

The Relationships of Happiness and Job Satisfaction to Job Performance of Public Secondary School Teachers in Selected Schools in the Division of Cavite

Jackie D. Urrutia, Paolo Christopher R. Borja, John Carlo D. Castillo, Raymond A. Magana

Abstract—The study analyzed the relationships of approaches to happiness and job satisfaction to job performance. This research endeavors to educate and inspire public academic institutions to focus on the happiness and job satisfaction of its teaching staff and see if it will bring out high job performance rate. A sample of two hundred and eighty-three (283) public secondary school teachers was taken from selected schools in the division of Cavite calculated based on Cochran's formula and using simple random sampling technique. The researchers used descriptive statistics such as frequency distribution and weighted mean to present the data. Pearson Product Moment Correlation Coefficient r and multiple linear regression (MLR) model were used to determine the association and test statistical significance between all studied parameters. Data analysis was done using Statistical Package for the Social Sciences (SPSS). The findings of this study indicated that the extent of correlation between the approaches to happiness and job performance and between the job satisfaction and job performance are both significant. When these variables are linked with job performance, the outcome revealed that higher degrees of happiness—in terms of pleasant life, good life, and meaningful life—and job satisfaction lead to very satisfactory job performance.

Keywords: Happiness, job satisfaction, job performance, Multiple Linear Regression, Division of Cavite

I. INTRODUCTION

In contemporary times behavior has come to play an important part in many aspects of human activities. In an article by CNN Philippines (2017) [1], Jobstreet.com presented the Annual Happiness Index Report indicating that Filipinos are less happy in the workplace. Filipinos averaged 4.97 this year—a slight drop from 5.25 score last 2016. Job satisfaction of every employee will lead to a great job performance. Researchers Amabile & Kramer (2011) [2] and Harris, Hinds, Manansigh, Rubino, & Morote (2016) [3] proposed high employee morale and happiness as key to increased workplace productivity. As mentioned, happiness

and job satisfaction of employees go together in achieving high performance rate of an organization. It is an accepted view in management circles that a happy worker is a productive worker. Further, Harris, et.al (2016) accentuated that employees who are happy to serve the institution they are with are also happy to serve their customers. Thus, this may lead to excellence and distinction.

Happiness, job satisfaction, and job performance are reported in nearly all studies as positively correlated with one another. For this reason, this study aims to examine this established tenet among professionals in the education sector, specifically the public secondary school teachers in selected schools in the Division of Cavite. Quantitative researches with regard to the said relationships are still lacking despite the promising aid this may bring to public schools here in the country. Further, this research endeavors to empower public institutions to focus on the “happiness” of its faculty members and see if it will bring out high job performance rate.

II. RESEARCH PARADIGM

As shown in Figure 1 below, the research paradigm presents the independent variables which include the three types of happiness. According to Seligman (2003), these are as follows: pleasant life or positive emotions, good life or engagement, and meaningful life [4]. Another set of independent variables are motivators and hygiene factors. Both happiness and job satisfaction are linked together because of their fundamental relationship. The dependent variable in this study is job performance of public secondary school teachers which was represented by the performance rating culled from Individual Performance Commitment and Review Form (IPCRF).

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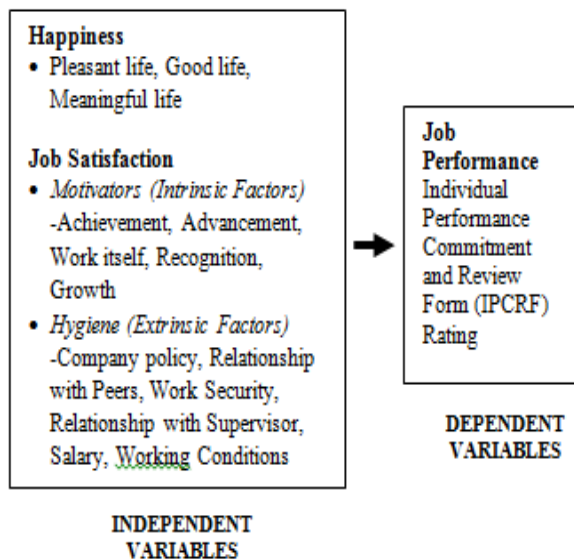


Figure 1. Research Paradigm

A. Objective of the Study

The general purpose of the study was to determine on how approaches to happiness and job satisfaction correlated to job performance of teacher-respondents. Specifically, the study aimed to identify the demographic profile of the public secondary school teachers; determine their response in terms of approaches to happiness, job satisfaction and job performance; identify the intrinsic and extrinsic factors that can affect the job performance.

B. Scope and Limitation

This study was conducted to the public secondary school teachers in selected schools in the division of Cavite during academic year 2017-2018.

The major limitations of this study were resource constraint including time, funding, and full access to information. Obtaining information from the teacher-respondents was, in some way, incredibly difficult due to the busy nature of their work schedule. Researcher, gathered data by the used of survey questionnaire. This was prepared in accordance with the statement of the problem. The researchers used job satisfaction survey and degree of happiness standardized questionnaires. A-three part survey questionnaire was used as researched instrument. Part I dealt on the profile of the respondents. Part II focused on Authentic Happiness as measured in the standardized instrument developed by Christopher Peterson called approaches to happiness. The instrument was used with the permission from Dustin Troy R. Josen, MBE by sending him an email. Lastly, Part III is all about measuring the level of job satisfaction of public high school teachers as that presented in the two Two-Factor Theory of Dr. Frederick Herzberg using the job satisfaction index. Moreover, the study considered facets of job satisfaction such as compensation or salary, promotion, working conditions, relationship with co-workers, relationship with supervisors/managers, nature of work, management recognition, safety at the workplace, and training and development. However, there may be other factors, specific factors to be precised that may affect job satisfaction level which the study did not explicitly explore.

III. REVIEW AND RELATED LITERATURE

Much has been said and written about job performance. Many studies have sought to investigate and identify the factors that influence employee performance in an organization. Apparently, most studies report that positive emotions improve performance and influence the capacity of workers for innovation (Proto, 2016) [5]. Happiness, for one, has become a building block of positive job performance in the workplace. Happiness is defined as a state of well-being, mental or emotional, involving positive or pleasant emotions such as contentment and satisfaction. One model that is fundamental for understanding happiness is the Authentic Happiness of Dr. Martin E.P. Seligman. Happiness could be analyzed according to three manageable and measurable elements: positive emotion, engagement, and meaning (Seligman, 2002). Researchers (Scorsolini-Comin, Fontaine, Koller, & dos Santos, 2013 [6]; Buragohain&Hazarika, 2015 [7]) have elaborated Seligman’s postulation and have long recognized these elements appear to be vital in a threefold path of happiness—pleasant life, good life, and meaningful life. Interestingly, empirical evidence from researches showed that people who pursue all three approaches to happiness are said to be living a “full life” (Peterson, Park, & Seligman, 2005 [8]; Brdar, 2009 [9]). Hence, people who live a “full life” are considered the happiest, have good self-control and know which goals to choose (Anić&Tončić, 2013)[10].

As most people spend a major part of their adult life at work, it is natural that their well-being has a direct impact on work life. Asiyabi&Mirabi (2012) [11] advocated that there is a close interrelation between an individual’s work and life. Happiness in the workplace is an umbrella concept that includes a large number of happiness-related constructs ranging from short-lived events to chronic conditions in the task, job, and organization. Workplace happiness is also influenced by stable attributes of individuals such as personality, as well as the fit between what the job or organization provides, and the individual’s expectations, needs, and preferences (Fisher, 2010) [12]. Further, researchers Wesarat, Sharif, & Abdul Majid (2014) [13] cited key factors which influence happiness at the workplace such as employment status, income, friendship, and work activities. What these constructs have in common is that all are referred to as pleasant judgments or pleasant experiences at work (Bakker &Oerlemans, 2011) [14]. In the case of professionals in the education sector, the territory of the schools, type of management of the schools, leadership style of the administration, and nature of appointment of the teachers significantly affect the well-being of secondary school teachers, because it directly motivates or de-motivates them (Buragohain&Hazarika, 2015). In conclusion, all the studies clearly suggest that happiness at work depends on what is happening at present with the amalgamation of employee’s philosophy about work.

Another emerging topic in management and organization is job satisfaction. The term “job satisfaction” was brought to public attention by Robert Hoppock (1935) [15]. He defined

job satisfaction as, “any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say I am satisfied with my job.” Subsequently, job satisfaction has been described and contextualized in so many ways over the years. In describing job satisfaction, the reference is often made to Edwin A. Locke’s (1969) [16] definition as a “pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences”. More recent researchers have supplied explanation to job satisfaction. According to Statt (2004) [17], it is a feeling of being contented by the rewards of the job, particularly through intrinsic motivation. Armstrong (2006) [18] stated that positive feelings and attitude towards work indicate job satisfaction. Negative thoughts or feelings will lead to job dissatisfaction of every employee. Feeling of excitement going to work every day is a sign that a person is satisfied to the job. Robbins & Judge (2007) [19] acknowledged it as a positive feeling about one’s job resulting from an evaluation of its characteristics.

The relationship between satisfaction and performance in the workplace has been studied extensively throughout the history of organizational/ industrial psychology (Cook, 2008) [20]. Dr. Frederick Herzberg’s Two-Factor Theory is one content theory that focuses attention on the work itself as a principal source of job satisfaction. His findings revealed that certain characteristics of a job are consistently related to job satisfaction, while different factors are associated with job dissatisfaction. In support to the works of Herzberg, authors Alegre, Gomez, Lopez, & Mapa (1999) [21] cited that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause job dissatisfaction. Job satisfaction of employees, particularly among teachers, results to a better performance because they are motivated in what they do. The positive feelings and attitude towards work lead teachers to put more effort in every single task they handle (Alemi, 2014) [22]. Satisfied teacher can contribute immensely to the well-being of his/her students and peers as well as to the effectiveness of program of education, and finally helping the country to achieve the vision. A dissatisfied teacher, though, can become irritable and may display tensions which can have negative influence on the learning process, and it consequently affects their academic growth (Thakur, 2014 [23]; Abdullah, Uli, & Salahudin, 2007 [24]). Most studies revealed that teachers were seemingly satisfied and dissatisfied with the aspects of salary, work condition/infrastructure, work itself, job security, and provision for promotion. De Kok (2013) [25] stated that salary, working conditions and hours, and all that influence how people view their work are the factors that make the employee satisfied with their job. Satisfaction of an employee will significantly affect their job performance. Factors such as cooperation, mutual respect, suitable salary, and working environment lead to job satisfaction. Subhashini (2017) [26] affirmed that the more job experiences a person acquired, the higher the degree of job satisfaction compared with less job experience.

Job satisfaction often suggests that an employee is either happy or lonely with his job. In connection to this, a study by Üredi (2017) [27] found out that the level of job satisfaction of teachers toward the teaching profession affects their teaching performance. He concluded that the “psychological

beliefs” of the teachers affect their students in so many ways since they spend most of their life at school. Teachers with high job satisfaction level have great classroom management skills and good sense of self-improvement for the betterment of their students. In addition, teachers who find satisfaction with their job continuously seek self-improvement through attending seminars and accessing short courses to continue their professional development, thus impacting their performance in teaching. In another research, it was revealed that teacher-respondents were satisfied with their performance in related skills, abilities, initiatives, and productivity, exceeding requirements in many of the area of work performance (Usop, Askandar, Langguyuan-Kadtong&Onotan-Usop, 2013) [28].

At its very core, work is essential to human. Having a job is a way for a person of getting involved in something much bigger than him. The role of job is not only meant as a source of income so that one can buy and satisfy his or her basic necessities, but also a way that many people validate their capabilities and self-worth (Riley, 2016) [29].

IV. MATERIALS AND METHOD

A. Research Method

The methodology used for this study relied mostly on descriptive survey. Ali (1996)[30], in his Fundamentals of Research in Education, defined descriptive survey as a research methodology in which a group of people or items are studied by collecting and analyzing data from only a few people or item considered to be representative of the entire group. This design is considered to be fitting because the study involves data collection in a natural setting. The study used descriptive design because it focused on the relationships of approaches to happiness and job satisfaction to job performance of public school teachers. Further, descriptive research is not only concerned with fact gathering, but also with identifying and predicting relationships between variables. A descriptive research determines and reports the way things are, since it has no control over what was and what is. It can only measure what already exists.

B. Sampling Technique

The population size is 1,070 public secondary school teachers. Researchers had a sample of two hundred and eighty-three (283) public secondary school teachers was taken from selected schools in the division of Cavite calculated based on Cochran’s formula and using simple random sampling technique. Below is the formula for Cochran that was used to determine the total sample size.

$$n = \frac{n_o}{1 + \frac{(n_o - 1)}{N}}$$

C. Research Instrumentation

Researcher, gathered data using standardized survey questionnaire. This was prepared in accordance with the statement of the problem. A three-part survey questionnaire



was used as research instrument. Part I delved on the profile of the respondents. Part II focused on Authentic Happiness as measured in the standardized instrument developed by Christopher Peterson called approaches to happiness. The instrument was used with the permission from Dr. Martin E.P. Seligman (seligman@psych.upenn.edu) by sending him an electronic mail thru the kind assistance of Dr. Margaret Kern (margaret.kern@email.ucr.edu). Lastly, Part III examined the level of job satisfaction of public high school teachers as that presented in the Two-Factor Theory of Dr. Frederick Herzberg using the Job Satisfaction Index. Moreover, the study considered facets of job satisfaction such as compensation or salary, promotion, working conditions, relationship with co-workers, relationship with supervisors/managers, nature of work, management recognition, safety at the workplace, and training and development.

D. Data Collection Method

The questionnaires were administered directly to the chosen sample for the study. Two hundred and eighty-three (283) copies of the questionnaire given out were successfully completed and retrieved. The achievability of retrieving back all the questionnaires was as a result of the researchers' perseverance and determination despite the busy nature of work schedule of teacher-respondents and the schools' proximity constraints.

E. Statistical Tools

The questionnaires were administered directly to the chosen sample for the study. Two hundred and eighty-three (283) copies of the questionnaire given out were successfully completed and retrieved. The achievability of retrieving back all the questionnaires was as a result of the researchers' perseverance and determination despite the busy nature of work schedule of teacher-respondents and the schools' proximity constraints.

Upon the successful retrieval of the questionnaire, data were organized and tallied systematically. Descriptive statistics mainly frequency count and percentages, mean, correlation, and multiple linear regression analysis were used by employing SPSS computer software in the presentation, analysis and interpretation of the findings.

The statistical formulas used were the following:

1. Frequency Count and Percentage

To compare the respondents response derived from the demographic profile, this statistical tool was used. It is calculated with the use of the following formula:

$$p = \frac{f}{n} \times 100$$

Where: P is the percentage
f is the frequency
n is the number of cases

2. Mean

The mean or average gave a very good idea about the central tendency of the data collected. The computation of the mean was used in identifying the extent on the positive discipline approaches used by the teachers.

$$\mu = \frac{\sum f}{n}$$

The formula for obtaining the mean is:

Where: M is the mean
| is the summation
f is the frequency|
n is the number of cases

3. Pearson Product Moment Coefficient

To quantify the association between two variables, correlation analysis was used. This was used to correlate the profile of the respondents to positive discipline approaches used by the teachers. The formula for computing the correlation coefficient is.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

where:
r = Pearson r
N= the total number of respondents
x=the first variable
y= the second variable

The obtained data was interpreted based on the Rules of Thumb Size of Correlation Coefficient presented by Hinkle et al (2003) in the book Applied Statistics for the Behavioral Sciences (5th Edition) [31].

4. Multiple Linear Regression Analysis.

To determine the intrinsic and extrinsic factors that affects the job performance multiple linear regression analysis was used. This was used to identify the factors that is significant to the job performance of the teacher-respondents. Formally, the model for multiple linear regression[32], given *n* observations, is:

$$y_i = b_0 + b_1 X + b_2 X + \dots b_n X$$

Table 1

Table of Specification for Approaches to Happiness and Job Satisfaction Index

INSTRUMENT	ITEM PLACEMENT
Approaches to Happiness	
Pleasant Life (Pleasures)	3, 8, 13, 15, 16,
Key thought (Happiness is seen through our expressions)	18, 19
Good Life (Flow) Key thought (Happiness is not the end but the means to the end)	1, 4, 6, 7, 9, 10, 21
Meaningful Life (Meaning) Key thought (Happiness is living life that is larger than one's own)	2, 5, 11, 12, 14, 17, 20
Job Satisfaction Index	
<i>Motivators (Intrinsic Factors)</i>	
Achievement	1, 2, 3
Advancement	4, 5, 33
Work itself	6, 7, 8
Recognition	9, 10, 11, 12
Growth	13, 14, 15, 32
<i>Hygiene Factors (Extrinsic Factors)</i>	
Company Policy	16, 17, 18
Relationship with Peers	19, 20, 21
Work security	22, 23, 24
Relationship with Supervisor	25, 26, 27
Salary	28, 29
Working conditions	30, 31

Table 2

Arbitrary Scales for Approaches to Happiness, Job Satisfaction Index and IPCRF

Scale / Numerical Rating	Verbal Interpretation		
	Approaches to Happiness	Job Satisfaction Index	IPCRF
4.51 - 5.00	Very Much Like Me	Strongly Agree	Outstanding
3.51 - 4.50	Mostly Like Me	Agree	Very Satisfactory
2.51 - 3.50	Somewhat Like Me	Neutral	Satisfactory
1.51 - 2.50	A Little Like Me	Disagree	Unsatisfactory

1- 1.50 Not Like Me At All Strongly Disagree Poor

The table of specification in table 1 and 2 was formulated from the study by Peterson, Christopher; Park, Nansook; and Seligman, Martin E.P. (2005) entitled, "Orientations to Happiness and Life Satisfaction: The Full Life Versus the Empty Life" with written permission to use instrument sent to Dr. Martin Seligman via electronic mail. It also shows the same is true for the table of specification of the Job Satisfaction Index. It was formulated from the study of Teck-Hong, Tan and Waheed, Amna (2011) entitled, "Herzberg's Motivation-Hygiene Theory and Job Satisfaction in the Malaysian Retail Sector: The Mediating Effect of Love of Money" [33].

In table 2, for the dependent variable, job performance, the researchers made use of the standardized tool called **Arbitrary Scale for Individual Performance Commitment and Review Form (IPCRF)** used by the Department of Education to evaluate the individual performance of each teacher in the Philippines. The said tool is used by the teacher to carefully evaluate his/her own performance in terms of (1) Teaching and Learning Process; (2) Student Outcomes; (3) Community Involvement; (4) Professional Growth and Development; and (5) Plus factor. After which the school head will talk with the teacher about his/her self-rating and try to collaborate on a grade that is in consonance with the school head's observation. Please see Appendix for the content of the Individual Performance Commitment and Review Form (IPCRF).

V. RESULTS AND DISCUSSION

Data from the demographic part of the survey (Table 3) revealed that the majority age of the teacher respondents is between 31 – 40 years old with 37.46%. It also revealed that most of the teachers has earned units in their Masteral Degree with 59.7%. Furthermore, the sample consisted of teachers with teaching experience from being a newly hired teacher – 36 years and above. 37% of the total respondents had a work experience of 2 – 5 years. Additionally, there were 37.1% of the teacher respondents has a position of Teacher 2 and most of them are teaching Filipino subject with 20.8%. Lastly, majority of the teacher respondents are receiving monthly salary ranging from Php21,000-25.999 with 50.5%



Table 3
Frequency and Percentage Distribution of
Demographic Profile of the Teacher Respondents

PROFILE	f	(%)
AGE		
21-30 years old	84	29.68%
31-40 years old	106	37.46%
41-50 years old	64	22.61%
51 years old and above	29	10.25%
HIGHEST EDUCATIONAL ATTAINMENT		
Master's Degree Holder	34	12%
Bachelor's Degree Holder	62	21.9%
With Ed.D/Ph.D Units	18	6.4%
With MA Units	169	59.7%
TENURE		
Newly hired – 1 year	15	5.3%
2 -5 years	105	37%
6 -10 years	81	28.5%
11 – 15 years	19	6.7%
16 – 20 years	19	6.7%
21 – 25 years	22	7.7%
26 – 30 years	8	2.8%
31 – 35 years	8	2.8%
36 years and above	6	2.1%
POSITION		
Teacher 1	15	5.3%
Teacher 2	105	37.1%
Teacher 3	81	28.6%
Master Teacher 1	19	6.7%
Master Teacher 2	19	6.7%
Master Teacher 3	22	7.8%
Head Teacher 1	8	2.8%
Head Teacher 2	8	2.8%
Head Teacher 3	6	2.1%
SUBJECTS TAUGHT		
English	37	13.1%
Filipino	59	20.8%
Mathematics	34	12%
Science	36	12.7%
A.P.	44	15.5%
EsP	26	9.2%
T.L.E	25	8.8%
MAPEH	18	6.4%
Others	4	1.4%

MONTHLY INCOME		
Php 15,000 – 20, 999	102	36%
Php 21,000 – 25, 999	143	50.5%
Php 26,000 – 30, 999	24	8.5%
Php 31,000 – 35, 999	6	2.1%
Php 36,000 – 40, 999	8	2.8%

Note: n=283 f=frequency %=percentage

Table 4 presents the teacher-respondents' approaches to happiness in terms of pleasant life. The statement, "I am happy when my work priorities in a day are achieved", got the highest weighted mean of 4.58. This means that the teacher-respondents use their strengths and virtues (Seligman, M., E.P., 2002) to accomplish the tasks given to them. It give happiness to the respondents when they achieved their goal in a day likewise teachers are stimulated to work on tasks that gives them the idea of contentment then it results to pleasant life [4].

Table 4

Weighted Mean Distribution of Teacher-Respondents' Approaches to Happiness in Terms of Pleasant Life

Pleasant life	Weighted Mean	Verbal Interpretation	
Life is too short to postpone the pleasures it can provide.	4.13	Mostly Me	Like
I go out of my way to feel happy.	4.11	Mostly Me	Like
In choosing what to do, I always take into account whether it will be pleasurable.	4.13	Mostly Me	Like
I agree with the statement: "Life is short – eat desserts first." Or "Enjoy life to the fullest."	4.11	Mostly Me	Like
I love to do things that excite my senses.	4.26	Mostly Me	Like
For me, good life is pleasurable life.	4.12	Mostly Me	Like
I am happy when my work priorities in a day are achieved.	4.58	Very Like	Much Me
Overall Mean	Weighted 4.21	Mostly Me	Like

Table 5 presents the teacher-respondents' approaches to happiness in terms of good life. The statement, "I experience success if the task assigned to me is successfully completed", got the highest weighted mean of 4.55. The result asserts that the teacher-respondents feel fulfillment every time they completed the assigned task. Likewise, Buragohain&Hazarika (2015) explained that pleasant life includes the engagement in work. It clearly manifests the dedication of the respondents to their job. It brings

contentment to their life [7].

Table 5

Weighted Mean Distribution of Teacher-Respondents' Approaches to Happiness in Terms of Good Life

Good life	Weighted Mean	Verbal Interpretation	
Regardless of what I am doing, time passes very quickly.	4.23	Mostly Me	Like
I seek out situations that challenge my skills and abilities.	4.28	Mostly Me	Like
Whether at work or play, I am usually "in a zone" and not conscious of myself.	3.87	Mostly Me	Like
I am always very absorbed in what I do.	4.18	Mostly Me	Like
In choosing what to do, I always take into account whether I can lose myself in it.	4.04	Mostly Me	Like
I am rarely distracted by what is going on around me.	3.94	Mostly Me	Like
I experience success if the task assigned to me is successfully completed.	4.55	Very Like	Much Me
Overall Mean	Weighted 4.16	Mostly Me	Like

Table 6 shows teacher-respondents approaches to happiness in terms of meaningful life. The statement "My life has a lasting meaning." got the highest weighted mean of 4.49. This manifests that majority of teacher-respondents believe their lives create lasting impact which affects their well-being in general.



Table 6

Weighted Mean Distribution of Teacher-Respondents' Approaches to Happiness in Terms of Meaningful Life

Meaningful life	Weighed Mean	Verbal Interpretation
My life serves a higher purpose.	4.44	Mostly Like Me
In choosing what to do, I always take into account whether it will benefit other people.	4.28	Mostly Like Me
I have a responsibility to make the world a better place.	4.41	Mostly Like Me
My life has a lasting meaning.	4.49	Mostly Like Me
What I do, matters to society.	4.26	Mostly Like Me
I have spent a lot of time thinking about what life means and how I fit into its big picture.	4.28	Mostly Like Me

I feel happy if my recommendations are implemented in my school.	4.34	Mostly Like Me
Overall Weighted Mean	4.36	Mostly like Me

Table 7 reveals the weighted mean distribution of teacher-respondents' job satisfaction in terms of motivators or intrinsic factors that lead to job satisfaction. These are the statements that got the highest weighted mean in every motivator or intrinsic factor; achievement highest weighted mean is 4.29 in the statement, "I feel have contributed towards my company in a positive manner.", advancement highest weighted mean is 4.24 in the statement, "My job allows me to learn new skills for career advancement.", work itself highest weighted mean is 4.26 in the statement, "My job is challenging and exciting.", recognition highest weighted mean is 4.33 in the statement "I feel appreciated when I achieve or complete a task." and growth highest weighted mean is 4.31 in the statements "My job allows me to grow and develop as a person and my job allows me to improve my skills and performance."

Table 7

Weighted Mean Distribution of Teacher-Respondents' Job Satisfaction in Terms of Motivators/Intrinsic Factors that Lead to Job Satisfaction

Motivators/Intrinsic Factors that Lead to Job Satisfaction	Weighted Mean	Verbal Interpretation
OVERALL ACHIEVEMENT		
I am proud to work in this organization because it recognizes my achievements.	4.20	Agree
I feel satisfied with my job because it gives me feeling of accomplishment.	4.28	Agree
I feel I have contributed towards my company in a positive manner.	4.29	Agree
Weighted Mean	4.26	Agree
OVERALL ADVANCEMENT		
I will choose career advancement rather than monetary incentives.	4.23	Agree
My job allows me to learn new skills for career advancement.	4.24	Agree
I am given opportunities to engage in activities that will lead to my promotion on the job.	4.14	Agree
Weighted Mean	4.20	Agree
OVERALL WORK ITSELF		
My work is exciting and I have a lot of variety in tasks that I do.	4.12	Agree
I am empowered enough to do my job.	4.17	Agree
My job is challenging and exciting.	4.26	Agree
Weighted Mean	4.18	Agree
OVERALL RECOGNITION		
I feel appreciated when I achieve or complete a task.	4.33	Agree
My department head and/or principal always thanks me for a job well done.	4.07	Agree
I receive adequate recognition for helping out on tasks in the organization.	4.01	Agree

I receive adequate recognition for doing a job well assigned to me.	4.07	Agree
Weighted Mean	4.12	Agree
OVERALL GROWTH		
I am proud to work in my company because I feel I have grown as a person.	4.18	Agree
My job allows me to grow and develop as a person.	4.31	Agree
My job allows me to improve my skills and performance.	4.31	Agree
I am learning and capacitated to improve my performance at work.	4.24	Agree
Weighted Mean	4.26	Agree
Overall Weighted Mean	4.20	Agree

Table 8 presents the weighted mean distribution of teacher-respondents' job satisfaction in terms of hygiene factors or extrinsic factors that prevent job dissatisfaction. These are the statements that got the highest weighted mean each hygiene factors or extrinsic factor: company policy highest weighted mean is 4.25 in the statement, "I completely understand and subscribe to the mission and vision of the Department of Education.", relationship with peers highest weighted mean is 4.42 with the statement, "My co-teachers are important to me.", overall work security highest weighted mean is 4.28 with the statement, "I feel secured in my job.",

relationship with supervisors highest weighted mean is 4.21 with the statement, "My department head and/or principal is/are strong and trustworthy leaders.", overall salary highest weighted mean is 4.00 with the statement, "I am encouraged to work harder because of my salary." and working conditions highest weighted mean is 4.11 with the statement, "I am proud to work for my company because of the pleasant working conditions." On the contrary, the statement, "I am encouraged to work harder because of my salary." under salary is the lowest weighted mean with 4.00. Alemi (2014) also found out that teachers are dissatisfied to their salary according to his research [22].

Table 8
Weighted Mean Distribution of Teacher-Respondents' Job Satisfaction in Terms of Hygiene Factors/Extrinsic Factors that Prevent Job Dissatisfaction

Hygiene Factors/Extrinsic Factors that Prevent Job Dissatisfaction	Weighted Mean	Verbal Interpretation
OVERALL COMPANY POLICY		
The attitude of the administration is very supportive in my school.	4.14	Agree
I am proud to work for this organization because the school policy is favorable to the teachers.	4.01	Agree
I completely understand and subscribe to the mission and vision of the Department of Education.	4.25	Agree
Weighted Mean	4.13	Agree
OVERALL RELATIONSHIP WITH PEERS		
It is easy to get along with my co-teachers.	4.28	Agree
My co-teachers are helpful and friendly.	4.37	Agree
My co-teachers are important to me.	4.42	Agree
Weighted Mean	4.36	Agree
OVERALL WORK SECURITY		
I believe it is safe working at my workplace.	4.21	Agree
I feel secured in my job.	4.28	Agree
My workplace is located in an area where I am comfortable.	4.16	Agree
Weighted Mean	4.22	Agree
OVERALL RELATIONSHIP WITH SUPERVISOR		
I feel my performance has improved because of the support from my department head and/or principal.	4.10	Agree



The Relationships of Happiness and Job Satisfaction to Job Performance of Public Secondary School Teachers in Selected Schools in the Division of Cavite

I feel satisfied at work because of my relationship with my department head and/or principal.	4.13	Agree
My department head and/or principal is/are strong and trustworthy leaders.	4.21	Agree
Weighted Mean	4.15	Agree
OVERALL SALARY		
I am encouraged to work harder because of my salary.	4.00	Agree
I believe that my salary is fair.	3.93	Agree
Weighted Mean	3.97	Agree
OVERALL WORKING CONDITIONS		
I feel satisfied because of the comfort I am provided at work.	4.06	Agree
I am proud to work for my company because of the pleasant working conditions.	4.11	Agree
Weighted Mean	4.09	Agree
Overall Weighted Mean	4.17	Agree

Table 9 presents the job performance of teacher-respondents in terms of their Individual Performance Commitment and Review Form (IPCRF) Ratings. Two hundred thirty-one (231) or eighty-one point six percent (81.6%) of the teacher-respondents got “Very Satisfactory” rating, while forty-eight (48) or seventeen percent (17%) got “Outstanding” rating. This is followed by four (4) or one point four percent (1.4%) who got “Satisfactory” and no one got “Unsatisfactory” and “Poor” performance ratings. According to based performance management system (DepEd Order No. 2, S. 2015) allows a discussion between the superior and employee with regards to job expectations, key results areas, objectives and other related topic for the improvement of teacher and department itself. This will help the teacher and the head teacher or Master teacher to build a good relationship through communication for education purposes.

Table 10 shows the relationship between the teacher-respondents Approaches to Happiness and Job Performance when they are group according to job performance using the Pearson Product Moment Correlation Coefficient test. The Pearson r Correlation of -0.002 and 0.175 indicates that there is a Very Weak Negative Relationship between happiness of teacher-respondents in terms of pleasant life, good life and job performance. Likewise, Overall Happiness of Teacher-respondents and Job Performance because of the result of the Pearson r Correlation which is 0.131

Table 9
Frequency, Percentage, and Weighted Mean
Distribution of Teacher-Respondents’ Job Performance
based on IPCRF Ratings

IPRC F Ratings	Ra nge	Fre que ncy	Perce n tage (%)	Weig hted Mea n	Verbal Interpretation
Outstanding	4.50-5.00	48	17.0%		
Very Satisfactory	3.50-4.49	231	81.6%		
Satisfactory	2.50-3.49	4	1.4%	4.16	Very Satisfactory
Unsatisfactory	1.50-2.49	0	0%		
Poor	Below 1.49	0	0%		

Table 10
Pearson's Correlation between the Approaches to Happiness and Job Performance

Approaches to Happiness vs Job Performance	Pearson r Correlation	Verbal Interpretation	p-value	Decision	Remarks
Pleasant Life	-0.02	Very Weak Negative Relationship	0.9680	Failed to Reject H ₀	No significant relationship
Good Life	0.175	Very Weak Positive Relationship	0.0030	Reject H ₀	Significant relationship

Meaningful Life	0.206	Weak Positive Relationship	0.0004	Reject H ₀	Significant relationship
Overall	0.131	Very Weak Positive Relationship	0.0280	Reject H₀	Significant relationship

Table 11 elaborates the relationship between the job satisfaction of the teacher-respondents when they are group according to the job performance using the Pearson Product Moment Correlation Coefficient Test. The Pearson r Correlation are all Very Weak Positive Relationship between Job Satisfaction in terms of Motivators-Recognition and Hygiene Factors Company Policy and Job Performance. Achievement and Advancement got the highest score with both 0.135.

Table 11
Pearson's Correlation between the Teacher-Respondents' Job Satisfaction and Job Performance

Job Satisfaction vs Job Performance	Pearson r Correlation	Verbal Interpretation	p-value	Decision	Remarks
Motivators/Intrinsic Factors that Lead to Job Satisfaction					
Achievement	0.135	Very weak positive relationship	0.023	Reject H ₀	Significant Relationship
Advancement	0.135	Very weak positive relationship	0.023	Reject H ₀	Significant Relationship
Work Itself	0.107	Very weak positive relationship	0.072	Accept H ₀	No Significant Relationship
Recognition	0.102	Very weak positive relationship	0.085	Accept H ₀	No Significant Relationship
Growth	0.115	Very weak positive relationship	0.053	Accept H ₀	No Significant Relationship
Hygiene Factors/Extrinsic Factors that Prevent Job Dissatisfaction					
Company Policy	0.088	Very weak positive relationship	0.138	Accept H ₀	No Significant Relationship
Relationship with Peers	0.009	Very weak positive relationship	0.880	Accept H ₀	No Significant Relationship
Work Security	0.104	Very weak positive relationship	0.080	Accept H ₀	No Significant Relationship
Relationship with Supervisor	0.171	Very weak positive relationship	0.004	Reject H ₀	Significant Relationship
Salary	0.118	Very weak positive relationship	0.048	Reject H ₀	Significant Relationship
Working Conditions	0.124	Very weak positive relationship	0.037	Reject H ₀	Significant Relationship
Overall	0.131	Very weak positive relationship	0.028	Reject H₀	Significant Relationship

Table 12 presents the MLR analysis that test statistical significance between all studied parameters. The factor which have significant aspect in the teacher-respondents' job performance are pleasant life, good life, and meaningful life which are categorized under approaches to happiness.

Pleasant life has the highest score with 0.000. The results confirm that the relationship between approaches to happiness and job performance is statistically significant.

Table 12
Multiple Linear Regression Analysis between the Teacher-Respondents’
Approaches to Happiness and Job Satisfaction to Job Performance

Factors	t	P-value	Decision	Remarks
<i>Approaches to Happiness</i>				
Pleasant Life	-3.731	0.000	Reject H ₀	Significant
Good Life	2.491	0.013	Reject H ₀	Significant
Meaningful Life	2.024	0.044	Reject H ₀	Significant
<i>Job Satisfaction Index (Motivators/Intrinsic Factors)</i>				
Work Itself	-0.104	.917	Accept H ₀	Not Significant
Advancement	-0.905	.366	Accept H ₀	Not Significant
Achievement	1.340	.182	Accept H ₀	Not Significant
Recognition	-0.829	.408	Accept H ₀	Not Significant
Growth	0.191	.849	Accept H ₀	Not Significant
<i>Job Satisfaction Index (Hygiene/Extrinsic Factors)</i>				
Company Policy	-0.455	.650	Accept H ₀	Not Significant
Relationship with Peers	-1.394	.165	Accept H ₀	Not Significant
Work Security	-0.649	.517	Accept H ₀	Not Significant
Relationship With Supervisor	1.940	.053	Accept H ₀	Not Significant
Salary	0.238	.812	Accept H ₀	Not Significant
Work Conditions	0.457	.648	Accept H ₀	Not Significant

VI. CONCLUSION AND RECOMMENDATION

The public secondary school teachers in the selected schools in the Division of Cavite are most likely happy, living a “full life” that satisfies all three criteria of happiness—pleasant life, good life, and meaningful life. Majority of teacher-respondents stated that there are factors in their job which are consistently related to and drive job satisfaction, such as appreciation of their achievements and support for their career advancement and professional growth. Teacher-respondents also cited certain aspects in their job which are associated with the deterrence of job dissatisfaction like relationships with peers and supervisor as well as work security. In terms of overall job performance, teacher-respondents have exceeded job expectations in terms of quality of work, efficiency, and timeliness. Furthermore, teacher-respondents were considered better performers wherein all goals and performance targets were achieved above the established standards.

The findings of this study indicated that the extent of correlation between the approaches to happiness and job performance and between the job satisfaction and job performance are both significant. When these variables are linked with job performance, the outcome revealed that higher degrees of happiness and job satisfaction lead to very satisfactory job performance.

To further improve the level of workplace happiness and job satisfaction of teachers, the researchers highly recommend that the education sector administration facilitate the provision of proper recognition to teacher whenever a task assigned or a key milestone is successfully done. It can

be in a form of a certification, cash gift, scholarship grant, participation in an international or national training or seminar, promotion points, or assignment to bigger responsibilities. It is also particularly important for school administrators to encourage teachers to pursue career advancement and professional growth, not only to ensure the best learning outcomes for their students, but also to be more effective and satisfied in other aspects of their work. To advance the positive causality of approaches to happiness and job satisfaction the researchers also recommend the conduct of open dialogue with institutional leaders and school administrators to build and strengthen rapport (Joson, 2016) [34]. This engagement aims to talk through existing problems and consider alternatives in resolving certain issues as well as to come up with programs that can better aid the students, teachers, and community as a whole. Keeping the teachers up-to-date with the latest trends in the Department of Education would be a great help. Ensure that the policy and/or changes in policy are well explained so that no teacher is left uninformed or confused.

There may be other factors that may affect workplace happiness and job satisfaction level which the study did not explicitly explore. Further studies must be done on such aspects in relation to type of work, school culture, organizational climate, and leadership styles of principals, among others.

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