

STAKEHOLDERS' INVOLVEMENT AND ORGANIZATIONAL SUPPORT FOR  
TEACHER'S JOB SATISFACTION AND PERFORMANCE

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**Abstract:** This study was conducted to determine the relationship between the stakeholder's involvement and organizational support for teachers' job satisfaction and performance. The Descriptive-Correlational research design was adopted and the statistical tools such as mean, standard deviation and Pearson Product Moment Correlation were utilized to test the relationship of the independent and dependent variables. Hypotheses were tested and the findings revealed the following information: the findings indicate a significant relationship between stakeholders' involvement and organizational support for teachers' performance, as well as between stakeholders' involvement and organizational support for job satisfaction, leading to the rejection of the respective null hypotheses. Having all those findings, this study recommends that school organization may focus on enhancing stakeholder involvement, particularly in parental engagement, community partnerships, and school leadership. It also suggests investigating the impact of organizational support on teacher performance and job satisfaction, specifically in professional development, mentoring programs, and resources. Further research on factors influencing job satisfaction, such as community support and recognition is needed. The study recommends exploring mediating variables and longitudinal studies to track changes over time. Future research on a broader scale can provide a comprehensive understanding of all stakeholders involved in educational settings.

**Keywords:** stakeholder involvement, organizational support, job satisfaction, teacher performance

INTRODUCTION

Teachers play a crucial role in shaping the future of society through their dedication to educating the next generation. However, their job satisfaction and performance are influenced by various factors, including stakeholders' involvement and organizational support. Over the past few years, extensive research has been conducted to explore the impact of stakeholders' involvement and organizational support on teachers' job satisfaction and performance.

At a global level, the factors influencing teachers' job satisfaction and performance have been the subject of extensive research. Studies have shown that in some countries, teachers' job satisfaction may be low, while students' achievement remains high (Shanghai, 2023). This highlights the need to understand the factors that contribute to teachers' job satisfaction and performance across different educational contexts.

One significant aspect that emerged from the research is the effect of school organizational support on teachers' job satisfaction. A study by Smith et al. (2021) found that teachers who receive adequate support from their school administration and colleagues tend to experience higher levels of job satisfaction. This support includes factors such as professional development opportunities, collaborative work environments, and recognition of teachers' achievements. The study highlighted the positive correlation between school organizational support and teachers' job satisfaction, emphasizing the importance of creating a supportive work environment.

Another crucial element in enhancing teachers' job satisfaction and performance is the involvement of stakeholders, including parents, administrators, and the community. Research conducted by Johnson and Brown (2022) revealed that when stakeholders actively participate in the educational process and demonstrate support for teachers, it

positively impacts teachers' job satisfaction. This involvement can take various forms, such as open communication channels, parental engagement, and community partnerships. The study emphasized the need for collaborative efforts between stakeholders and teachers to create a conducive learning environment.

At the national level, the Philippine government plays a central role in crafting educational policies and providing structural support for teachers. National frameworks for teacher professional development, such as the K to 12 Basic Education Program and the implementation of the Philippine Professional Standards for Teachers (PPST), underscore the commitment to enhancing teacher effectiveness and job satisfaction. These initiatives prioritize continuous improvement and recognize the pivotal role of teachers in achieving educational goals in the Philippine context (Department of Education, 2021).

Within local communities and schools, stakeholders including school administrators, parents, and community members contribute significantly to the support system for teachers. Local initiatives such as mentoring programs, community partnerships, and parent-teacher associations play vital roles in creating supportive environments where teachers can thrive. Studies have shown that collaborative decision-making processes and supportive leadership styles at the local level positively impact teacher job satisfaction and commitment to their profession (Legaspi & Santos, 2022).

The interaction between stakeholders' involvement and organizational support is fundamental in shaping the job satisfaction and performance of teachers in the Philippine educational setting. By recognizing the importance of collaborative efforts between government agencies, educational institutions, and local communities, stakeholders can work together to create environments where teachers feel valued and supported. With that, the researcher aimed to explore and understand Stakeholders Involvement and Organizational Support for Teachers' Job Satisfaction and Performance in the Lakeside District in the City Division of San Pablo.

### OBJECTIVES OF THE STUDY

The primary objective of this study is to determine the relationship between the stakeholder's involvement and organizational support for teachers' job satisfaction and performance.

### METHODOLOGY

#### Research Design

The study used a descriptive-correlational research design to explore the correlation between factors, primarily through questionnaires administered to teachers. The primary data source was a diverse group of respondents. The study aimed to establish a correlation between teachers' perceptions of stakeholders' involvement and organizational support for job satisfaction and performance in Lakeside District, San Pablo City. The correlational coefficient was used to quantify the association between these variables.

#### Respondents of the Study

The research used stratified random sampling to select 180 teachers as participants. This method divides the population into subgroups based on characteristics like grade level or subject taught, with a random sample selected within each stratum. This ensures representation from different segments of the population and allows for valid inferences about population characteristics. The sample size was calculated to accurately represent teachers' perceptions and experiences of stakeholder involvement, organizational support, job satisfaction, and teacher performance in selected elementary schools in the Lakeside District, Division of San Pablo City.

#### Research Instruments

The study used a questionnaire as the primary data collection instrument to assess stakeholder involvement, organizational support, teacher job satisfaction, and performance. The questionnaire had three parts: assessing stakeholder involvement, evaluating teacher performance, and gauging job satisfaction. The first part assessed parental engagement, community partnerships, and school leadership, while the second part evaluated access to

professional development opportunities, supportive leadership practices, and educational facilities. The third part measured perceived community support, recognition, and work-life balance. Each section was carefully crafted to provide detailed insights into these variables, allowing for a comprehensive analysis.

**Statistical Treatment of Data**

This study used descriptive statistics such as Mean, Standard Deviation, and Pearson Product Moment Correlation to analyze and interpret data. The Mean represents the average of the data set, while Standard Deviation assesses the variability or volatility within the data set. The Mean provides a central value, while Standard Deviation indicates the difference between data points, reflecting the spread of the data. The Pearson Product Moment Correlation evaluates the strength and direction of the association between two variables, plotting a line of best fit over the data points. The Pearson correlation coefficient ( $r$ ) indicates the relationship between the independent and dependent variables. These measures provide insight into the perception of stakeholders' involvement and organizational support, teachers' performance, and job satisfaction.

**RESULTS AND DISCUSSION**

This section presents the data showing the stakeholder's involvement and organizational support for teachers' job satisfaction and performance. The gathered data were analysed and interpreted to answer the research questions enumerated in the study.

Within the realm of education, the active participation of individuals with a vested interest and the support systems put in place by organizations play a vital role in shaping teachers' effectiveness and contentment in their profession.

**Table 1. Significant Relationship Between Stakeholders' Involvement to Teacher's Performance and Job Satisfaction**

| Stakeholders' Involvement | Teacher's Performance                  |                                 |                     | Job Satisfaction  |                              |                   |
|---------------------------|--|---------------------------------|---------------------|-------------------|------------------------------|-------------------|
|                           | Professional Development Opportunities | Supportive Leadership Practices | Adequate Facilities | Community Support | Recognition And Appreciation | Work-Life Balance |
|                           | r-value                                | r-value                         | r-value             | r-value           | r-value                      | r-value           |
| Parental Engagement       | .469**                                 | .438**                          | .480**              | .488**            | .468**                       | .514**            |
| Community Partnerships    | .567**                                 | .526**                          | .587**              | .590**            | .560**                       | .572**            |
| School Leadership         | .651**                                 | .697**                          | .637**              | .682**            | .661**                       | .695**            |

*\*\*Correlation is significant at the 0.01 level (2-tailed)*

The table illustrates significant relationships between stakeholders' involvement such as parental engagement, community partnerships and school leadership to teachers' performance as well as their job satisfaction. The correlations are presented in terms of r-values, indicating the strength and direction of the relationships.

The table reveals that there is a significant relationship at 0.01 level (2-tailed) as regards to stakeholders' involvement such as parental engagement, community partnerships and school leadership to the teachers' performance as well as their job satisfaction.

Stakeholder engagement is crucial for improving teachers' performance, and job satisfaction. It involves investing resources, supporting legislation, cooperating on program planning, offering feedback, and connecting with the community. Actively promoting professional development leads to higher performance, job satisfaction, and better outcomes for students. Stakeholders also contribute to a healthy educational environment by distributing resources, pushing for policies, engaging in collaborative decision-making, offering professional development, empowering school leaders, and increasing community engagement. They ensure teachers have access to sufficient facilities, promoting a safe and conducive learning environment. Stakeholders also contribute to a healthy work environment

by interacting with teachers, acknowledging their efforts, providing resources, promoting partnerships, and advocating for their needs. They also establish a culture of appreciation and validation within the school community, boosting teacher retention and student achievements. Stakeholders also facilitate teachers' work-life balance by implementing adaptable policies, involving parents and the community, promoting professional collaboration, and advocating for supportive initiatives.

According to Johnson and Brown in 2022, active involvement and backing from individuals involved in the educational process can greatly improve instructors' level of contentment with their employment.

**Table 2. Significant Relationship Between Organizational Support to Teacher’s Performance and Job Satisfaction**

| Organizational Support   | Teacher’s Performance                  |                                 |                     | Job Satisfaction  |                              |                   |
|--------------------------|--|---------------------------------|---------------------|-------------------|------------------------------|-------------------|
|                          | Professional Development Opportunities | Supportive Leadership Practices | Adequate Facilities | Community Support | Recognition And Appreciation | Work-Life Balance |
|                          | r-value                                | r-value                         | r-value             | r-value           | r-value                      | r-value           |
| Professional Development | .673**                                 | .686**                          | .579**              | .661**            | .636**                       | .657**            |
| Mentoring Programs       | .677**                                 | .675**                          | .658**              | .639**            | .617**                       | .657**            |
| Resources                | .606**                                 | .770**                          | .763**              | .689**            | .719**                       | .717**            |

\*\*Correlation is significant at the 0.01 level (2-tailed)

The table presents significant relationships between organizational support such as professional development, mentoring programs, and resources to teachers' performance as well as their job satisfaction. The correlations are denoted by r-values, indicating the strength and direction of the relationships.

The table reveals that there is a significant relationship at 0.01 level (2-tailed) as regards to organizational support such as professional development, mentoring programs, and resources to teachers' performance as well as their job satisfaction.

Professional development is crucial for teachers' performance and job satisfaction. It enhances pedagogical skills, encourages teamwork, and fosters adaptability and creativity. It promotes supportive leadership, empowers teachers, and aligns with school goals. It equips teachers with expertise to handle resources, establish learning settings, and use cutting-edge teaching approaches. It also fosters community support, enhancing job satisfaction and performance. Mentoring programs help educators balance professional responsibilities with personal life, reducing burnout and fostering a positive teaching atmosphere.

Mentoring programs are crucial for augmenting teachers' efficacy through the provision of opportunities for professional development, constructive criticism, and networking. Their objective is to encourage leadership behaviors that provide support, cultivate an environment of trust, collaboration, and motivation. These programs not only improve the effectiveness of individual teachers but also cultivate a more efficient and positive school community.

To enhance the effectiveness of teachers, schools should dedicate resources towards many aspects such as professional development, mentorship, coaching, collaborative time, recognition systems, supportive infrastructure, clear communication channels, emotional and social support, professional autonomy, and technical support. It is essential to update the physical infrastructure, incorporate technology, ensure the availability of teaching materials, establish specialized learning spaces, enhance safety measures, prioritize the well-being of teachers, facilitate professional development, promote collaborative teaching methods, and support extracurricular activities.

Developing a strong and encouraging community centered around teachers might enhance their job satisfaction. Introducing formal recognition programs, monetary rewards, peer acknowledgment systems, chances for professional growth, and assistance in maintaining a healthy work-life balance can boost motivation and job satisfaction.

Ultimately, mentorship programs are crucial for improving teachers' efficacy, cultivating a favorable school atmosphere, and encouraging a harmonious equilibrium between work and personal life.

This study confirms the study of Smith et al.'s 2021 that teachers who receive adequate support from school administration and colleagues, including professional development opportunities, collaborative work environments, and recognition of achievements, experience higher job satisfaction, emphasizing the importance of creating a supportive work environment.

### CONCLUSION AND RECOMMENDATION

The study found that stakeholders' involvement in parental engagement and community partnerships, as well as school leadership, significantly impacts teachers' performance. They also observed high levels of organizational support in professional development and mentoring programs. Teachers' performance was deemed outstanding due to supportive leadership practices and adequate facilities. Job satisfaction was high in terms of community support and recognition, and work-life balance was satisfied. The study also found a significant relationship between stakeholders' involvement and organizational support for teachers' performance and job satisfaction.

The research suggests that a school organization can improve collaboration and support by fostering communication, engaging parents and community, leveraging local businesses, and collaborating with educational authorities. It can also support teacher recognition programs, professional development, and well-being programs. Teachers can be equipped and motivated by adequate resources, professional development, a positive work environment, and a culture of continuous improvement. The organization can also examine factors influencing job satisfaction, such as community support, recognition, and work-life balance. It can also explore potential mediating and moderating variables in the relationship between stakeholder involvement, organizational support, teacher performance, and job satisfaction. Longitudinal studies can track changes in these relationships over time. Future research could be conducted at regional or national levels to better understand the perspectives of all stakeholders.

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