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Multigrade Teaching Work Tasks and Conditions as Correlates of Teachers' Job Performance And Satisfaction

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Abstract

Aim: This study aimed to examine the significant relationships between multigrade teaching work tasks, working conditions, and teachers' job performance and satisfaction.

Methodology: A descriptive-correlational research design was employed, using a semi-structured survey questionnaire. Descriptive statistics such as the mean and standard deviation were used to describe respondents' teaching work tasks, working conditions, job performance, and job satisfaction in multigrade schools. Pearson's product-moment correlation coefficient was applied to determine significant relationships between the independent and dependent variables.

Results: Findings revealed significant relationships between multigrade teachers' job performance and both their teaching work tasks and working conditions.

Conclusion: While teachers' profiles and working conditions showed no significant direct influence on job satisfaction, specific multigrade teaching work tasks exerted a strong and meaningful impact on job performance. Strengthening teachers' competencies in core tasks—such as lesson planning, development of instructional materials, lesson delivery, and learner assessment—can enhance both performance and satisfaction. Providing targeted support in these areas is vital for ensuring quality education and retaining motivated teachers in multigrade settings.

Keywords: *Multigrade Teaching Work Tasks, Working Conditions, Teachers' Job Performance, Teachers' Satisfaction*

INTRODUCTION

The Multigrade Program in Philippine Education (MPPE) is one of the major strategies of the Department of Education (DepEd) to realize the Philippine Education for All (EFA) 2015 plan of action and meet the global commitment to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all by 2030 (Sustainable Development Goal or SDG No. 4). The program was launched in 1993, and subsequently, in 1997, the Department issued DECS Order No. 96 to support its implementation.

According to the 2019 *Review of Current Situation and Practices of Multigrade Schools in the Philippines*, there are 8,379 multigrade schools out of the 38,911 public schools in the country (SEAMEO INNOTECH, Department of Education, & UNICEF, 2019). Fifty-seven (57) schools in the Division of Quezon implement multigrade programs, with one hundred sixty-five (165) multigrade teachers serving learners in coastal barangays where regular class offerings cannot be provided due to a limited number of enrollees. As in other multigrade schools, these teachers encounter various working conditions that affect both their performance and satisfaction.

Multigrade teaching involves handling learners of various ages, grade levels, and abilities in a single classroom. Teachers must be adaptable and employ a variety of instructional methods to make learning engaging and effective for all pupils, regardless of individual differences. However, the workload can hinder a teacher's ability to effectively manage and focus on teaching and learning. Teaching multiple grade levels simultaneously is challenging, requiring double effort in lesson planning, preparation, and delivery (Blease & Condy, 2015; Naparan &

349



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Castaneda, 2021; Sampson & Condy, 2016; Taole & Cornish, 2017).

Furthermore, Belleza and Feliciano (2018) emphasized that the multigrade program in the Philippines significantly improves the quality of educational services and learning outcomes, particularly in remote and underserved rural communities. With proper interventions, adequate resources, and targeted training, multigrade classes can meet performance standards. This underscores the importance of recalibrating and upgrading multigrade education in the country, a call also supported by research highlighting the value of sustained teacher training and contextualized classroom support in diverse educational environments (Pangilinan, 2025). After all, multigrade schools have been established worldwide, making it imperative to provide robust support for teachers in delivering quality education (Taole & Cornish, 2017).

Understanding the performance of multigrade teachers warrants serious attention. Despite their pivotal role in improving student outcomes, many teachers leave the profession or experience a decline in performance due to factors such as geographical isolation, diversity of learners, lack of resources, low motivation, inadequate supervision, and limited professional support. Teacher-related factors are widely recognized as the most critical determinants of educational quality (Cariaso, 2019), and literature suggests that fostering teacher motivation and retention is essential for sustaining learning gains in challenging school environments (Amihan & Sanchez, 2023).

This study aims to serve as a basis for designing a faculty development program specifically for multigrade teachers in the identified schools, addressing both their instructional and workplace needs. While previous studies have examined multigrade education in broader national and international contexts—focusing on instructional challenges, student outcomes, and policy interventions—there is a notable gap in understanding the specific work tasks and working conditions of multigrade teachers, and how these directly influence job performance and satisfaction within localized school settings (Punzalan et al., 2025).

By focusing on a micro-level investigation, this research addresses context-specific challenges that are often overlooked in broader evaluations. Such an approach is vital for generating actionable insights that can inform both school-level decision-making and targeted support from local education units. Ultimately, this study seeks to deepen the understanding of how multigrade teaching environments shape teacher well-being and instructional effectiveness—factors crucial for sustaining quality education in remote areas.

Objectives

This study aimed to determine the significant relationship between Multigrade Teaching Work Tasks and Conditions as Correlates of Teachers' Job Performance and Satisfaction.

Specifically, it sought answers to the following questions:

1. What is the profile of multigrade teachers in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 years of teaching experience
 - 1.5 position/academic rank; and
 - 1.6 grade-level handled?
2. What is the perception of the respondents on the multigrade work tasks in terms of:
 - 2.1 designing lessons;
 - 2.2 developing teaching aids;
 - 2.3 delivering lessons; and
 - 2.4 assessing learners?
3. How do the respondents describe the working conditions in multigrade schools in terms of:
 - 3.1 working environment;
 - 3.2 compensation and benefits;
 - 3.3 leadership; and
 - 3.4 social relationship?
4. What is the level of teaching job performance of the respondents in terms of:
 - 4.1 task performance; and
 - 4.2 contextual performance?
5. What is the level of job satisfaction of the multigrade teachers in terms of:
 - 5.1 physiological needs;
 - 5.2 safety needs;



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- 5.3 belongingness/ love needs
- 5.4 esteem needs; and
- 5.5 self-actualization needs?

6. Is there a significant relationship between multigrade teaching work tasks and the following variables:
 - a. Teachers' job performance, and
 - b. Job satisfaction?
7. Is there a significant relationship between working conditions and the following variables:
 - a. teachers' job performance; and
 - b. Job satisfaction?

Hypothesis

There is no significant relationship between multigrade teaching work tasks, teachers' job performance, and job satisfaction.

METHODS

Research Design

The researchers employed a descriptive-correlational research design to achieve the study's objectives. Descriptive research uses statistics to summarize and present data, aiming to accurately depict the characteristics of events, individuals, or groups, as well as the frequency of particular phenomena. In contrast, correlational research examines the relationships between variables of interest without researcher intervention, determining the degree and direction of associations (Pangilinan, 2025).

Population and Sampling

The study's respondents consisted of one hundred (100) teaching personnel from fifty-seven (57) public multigrade schools in the Division of Quezon. A stratified random sampling technique was used to ensure proportional representation of multigrade teachers within the division.

Instrument

The researchers utilized a structured questionnaire divided into five parts. Parts 1 and 2 were self-made, while Parts 3–5 were adapted from existing instruments. Part 1 gathered demographic profiles of the respondents, while Part 2 focused on work tasks. Part 3 assessed the working conditions of multigrade teachers, Part 4 measured their job performance, and Part 5 evaluated their job satisfaction.

The self-developed parts underwent rigorous validation by external validators, including a Principal, a Master Teacher, and a Teacher III from a multigrade school. Internal validation was also provided by the study's panelists. In line with best practices for educational research instrument development (Carvajal et al., 2025), a pilot test was conducted with twenty (20) multigrade teachers. Reliability was measured through Cronbach's alpha by a statistician.

For the adopted sections, only validation procedures were conducted. Items in Part 3 were sourced from Richard M. Oco, PhD, focusing on working environment, compensation, benefits, leadership, and social relationships. Responses were rated on a five-point Likert scale: 5 – Strongly Satisfied, 4 – Satisfied, 3 – Neither Satisfied/Dissatisfied, 2 – Dissatisfied, and 1 – Strongly Dissatisfied.

Part 4 employed the Individual Work Performance Questionnaire (IWPQ) to assess teachers' job performance. The IWPQ is a short, validated tool for evaluating individual work performance across various job types and is suitable for large-scale educational studies (Koopmans, 2015). It consists of 18 items and uses the following response formats: seldom, sometimes, regularly, often, and always.

Part 5 addressed job satisfaction using items based on Maslow's hierarchy of needs, with the following response options: disagree, fairly agree, moderately agree, agree, and strongly agree.

Data Collection

The questionnaires were distributed online via Google Forms, with links sent to respondents through the assistance of the Division Education Program Supervisor (EPS). Upon completion of data gathering, the survey link was promptly deactivated to prevent further responses.

Treatment of Data



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Descriptive statistics, such as mean and standard deviation, were used to describe the respondents' teaching work tasks, working conditions, job performance, and job satisfaction in multigrade settings. Pearson's product-moment correlation coefficient (Pearson r) was used to determine whether significant relationships existed between the independent and dependent variables.

Ethical Considerations

The researchers adhered to established ethical research protocols to ensure the safety, confidentiality, and informed participation of all respondents and institutions involved in the study.

RESULTS and DISCUSSION

This section presents the findings of the study on the relationship between multigrade teaching work tasks, working conditions, job performance, and job satisfaction of teachers. The results were analyzed in terms of the research questions and interpreted in the context of relevant literature.

Part I. Personal Profile of the Respondents

The majority of multigrade teachers (54%) belong to the 30–39 age group, followed by those aged 20–29 (30%), indicating that a significant number are in their early to mid-career stages. The low percentage of teachers aged 50 and above (3%) suggests that fewer experienced educators remain in multigrade teaching, possibly due to retirement or career shifts.

The data also reveal that 71% of multigrade teachers are female, aligning with national and global trends in the education sector, where teaching remains a female-dominated profession. The lower percentage of male teachers (29%) suggests that fewer men are inclined to pursue careers in multigrade education. According to UNESCO (2015a), gender disparities in teaching often stem from cultural and social norms, with primary education being perceived as a more suitable career for women. However, male teachers play a crucial role in promoting gender-balanced learning environments. Similar observations were noted by Pangilinan (2025), who emphasized that rural and coastal school settings in the Philippines often have a higher proportion of female educators due to sociocultural expectations and recruitment trends.

A majority (62%) of multigrade teachers are married, which may indicate that they have a stable personal environment that supports their professional responsibilities. Meanwhile, 36% are single, and only 2% are separated or widowed. The higher proportion of married teachers could also mean they seek job stability, which multigrade teaching may provide in rural or underserved areas. Atif and Zubairi (2018) state that married individuals often feel greater organizational and familial commitment but may also face more pressures and time constraints, potentially affecting job performance and well-being.

The largest percentage of teachers (43%) have 0–3 years of teaching experience, indicating a high influx of new educators in multigrade settings. However, only 15% have more than 10 years of experience, which may suggest challenges in teacher retention. This highlights the need for targeted training and professional development programs to equip them with the skills necessary for handling multigrade classrooms effectively (Carvajal et al., 2025).

Furthermore, 79% of multigrade teachers hold the lowest-ranking position, while only 21% occupy higher positions, suggesting that career progression may be slow due to limited professional development opportunities or promotion pathways. Lopez and Santiago (2021) observed that multigrade teachers handling upper primary levels face more advanced and differentiated learning competencies, requiring structured and content-heavy instruction. Similarly, Abenojar et al. (2025) pointed out that differentiated teaching demands in multigrade classrooms significantly increase workload, impacting career mobility.

Part II. Perception on Multigrade Teaching Work Tasks

The mean score of respondents' perceptions regarding multigrade teaching work tasks in terms of designing lessons is 4.58 (SD = 0.717), categorized as "Strongly Agree." This suggests that teachers perceive themselves as highly competent in lesson planning for multigrade settings.

In terms of developing teaching aids, the mean score is 4.45 (SD = 0.801), categorized as "Agree." This indicates that while teachers acknowledge the importance of developing teaching aids, there are variations in their perceptions, often due to resource limitations. Teachers in resource-constrained schools typically prepare visual aids from locally available materials, as technology-based tools are often unavailable. These findings align with Buabeng-Andoh (2020), who noted that financial and technical constraints limit the adoption of interactive teaching aids in



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rural schools. This need for creative resource utilization is also emphasized by Sanchez et al. (2024), who found that teachers in rural and coastal communities often innovate using indigenous or repurposed materials to address the absence of modern instructional technology.

Perceptions regarding lesson delivery yielded a mean score of 4.50 (SD = 0.760), or "Strongly Agree," reflecting teachers' recognition of the need for varied instructional strategies to engage multigrade learners. Similarly, perceptions on assessing learners also received a mean score of 4.50 (SD = 0.719), emphasizing the importance of diverse assessment strategies. Teachers prioritize summative assessments but often struggle to implement portfolio assessments due to time constraints. This aligns with Black and Wiliam (2018), who stress the importance of balancing formative and summative assessments.

The highest mean score was recorded in "Designing Lessons" (M = 4.58), consistent with Castillo and Padilla (2021) and Garcia and Molina (2022), who both found that lesson planning in multigrade classrooms requires advanced preparation to meet diverse learner needs. Developing teaching aids, with the lowest mean (M = 4.45), is hindered by time, budget, and material constraints. These constraints are echoed in Amihan et al. (2023), who noted that limited institutional support for instructional resources in rural schools can affect teaching quality.

Part III. Perception on Multigrade Working Conditions

Perceptions of multigrade working conditions in terms of the working environment scored a mean of 4.04 (SD = 0.951), suggesting general satisfaction. Morale and safety (M = 4.03) indicate that teachers feel reasonably supported, while satisfaction with facilities (M = 3.97) suggests room for improvement. Work schedule comfort (M = 4.33) reflects that most teachers find their schedules manageable. However, challenges remain—Berry (2021) emphasizes that distance from home and school facilities significantly influences rural teacher satisfaction. Stressors in the work environment (M = 3.40) were also reported, supported by Adelman and Taylor (2020), who attribute such stress to the complexity of teaching multiple grade levels simultaneously. This observation is reinforced by Punzalan et al. (2025), who found that workload-related stress is one of the primary contributors to teacher burnout in rural and multigrade settings.

In terms of compensation and benefits, the overall mean is 4.00 (SD = 0.905), indicating satisfaction. Teachers receive regular professional development through in-service trainings, semestral LAC sessions, and capacity-building programs. However, many perceive their salary as insufficient, leading some to resort to loans. Nguyen and Binh (2020) emphasize that while intrinsic rewards exist in teaching, financial compensation is a major factor in retaining rural educators. Similar findings by Pangilinan (2025) indicate that even committed educators face financial strain that can affect retention rates.

Leadership perceptions scored 4.24 (SD = 0.872), suggesting satisfaction with supervisory leadership. Acknowledgment of good work (M = 4.23) and praise without demanding respect (M = 4.22) were highlighted, although some teachers felt unequal treatment due to limited communication about opportunities. This supports Leithwood and Jantzi (2020), who noted that effective leadership fosters motivation in rural schools. Carvajal et al. (2024) similarly emphasized that trust, confidence, and equitable treatment from school heads are critical for sustaining teacher engagement.

Part IV. Perception on Teacher's Job Performance

When it comes to the respondents' perceptions regarding their job performance in terms of task performance, the overall mean score is 4.46 (SD = 0.725) suggesting that respondents generally exhibit "Very Satisfactory" task performance, with some indicators reaching the "Outstanding" category. The data indicates that the respondents are confident in their ability to perform their tasks effectively and efficiently, with only slight variations in the individual indicators. Multigrade teachers work efficiently since they are already adjusted in the nature of their work. But the same as other teachers in regular schools, multigrade teachers encounter problem in time management. There are numerous paper works and reports that teachers need to accomplish. Bakker and Demerouti (2017) emphasize that "time management and task efficiency are critical components of teacher job performance." Efficient teachers are better able to meet the varied demands of their roles, particularly in multigrade classrooms, where the workload can be especially challenging. The results in this study suggest that while teachers are proficient in prioritizing tasks and working efficiently, managing time remains a key area for improvement. The findings indicate that, on the whole, teachers demonstrate strong task performance, particularly in working efficiently and prioritizing tasks. However, time management presents a slight challenge, which may be attributed to the inherent complexities of multigrade teaching. The results suggest that teachers are generally able to fulfill their



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responsibilities in a structured and timely manner, though further support in managing time and workload could improve their overall task performance.

Data on the respondents' perceptions regarding teacher job performance in terms of contextual performance reveal a mean score of 4.40 (SD = 0.713) indicating that teachers "often" demonstrate contextual performance behaviors, suggesting a high level of initiative, adaptability, and engagement in their roles. Teachers consistently keep their job-related knowledge current (M = 4.46, SD = 0.702), demonstrating a commitment to professional development. They actively seek new challenges (M = 4.31, SD = 0.720) and develop creative solutions (M = 4.44, SD = 0.686), reflecting a problem-solving mindset. Taking on additional responsibilities (M = 4.36, SD = 0.772) highlights teachers' willingness to extend their duties beyond routine tasks. Teachers actively participate in meetings and/or consultations as part of their responsibilities. They communicate with the parents of their learners quarterly. Some teachers may hesitate to engage with difficult or unfamiliar tasks, potentially due to workload constraints or a lack of confidence.

Part V. Perception on Teachers' Job Satisfaction

Data on the respondents' perceived job satisfaction regarding their physiological needs reveal an overall mean score of 3.82 (SD = 0.854) which falls within the "Satisfied" range, indicating that, on average, the respondents feel they are meeting their basic physiological needs adequately. These needs are foundational for teachers' well-being and significantly influence their overall job satisfaction and effectiveness. Teachers are able to handle stress. They have many outlets. But their physiological needs on exercise is not being paid attention to maybe because of insufficient time and discipline. The findings suggest that teachers' physiological needs are being met at a satisfactory level. Research supports that fulfilling basic physiological needs, such as adequate sleep, nutrition, and stress management, is critical for maintaining job satisfaction and overall well-being. According to Maslow's Hierarchy of Needs (1943), "physiological needs are foundational to self-actualization and performance." If these needs are not met, it may hinder a teacher's ability to effectively perform in their role, as they would be preoccupied with managing their basic well-being rather than focusing on professional responsibilities. Additionally, Richmond et al. (2017) suggest that "teachers who are satisfied with their physical health and well-being are more likely to experience job satisfaction and remain engaged in their work." The relatively high satisfaction scores in areas like stress management and diet are consistent with this finding.

On the respondents' perceptions on job satisfaction in terms of safety, the overall mean score is 3.58 (SD = 0.990) which falls within the "Agree" category, indicating that respondents generally feel a sense of security in their personal and professional lives.

The respondents' perceptions on job satisfaction in terms of social/love/belonging got a mean score of 3.94 (SD = 0.847) or "Agree" category, indicating that respondents generally feel a sense of social connection and belonging in their professional and personal lives. These findings suggest that respondents have a positive self-perception regarding their social connections and contributions to society. However, the statement "It's hard for me to get close to others" had a lower mean of 2.53 (SD = 1.267), indicating that some respondents experience challenges in forming deep connections despite their overall positive social outlook. These findings align with Maslow's Hierarchy of Needs (1943), which emphasizes that "love and belongingness are fundamental to job satisfaction and personal fulfillment."

The respondents' perceptions on job satisfaction in terms of esteem got a mean score of 4.24 (SD = 0.786) indicating that respondents generally agree with statements related to their self-worth, recognition, and confidence. Multigrade teachers have a positive self-image and strong self-worth. This is very essential since they face the learners daily. Teachers' feeling that the compliments may not always be genuine should be clarified because this is also a factor in job satisfaction. These findings align with Maslow's Hierarchy of Needs (1943), which emphasizes that "esteem needs—including self-respect, achievement, and recognition—are crucial for motivation and job satisfaction."

The respondents' perceptions on job satisfaction in terms of self-actualization got a mean score of 4.24 (SD = 0.786) suggesting that respondents generally agree with the statements related to self-awareness, optimism, and personal growth. Teachers are positive on their future but there is still a need to guide teachers in regulating their emotions. These findings align with Maslow's Hierarchy of Needs (1943), where self-actualization represents the highest level of psychological development, involving personal growth, fulfillment, and realization of one's potential.

Part VI. Significant Relationship Between Respondents' Teaching Work Tasks and Job Performance

Delivering Lessons has the strongest correlation with both Task Performance (R = .533, p < 0.01) and Contextual Performance (R = .499, p < 0.01). This suggests that teachers who are more effective in delivering

354



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lessons tend to perform better in both task-related and contextual aspects of their job. Designing Lessons ($R = .506$, $p < 0.01$) and Developing Teaching Aids ($R = .503$, $p < 0.01$) show strong correlations with Task Performance. This suggests that well-structured lesson plans and effective teaching materials significantly contribute to teachers' ability to execute their responsibilities efficiently. Assessing Learners and Developing Teaching Aids show identical correlation values ($R = .503$ for task performance and $R = .471$ for contextual performance), highlighting their equal importance in both instructional effectiveness and overall engagement. The correlation values for Contextual Performance are slightly lower than those for Task Performance, implying that multigrade teaching tasks have a stronger impact on direct teaching responsibilities than on additional workplace contributions. Teachers' primary job is to teach, and they focus on this. But they also do other work-related tasks assigned to them.

Part VII. Significant Relationship Between Respondents' Teaching Work Tasks and Job Satisfaction

Developing Teaching Aids and Assessing Learners show the strongest correlation across all job satisfaction dimensions, particularly with Self-Actualization ($R = .481$, $p < 0.01$). Teachers who engage in creating teaching aids and assessing learners tend to experience higher job satisfaction, particularly in feeling fulfilled and reaching their full professional potential. This suggests that having access to teaching materials and evaluating student progress are key factors in enhancing a teacher's sense of accomplishment. Delivering Lessons has the highest correlation with Safety Needs ($R = .499$, $p < 0.01$). This implies that teachers who focus on effectively delivering lessons may feel more secure in their profession, both in terms of job stability and confidence in their teaching skills. Designing Lessons has the lowest correlation with Physiological Needs ($R = .224$, $p < 0.05$), but a stronger relationship with Safety Needs ($R = .427$, $p < 0.01$). This suggests that while lesson planning may not significantly affect teachers' physical well-being (such as sleep or exercise), it plays a crucial role in their sense of security and preparedness in their profession. Belongingness/Love and Esteem Needs are moderately correlated with all teaching tasks. This highlights that engaging in multigrade teaching responsibilities fosters professional recognition and positive social interactions with students and colleagues.

Developing Teaching Aids and Assessing Learners are critical for self-actualization, meaning teachers feel most satisfied when they actively contribute to student learning outcomes. Delivering Lessons contributes most to teachers' sense of safety and job security. Designing Lessons has a weaker effect on physiological needs but is still important for overall job satisfaction. Belongingness and esteem needs are consistently influenced by all teaching responsibilities, reinforcing the importance of recognition and positive social interactions.

There are valuable insights to be gained from these results. Correlation analysis reveals that among multigrade teaching tasks, developing teaching aids and assessing learners most strongly enhance teachers' job satisfaction, particularly by fulfilling their need for self-actualization, as these tasks foster a sense of competence and professional growth. Delivering lessons is most closely linked to safety needs, suggesting it contributes significantly to teachers' feelings of job stability and confidence. Designing lessons, although less directly related to physiological needs, still supports safety through enhanced preparedness. All tasks moderately influence belongingness and esteem needs, highlighting the importance of recognition and positive relationships in the workplace.

Part VIII. Significant Relationship Between Respondents' Working Conditions and Teachers' Job Performance

Working Environment has the strongest correlation with both Task Performance ($R = .510$, $p < 0.01$) and Contextual Performance ($R = .486$, $p < 0.01$). This suggests that a supportive and conducive working environment has a positive influence on teachers' ability to complete tasks effectively and engage in additional professional roles. A well-equipped, safe, and structured school setting contributes significantly to overall teacher efficiency and engagement. Leadership shows a significant relationship with both Task Performance ($R = .453$, $p < 0.01$) and Contextual Performance ($R = .492$, $p < 0.01$). This indicates that strong leadership, trust, and support from supervisors enhance teacher motivation, efficiency, and professional involvement. Social Relationships correlate significantly with Task Performance ($R = .475$, $p < 0.01$) and Contextual Performance ($R = .448$, $p < 0.01$). This means that positive relationships with co-teachers and a strong sense of teamwork contribute to both effective task execution and broader engagement in school activities. A collaborative environment fosters higher job satisfaction and willingness to go beyond basic responsibilities. Compensation and Benefits have the lowest correlation with Task Performance ($R = .395$, $p < 0.01$) but a stronger correlation with Contextual Performance ($R = .454$, $p < 0.01$). This suggests that while financial incentives and benefits do influence job performance, they have a greater impact on teachers' willingness to engage in extra tasks beyond their core responsibilities. Teachers may prioritize their intrinsic

355



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motivation and working conditions over monetary incentives in performing daily tasks. Since teachers' working conditions in multigrade schools significantly influence their job performance, school heads must ensure that these working conditions are conducive to teachers. A supportive working environment has the greatest influence on teachers' job performance, underscoring the importance of safe, well-equipped, and structured schools. Leadership plays a critical role in shaping teachers' motivation and commitment, emphasizing the importance of school heads in fostering trust and encouragement. Positive social relationships enhance collaboration, reducing workplace stress and improving productivity. Compensation and benefits are important, but do not solely determine task performance, reinforcing the role of intrinsic motivation and professional fulfillment.

Part IX. Significant Relationship Between Respondents' Working Conditions and Teachers' Job Satisfaction

Leadership has the strongest correlation across all job satisfaction dimensions, particularly with Physiological Needs ($R = .577$, $p < 0.01$). This suggests that strong leadership plays a crucial role in reducing stress, improving well-being, and ensuring a stable and supportive work environment. Effective leadership can enhance job security, motivation, and recognition, ultimately leading to higher overall satisfaction among teachers in all aspects of their well-being. Leadership is the strongest predictor of job satisfaction, indicating that supportive supervisors, fair treatment, and professional recognition significantly enhance teacher morale. Compensation and Benefits primarily affect physiological needs, reinforcing the importance of financial security. A conducive working environment fosters self-actualization, showing that professional growth and work satisfaction are linked to the school setting. Social relationships impact esteem and belongingness, meaning a positive social climate at work increases confidence and motivation. Since leadership is the strongest predictor of job satisfaction, school heads must ensure that their management is in place so that teachers will feel satisfied in their work. Compensation and Benefits have the strongest correlation with Physiological Needs ($R = .497$, $p < 0.01$). This highlights that fair salaries, benefits, and financial stability are key factors in meeting teachers' basic needs, such as health, nutrition, and rest. The more teachers receive high compensation and benefits, the more likely they are to meet their physiological needs. The Working Environment is most strongly correlated with Self-Actualization Needs ($R = .487$, $p < 0.01$). This suggests that a conducive and well-structured school environment enables teachers to grow, enhance their skills, and reach their full potential. A positive environment fosters creativity, motivation, and professional fulfillment. If the working environment of teachers is good, they will grow personally and professionally. Social Relationships are significantly correlated with Esteem Needs ($R = .460$, $p < 0.01$). This suggests that a supportive and collaborative work culture enhances teachers' confidence, self-worth, and job fulfillment. When teachers' social relationships are fulfilling, they will feel confident and worthy. Safety Needs are influenced most by the Working Environment ($R = .486$, $p < 0.01$). A secure, structured, and resource-equipped school can help teachers feel stable in their profession and less anxious about job security. This means that teachers will feel safe when their working environment is conducive to learning.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

For the first hypothesis, which stated that there is no significant relationship between multigrade teachers' job performance and their profiles, work tasks, and working conditions, the hypothesis is partially supported.

For the second hypothesis, which stated that there is no significant relationship between job satisfaction and teachers' profiles, multigrade teaching work tasks, and working conditions, the hypothesis is also partially sustained.

Recommendations

By implementing these recommendations, school administrators, policymakers, and educators can enhance the working conditions, job performance, and satisfaction of multigrade teachers, ultimately leading to improved educational outcomes for students.

Given that the majority of multigrade teachers are young to mid-career professionals, the Department of Education and school administrators should invest in sustained capacity-building programs and mentoring systems to support their professional development. Pairing them with more experienced educators through peer mentoring or coaching can help bridge the experience gap and foster instructional excellence.

1. Since teachers strongly value core multigrade teaching tasks, such as designing lessons, developing teaching aids, delivering instruction, and assessing learners, training programs should

356



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continue to emphasize differentiated instruction, multigrade classroom strategies, and the development of localized and learner-centered materials. Resource support for the creation and utilization of teaching aids should also be prioritized.

2. Although working conditions were rated moderately high, issues related to compensation and workload require attention.
3. The high levels of task and contextual performance indicate that teachers are capable and committed to their roles. To sustain and further improve performance, schools should implement performance-based recognition and incentive systems. Opportunities for career progression and leadership roles in multigrade settings should also be clearly defined and accessible.
4. Since safety needs received the lowest satisfaction rating, efforts should be made to improve job security and long-term career stability for multigrade teachers.
5. Given the strong correlation between multigrade teaching tasks and both job satisfaction and performance, it is recommended that schools foster autonomy in lesson planning and assessment practices.
6. As working conditions—especially leadership and social relationships—significantly affect performance and satisfaction, school heads should be trained in transformational and supportive leadership practices. Building a culture of collaboration, mutual respect, and shared decision-making among staff will strengthen team dynamics and teacher morale, ultimately improving educational outcomes in multigrade classrooms.

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