knowledge of their responsibility as the subjects of the study. The respondents were asked to answer with honesty.

The first part of the questionnaire gathered the socio-demographic characteristics of the respondents. The second part of the questionnaire assessed the level of job satisfaction of the respondents by asking questions related to the extrinsic and intrinsic variables covered in the study. The Likert Scale Method was used to measure the degree of satisfaction of the respondents, wherein they rated their satisfaction level for each statement in the survey questionnaire using a five-point rating scale: 1- Poor, 2- Below Satisfactory, 3- Satisfactory, 4- Very Satisfactory, and 5- Outstanding.

The third part of the questionnaire gathered information about the teaching style of respondents. The Likert Scale Method was also used to rate the teaching style of the respondents using a five-point rating scale: 1- Poor, 2- Below Satisfactory, 3- Satisfactory, 4- Very Satisfactory, and 5- Outstanding. The mean score of each variable was calculated and interpreted using the table below, which also includes the corresponding level of agreement.

Table 1 Description of Variables and Level of Satisfactory

Level of satisfaction:	Description:	Mean:
Poor	Unhappy with their jobs	1.0- 1.80
Below Satisfactory	Low levels of happiness with their jobs	1.81- 2.60
Satisfactory	Moderately happy with their jobs	2.61- 3.40
Very Satisfactory	Highly happy with their jobs	3.41- 4.20
Outstanding	Extremely happy with their Jobs	4.21- 5.00

2.3. Data Presentations and Analysis

In the analysis and presentation of the socio-demographic characteristics of the respondents, descriptive statistics were utilized such as frequencies and percentages. In determining the relationship between the job satisfaction of teachers and their teaching performance based on student evaluations, Spearman's Rho correlation analysis was applied. Similarly, Spearman's Rho correlation was used to determine the association between the teacher's teaching style and teaching performance. Also, for reliability and validity of the analysis, Cronbach's alpha was determined using Statistical Package for Social Sciences Statistics (SPSS) version 2.0.

3. Results and discussion

3.1. Socio-Demographic Profile of the College of Management and Economics (CME) Faculty

The socio-demographic profile of the respondents. Results indicates that the greater number of respondents are from the Department of Business and Management (44.74%). Also, it was found that most of the faculty members reside in Baybay City (89.47%) and the majority were female (65.79%). Additionally, it was found that most of the respondents are married (57.89%), obtained a master's degree (71.05%), and work as an instructor (63.16%). The survey results also indicate that the average age of respondents is 29, 37, 60 years old (10.53%), and an average length of service of 5 years.

3.2. Correlation Between Socio-demographic Characteristics of the CME Faculty and their Job satisfaction in terms of Extrinsic Factors

The correlation between socio-demographic characteristics and the job satisfaction level of the faculty in terms of extrinsic factors. The socio-demographics namely; department affiliation, marital status, and rank designation had a significant relationship to job satisfaction in terms of supervisor, pay, interpersonal relationships, working conditions, and opportunities and growth; but had no significant relationship with the university policies. There was no significant correlation between age, length of service, address, sex and educational attainment towards any of the extrinsic factors associated with teacher's job satisfaction. The results of the analysis are the following:

Supervision. As indicated in the table, it was found that the Spearman correlation coefficient between "DTHM" and "Supervision" is -0.387. This means a moderate negative correlation exists between being a faculty member in DTHM and supervision satisfaction. There may be specific dynamics within the department that contribute to a less favorable perception of supervision. This may relate to communication management styles or workload distribution. Also, this indicates that the superior's leadership style in the said department may not resonate well with the faculty members. Another is because of the fast turnover of leadership. This finding aligns with the study of Chirchir 2016, that supervision and leadership are very important factors to all employees. Satisfaction with supervision arises when there is a better relationship with the supervisor.

Meanwhile, it is depicted in the table below that the Spearman correlation coefficient between "Married" and "Supervision" is -0.417. This means a robust negative relationship exists between being married and supervision satisfaction. This suggests that married faculty members experienced higher stress levels due to work and family responsibilities. It can lower job satisfaction if they feel that their supervisors are not effectively managing the workload or providing adequate support. This relates to the study carried out by Gazjoglu and Tansel 2006, which investigated individual and job-related factors that had an impact on job satisfaction. It was found that married individuals had lower satisfaction levels than of those who were unmarried.

Pay. The results show the Spearman correlation coefficient between “Associate Professor” and “Pay” is 0.453. This suggests that there is a strong positive correlation between being an Associate Professor and job satisfaction in terms of pay. This means that Associate Professors report higher satisfaction with their pay than those in other academic ranks. This is because Associate Professors signify a mid-career milestone associated with increased accomplishments and experience, which can lead to higher salaries. This agrees with Funmilola’s et al study 2013, reported that pay significantly affects job satisfaction and performance, particularly when employees perceive pay schemes as fair, transparent, and aligned with their expectations.

Interpersonal Relationships. The Spearman correlation coefficient between “DOE” and “Interpersonal Relationships” was found to be 0.351. This means that there is a moderate positive relationship between these two variables. This indicates that DOE faculty members are more likely to be satisfied with their interpersonal relationships than other departments. This means that they are happy with the respect shown by their colleagues and the teamwork in how they handle problems within their department. This supports the study of Oco 2022, which found that teachers highly valued supportive and collaborative relationships where indicators like “There is a sense of fun and family in the school” and “co-teachers are warm, friendly, and cooperative”. However, some dissatisfaction arose from unprofessional or inconsiderate colleagues, highlighting the need for continued efforts to promote a positive and professional collegial environment.

Meanwhile, it was found that the Spearman correlation coefficient between “Instructor” and “Interpersonal relationships” is -0.473. This means that there is a strong negative relationship between these two variables. This implies that if the academic rank of a faculty member is that of an instructor, he/ she tends not to be satisfied with his/ her interpersonal relationships within the department. This maybe because instructors might have heavier teaching loads compared to higher academic ranks. Also, this maybe because instructors may have limited opportunities for professional development and have less control or influence within the department than those in higher academic ranks.

Working Conditions. The data revealed the Spearman correlation coefficient of “ISRDS” and “Working Conditions” is 0.335. This means that there is a moderate positive association between the two variables. This could mean that if a faculty is from the ISRDS department, there is a possibility that he/ she is satisfied with the working conditions compared to other departments. This implies that faculty members of ISRDS are satisfied with their offices, classrooms, equipment, and tools.

Meanwhile, it was found that the Spearman correlation coefficient between “Instructor” and “Working Conditions” is -0.447. This means that there is a strong negative association between the two variables. This implies that if a faculty member is an instructor, there is a tendency for him/ her to be unsatisfied with the working conditions. This may be because most instructors have limited working space compared to higher academic ranks. This supports the study of Raziq and Maulabakhsh (2015), that the working environment has a positive impact on the job satisfaction of employees. Bad working conditions restrict employees from portraying their capabilities and attaining their full potential, so the establishment must realize the importance of a good working environment.

Opportunities for Promotion and Growth. The table shows that the Spearman correlation coefficient between “DOE” and “Opportunities for Promotion and Growth” is 0.382. This means that there is a moderate positive correlation between the two variables. This indicates that if a faculty member is from DOE, there is a tendency for him/ her to be satisfied with the opportunities for promotion and growth. In contrast, the Spearman correlation between “DBM” and “Opportunities for Promotion and Growth” is -0.380. This means that there is a moderate negative correlation between the two variables. This could mean that if the faculty is from DBM, most likely, he/ she is not satisfied with the opportunities for promotion and growth. This may be because, DBM is the biggest department hence, faculty members compete for opportunities and professional growth.

The Spearman correlation coefficient between “Instructor” and “Opportunities for Promotion and Growth” was found to be -0.440. This means that there is a strong negative correlation between the two variables. This indicates that if the academic rank of a faculty member is that of an instructor, there is a higher tendency for him/ her not to be satisfied with the opportunities for promotion and growth. This is because instructors may feel they have limited benefits or opportunities compared to professors, especially in conducting research. According to Robbins (2001), promotion creates personal growth, increased levels of responsibility, and an increase in social standing. Moreover, when the opportunities are given to employees to be promoted and to advance their knowledge and skills, it will enhance employees’ job satisfaction and performance (Funmilola et al 2013).

Table 2 Correlation between Socio-demographic Characteristics of the CME Faculty and their Job Satisfaction Extrinsic Factors

VARIABLES	JOB SATISFACTION (EXTRINSIC FACTORS)					
	UNIVERSITY POLICIES	SUPERVISION	PAY	INTERPERSONAL RELATIONSHIPS	WORKING CONDITIONS	OPPORTUNITIES FOR PROMOTION AND GROWTH
Age	0.009	-0.315	-0.161	0.080	0.082	-0.181
Length of Service	-0.148	-0.188	0.095	0.079	-0.009	-0.100
Department Affiliation						
DOE	-0.047	0.239	0.043	0.351*	-0.040	0.382*
DBM	0.049	0.197	0.080	-0.015	-0.068	-0.380*
DTHM	-0.123	-0.387*	-0.192	-0.311	-0.120	-0.013
ISRDS	0.158	-0.032	0.102	0.067	0.335*	0.182
Address						
Baybay City	-0.059	-0.071	-0.008	-0.067	0.051	-0.213
Mahaplag	0.083	0.166	0.038	0.038	0.068	0.174
Merida	0.272	-0.076	0.204	0.038	0.068	0.220
Ormoc City	-0.167	0.045	-0.226	0.151	-0.227	-0.076
Tacloban City	-0.076	0.000	0.000	-0.098	0.189	0.091
Sex						
Female	-0.069	-0.140	-0.176	-0.025	0.258	-0.051
Male	0.069	0.140	0.176	0.025	-0.258	0.051
Marital Status						
Single	0.058	0.311	0.188	0.113	0.073	-0.123
Married	-0.130	-0.417**	-0.247	-0.195	-0.145	0.042
Separated	0.083	0.098	0.038	0.226	0.242	0.265
Widow	0.144	0.250	0.158	0.038	-0.015	-0.023
Educational Attainment		-0.046	-0.142	-0.159	0.000	-0.027
College Graduate	-0.216	0.144	0.152	-0.027	0.003	0.123
Master's Degree	0.139	-0.143	-0.050	0.207	-0.004	-0.136
Doctoral Degree	0.047	0.071	-0.287	0.094	0.185	0.036
Rank/ Designation						

Part-Time	-0.091	-0.115	-0.100	-0.473**	-0.447**	-0.440**
Instructor	-0.050					
Assistant Professor	-0.054	0.141	-0.049	0.281	0.244	0.222
Associate Professor	0.140	0.050	0.453**	0.258	0.149	0.203
Professor	0.060	-0.070	-0.081	0.189	0.222	0.347

*. Correlation is significant at the 0.05 level (2-tailed); **. Correlation is significant at the 0.01 level (2-tailed).

3.3. Correlation Between Socio-demographic Characteristics of the CME Faculty and their Job satisfaction in terms of Intrinsic Factors

Table 3 presents the correlation between socio-demographic characteristics and the job satisfaction level of the faculty in terms of intrinsic factors. The results shows that socio-demographics namely; length of service, marital status, rank designation had significant relationship to job satisfaction in terms of responsibility, while rank designation had a significant relationship with work itself, and achievement. It also had no significant relationship with recognition. There is a significant correlation between length of service, department affiliation, marital status, and rank towards any of the intrinsic factors associated with a teacher's job satisfaction, while age, address, sex, educational attainment had no significant relationship with any of the intrinsic factors. The results of the analysis are the following:

Work Itself. The table revealed the Spearman correlation coefficient between “Instructor” and “Work Itself” is -0.375. This means that there is a moderate negative correlation between the two variables. This suggests that if a faculty member is an instructor, there is a tendency for him/ her to be unsatisfied with the actual work. This maybe because instructors often have heavier workloads compared to higher academic ranks. Also, instructors may have fewer opportunities for professional advancement, research funding, and administrative support, which can cause burnout. This result contradicts the study of Chirchir 2016, that pointed out that human beings like interesting and challenging assignments. Jobs that are exciting and challenging will therefore cause an increase in job satisfaction.

Achievement. The Spearman correlation coefficient between “Instructor” and “Achievement” is -0.422. This means that there is a strong negative correlation between the two variables. This means that instructors are not more likely to be satisfied with their performance in their classes and their students’ performance. This may be because most instructors have less teaching experience and expertise than those in higher academic ranks. Instructors, especially those new to teaching who have few years of teaching experience may feel less confident in their performance. This aligns with Usop et al (2013), that teachers feel satisfied when their students achieve academic success. Several researchers, including Freiburger et al (2012), Marsh and Koller (2004) and Marsh and O’Mara (2008), have used students’ grades as a measure of academic achievement to study its impact on teacher satisfaction

Responsibility. The Spearman correlation between “Length of Service” and “Responsibility” is -0.323. This means that there is a moderate negative relationship between the two variables. This means that faculty members with higher length of service tend to be less satisfied in terms of freedom to do his/ her work and use their judgment. This may be because as faculty members’ length of service increases, they gain more experience and may later be assigned more administrative duties and responsibilities. These administrative tasks can consume their time and energy, and they cannot focus on their teaching, research, and mentoring to students. Faculty members with longer length of service with administrative tasks may feel constrained by bureaucratic processes and regulations, which can impede their freedom to use judgment in their work.

In addition, the Spearman correlation coefficient between “Married” and “Responsibility” is -0.360. This means a moderate negative relationship exists between being married and the freedom to do academic work. This means that married faculty members may experience challenges balancing their work and personal lives, affecting their satisfaction with their freedom to do academic work and use their judgment.

Also, the Spearman correlation coefficient between “Part-time” and “Responsibility” is 0.374. This means that there is a moderate relationship between the two variables. This means that part-time instructors may be more satisfied with their freedom to do their work and use their judgment. This maybe because part-time instructors are not given administrative duties and responsibilities compared to other faculty members with higher academic ranks and longer length of service or experience. For example, part-timers may not be involved in curriculum development and committee work that can utilize their time and energy and which may limit their autonomy in teaching. With this, part-

time instructors can focus more on their teaching, allowing them to exercise judgment in designing and developing their course materials. This finding is consistent with the study of Usop et al (2013) which found that when teachers have enough freedom and authority in their job, they feel more satisfied with their job. Having ownership of one's job will help motivate an individual.

Table 3 Correlation between Socio-Demographic Characteristics of the CME faculty and their Job Satisfaction Intrinsic Factors

Variables	Job satisfaction (intrinsic factors)			
	WORK ITSELF	ACHIEVEMENT	RECOGNITION	RESPONSIBILITY
Age	-0.050	-0.141	-0.050	-0.029
Length of Service	-0.234	-0.221	-0.013	-0.323*
Departments Affiliation				
DOE	-0.060	0.136	0.170	-0.146
DBM	0.058	-0.271	-0.038	0.179
DTHM	-0.088	0.059	-0.274	-0.125
ISRDS	0.106	0.190	0.263	0.068
Address				
Baybay City	-0.067	-0.273	0.012	-0.097
Mahaplag	0.90	0.250	0.000	0.046
Merida	0.090	0.250	0.132	0.046
Ormoc City	-0.219	-0.083	-0.287	0.046
Tacloban City	0.166	0.106	0.132	0.046
Sex				
Female	-0.102	-0.230	-0.008	0.143
Male	0.102	0.230	0.008	-0.143
Marital Status				
Single	0.145	0.080	0.224	0.295
Married	-0.213	-0.142	-0.305	-0.360*
Separated	0.211	0.174	0.132	0.178
Widow	0.008	0.023	0.132	0.046
Educational Attainment				
College Graduate	0.046	0.003	-0.252	-0.098
Master's Degree	-0.029	0.115	0.217	-0.027
Doctoral Degree	-0.011	-0.158	-0.018	0.143
Rank/ Designation				
Part-Time	0.205	0.233	-0.016	0.374*
Instructor	-0.375*	-0.422**	-0.240	-0.133
Assistant Professor	0.195	0.201	0.267	-0.138
Associate Professor	0.179	0.199	0.109	-0.041
Professor	0.043	0.065	0.095	-0.022

*. Correlation is significant at the 0.05 level (2-tailed); **. Correlation is significant at the 0.01 level (2-tailed).

3.4. Job Satisfaction of the CME Faculty in terms of Extrinsic and Intrinsic Factors

The overall job satisfaction level of the members of CME in terms of extrinsic and intrinsic factors was very satisfactory. Table 4 shows that the majority (60.49%) of the faculty members were very satisfied with the extrinsic factors. Likewise, almost one-half (44.73%) of the faculty were very satisfied with the intrinsic factors. Mirzaei et al (2014), satisfied employees are adaptive emotionally and enjoy satisfaction.

Table 4 Job Satisfaction Level of the CME Faculty in terms of Intrinsic's Extrinsic Factors

	Poor	Below Satisfactory	Satisfactory	Very Satisfactory	Outstanding
Extrinsic Factors	2.63%	2.63%	23.67%	60.49%	10.52%
University Policies	-	7.89%	50.00%	36.84%	5.26%
Supervision	-	2.63%	10.52%	39.46%	47.37%
Pay	7.89%	10.52%	42.10%	26.31%	13.16%
Interpersonal Relationships	2.63%	7.89%	21.04%	39.47%	28.94%
Working Conditions	5.26%	26.32%	18.42%	36.83%	13.15%
Work Itself	5.26%	-	28.95%	50.01%	15.78%
Intrinsic Factors	-	-	23.67%	60.49%	15.78%
Opportunities for Promotion and Growth	-	5.26%	34.20%	44.73%	15.78%
Achievement	-	-	21.06%	42.10%	36.85%
Recognition		7.89%	34.21%	44.74%	13.15%
Responsibility	-	2.63%	18.42%	55.26%	23.67%

3.5. Teaching Performance of Faculty by Department

Table 5 shows the overall performance of CME Faculty. This illustrates the teaching performance rating across different departments under the College of Management and Economics. Notably, all of the departments garnered an outstanding rating, suggesting a solid faculty or effective methodologies.

Table 5 Teaching Performance of the CME Faculty by Department

Department	Teaching Performance				
	Poor	Below Satisfactory	Satisfactory	Very Satisfactory	Outstanding
DOE	-	-	-	-	100%
DBM	-	-	-	23.53%	76.47%
DTHM	-	-	9.09%	45.45%	45.46%
ISRDS	-	-	-	-	100%

3.6. Overall Assessment of Teaching Performance of the Faculty Based on Students' Evaluation

Table 6 presents the teaching performance rating of the CME faculty. The results show that most of the faculty (73.68%) members were rated outstanding by their students. This indicates a high level of effectiveness and proficiency in their teaching roles as perceived by their students. These findings also validate Lawler and Porter's 2003, research which showed that performance is the last measure of an employee's success in doing the job. It is also an indicator of job satisfaction.

Table 6 Teaching Performance of CME Faculty

	TEACHING PERFORMANCE
Poor	-
Below Satisfactory	-
Satisfactory	2.63%
Very Satisfactory	23.68%
Outstanding	73.68%

3.7. Correlation between the CME Faculty's Job Satisfaction and Teaching Performance

Table 7 shows the correlation between job satisfaction levels and teaching performance among faculty members. The result shows that there is a significant relationship between extrinsic factors and the teaching performance of the CME faculty. The Spearman correlation coefficient between "Working conditions" and "Teaching Performance" is 0.334. This means that there is a moderate positive relationship between the two variables. This suggests that as faculty members perceive their working conditions more favorably, there is a tendency for an improvement in their teaching performance. This aligns with Raziq and Maulabakhsh's (2015) study which found that the working environment has a positive impact on the job satisfaction of employees. Similarly, a moderate positive Spearman correlation coefficient of 0.321 is identified between "Teaching Performance" and "Recognition", indicating that faculty members who feel recognized for their contributions may exhibit higher levels of teaching proficiency. When employees feel appreciated and recognized for their contributions, as noted by Wickham 2023, they will be more connected to their work, their team, and the organization as a whole. These findings suggest that certain aspects of job satisfaction, specifically related to working conditions and recognition, may positively influence the teaching performance of the CME faculty.

Table 7 Correlation between job satisfaction level and teaching performance of the CME faculty

	TEACHING PERFORMANCE
Extrinsic Factors	0.69
University Policies	0.016
Supervision	0.186
Pay	0.052
Interpersonal Relationships	-0.030
Working Conditions	0.334*
Work Itself	-0.051
Intrinsic Factors	0.140
Opportunities for Promotion and Growth	0.073
Achievement	0.070
Recognition	0.321*
Responsibility	-0.092

3.8. Teaching styles of the Faculty of CME

Table 8 presents the teaching styles of faculty members across four departments. The results showed that there's a different teaching style practiced across 4 departments of CME, most economics faculty (66.67%) and tourism and hospitality management faculty (81.82%) practiced formal authority. While a greater number of business and management faculty practiced a combination of personal model and facilitator (47.06%). Also, faculty members from the Institute of Strategic Research and Development Studies practiced a facilitator learning style (75%).

Table 8 Teaching Styles of the CME Faculty by Department

TEACHING STYLE	DOE		DBM		DTHM		ISRDS	
	n=6	%	n=17	%	n=11	%	n=4	%
Expert*	0	0%	3	17.65%	2	18.18%	0	0%
Formal Authority*	4	66.67%	5	29.41%	9	81.82%	0	0%
Personal Model*	3	50%	8	47.06%	2	18.18%	1	25%
Facilitator*	1	16.67%	8	47.06%	1	9.09%	3	75%
Delegator*	1	16.67%	7	41.18%	0	0%	1	25%

*Multiple response

3.9. Correlation between Teaching Style and Teaching Performance of the CME Faculty

Table 9 depicts the correlation between teaching style and teaching performance. The results found that there is no significant correlation between various teaching styles and teaching performance. As presented in the table, there is no significant correlation between various teaching styles and teaching performance because teaching styles vary depending on the subject to be taught, class size, student demographics, and instructional goals. Thus, establishing a correlation between teaching styles and teaching performance might be challenging. Also, the sample sizes in this research study are small, making it difficult to conclude the relationship between teaching styles and teaching performance.

Table 9 Correlation between teaching style and teaching performance of the CME faculty

TEACHING STYLE	TEACHING PERFORMANCE
Expert	-0.160
Formal Authority	-0.010
Personal Model	0.070
Facilitator	0.165
Delegator	0.153

4. Conclusion

Although there were certain limitations in the study, the following conclusions drawn from the study could provide some insights to the administrators and policymakers to improve the level of job satisfaction of the teaching faculty of the Visayas State University's College of Management and Economics.

A study found a strong correlation between socio-demographic characteristics and job satisfaction in terms of extrinsic and intrinsic factors. Extrinsic factors, such as supervision, showed a significant correlation with faculty department affiliation and marital status. The pay was found to be significantly correlated with faculty rank, interpersonal relationships, department affiliation, and rank, while opportunities and growth correlated significantly with department affiliation and rank. In terms of intrinsic factors, such as working conditions and achievement, a significant correlation was observed with faculty rank. Responsibility was found to have a significant correlation with faculty's length of service, marital status, and rank.

On the other hand, the job satisfaction of the faculty is significantly associated with their teaching performance. Faculty members who were very satisfied with their job in terms of extrinsic and intrinsic factors exhibited outstanding teaching performance. The working conditions and recognition were the extrinsic and intrinsic factors, respectively, that significantly and positively influenced teaching performance. Thus, a faculty who is satisfied with his/ her working conditions and is recognized for his/ her achievements would show a better teaching performance.

Moreover, the teaching style of the faculty and his/ her teaching performance has no significant relationship. Teaching style may vary depending on several factors such

as the subject taught, class size, and many more, also, the sample sizes in this research study were small, making it difficult to conclude the relationship between the variables.

Recommendation

Based on the findings and conclusions drawn from this study, the researcher makes the following recommendations:

- Provide better working conditions to faculty such as bigger space for faculty members since students' consultations often happen in teachers' offices. This may help their performance in catering to students' concerns.
- Reduce workload by revising the teaching load policy or increasing the student qualification and requirements standard to regulate the number of students, and also, by limiting the number of students per faculty member.
- Evaluate the requirements for work promotion and prioritize the "first-come, first-served" policy to prevent faculty conflicts.
- Encourage teachers to participate in research, workshops, and professional development activities to enhance skills and knowledge.

Promote team building since it is an activity that creates a climate of cooperation and contributes to collaborative problem-solving, develops empathy and trust in the group and themselves, enhances creativity, and boosts self-esteem that will help build trust, mitigates conflict, encourages communication, and increases collaboration. It will help minimize and promote resolution in peer-to-peer or office conflicts.

Teaching faculty and upper management employees should focus on their communication methods including inclusive communication initiatives and their effects on creating a positive work environment. This means developing employee performance plans and offering them specific feedback on how their work contributes to the organization's broader reach, not only the teaching faculty but also heads should be open to feedback as well.

Promote digital recognition where the administration will add top performers to the university websites, and promote peer-to-peer recognition where a healthy university culture encourages employees to value, acknowledge, and motivate their peers.

Ethical Considerations

Firstly, permission to conduct the study was obtained from the graduate school's office. The researcher received consent in the form of a letter from the VSU's record section, which was approved by the data protection officer and the vice-president of academic affairs, to collect on the faculty members of the College of Management and Economics' Teacher Performance Evaluation by Students (TPES) for the 2nd semester of the academic year 2022-2023 at the university's office of the director for instructions and evaluation.

Secondly, the researcher obtained all participants' full consent to participate in the survey. The researcher also guaranteed that all personal information provided by the respondents would be kept confidential. And lastly, the survey questionnaire is free from any offensive, discriminatory, or unacceptable language.

Compliance with ethical standards

Disclosure of conflict of interest

The author declare that she has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this research.

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