



Teachers' Level of Motivation and Job Satisfaction

Geneline J. Cabaron^{a*} and Richard M. Oco^a

^a Southern de Oro Philippines College-Graduate School, Cagayan de Oro City, Philippines.

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

Aims: Teachers are the front-liners in transmitting knowledge to learners. They hone the children to become productive citizens in the community. To achieve this, their motivational factors and job satisfaction should be at a high level to combat challenges. The aim of this study is to determine the respondents' level of motivational factors and level of job satisfaction; and to determine the significant relationship between teachers' motivational factors and job satisfaction.

Study Design: The study used Descriptive Correlational Research Design

Place and Duration of Study: The study was conducted in selected elementary schools in the division of El Salvador City during the school year: 2022.

Methodology: The respondents were One fifty-eight (158) teachers at the selected elementary schools in El Salvador City. This study used a researcher modified survey questionnaire that underwent validity and reliability testing.

Results: The results showed that the teachers' overall motivational factors were interpreted as very high level. The teachers' overall job satisfaction was interpreted as very high level. Teachers' motivational factors and job satisfaction have moderate positive relationships which means there is a significant relationship. Thus, the null hypothesis is rejected.

Conclusions: The motivational factors of teachers are a contributory factor to their job satisfaction. As was clearly illustrated in data analysis and results, in conclusion: Teachers' highest motivational factors were on professional development were being utilized as part of teachers' source of

*Corresponding author: Email: geneline.cabaron@gmail.com;

strength at workplace. Teachers' highest job satisfaction was on work relationship. This means that teachers value their work relationship with colleagues and even stakeholders. Teachers' motivational factors were significantly correlated to job satisfaction. Therefore, teachers' motivational factors are relevant in their job satisfaction that can positively as well as in performing their best in their duties, and responsibilities and in achieving the departments' goals and objectives. The administrators may consider workshops and trainings specially on financial literacy to equip teachers in appropriately spending their income to avoid overspending as well as workshops and trainings on communication and community involvement to inspire and involve stakeholders in accomplishing much better teaching and learning environment as these factors can affect their level of motivation and job satisfaction.

Keywords: Motivational factors; job satisfaction; professional development; work relationship; teachers.

1. INTRODUCTION

The foundation of a successful educational system is highly qualified teaching personnel. Recognizing the elements influencing retention and teaching quality is one step in creating a high-quality faculty. One of these elements is job happiness, which organizational academics have examined extensively and been connected to both organizational commitment and performance. Teaching is indeed a challenging and rewarding job because it deals with an individual's development as well as how the development contributes to the success of his or her life. The teacher is able to provide effective long-term, stable, and effective quality education. It has previously been demonstrated that the teacher plays an important role in determining the effectiveness of teaching-learning. As such, anything that improves or hinders teachers' satisfaction and student's performance should be given due attention [1].

Job satisfaction of employees does not depend only on salary or wages, there are several factors responsible for job satisfaction or dissatisfaction such as recognition, authority, work environment, security, etc. Hence, these incentives are classified into two groups- monetary benefits and non-monetary benefits [1]. The Department of Education needs motivated, dedicated, and hardworking teachers who can provide services that are beyond their responsibility to the achievement of the organizations' vision and mission.

Teachers' motivation is an important factor in successful teaching, which has a knock-on impact on students' learning. If teachers are psychologically empowered, they possess a positive attitude towards their job. Thus, the findings of the related study showed that when teachers feel psychologically empowered, they

become loyal and committed towards their organization and ready to put their best efforts into the betterment of their organization [2]. This study was carried out with the chief aim to compare the level of workplace happiness, work motivation, commitment, and job satisfaction with respect to the gender of elementary schools' teachers under El Salvador City Division.

In today's global and extremely competitive market, their growth, motivation, and job satisfaction have become the most important competitive advantages. Individual job satisfaction is described as an individual's satisfaction with their own jobs. Motivation, from an organizational standpoint, is a process that inspires individuals to act in order to achieve organizational goals [3]. Employee motivation has two origins, according to Yang and Ai (2020), intrinsic and extrinsic. Extrinsic motivation can be related to workplace variables, however intrinsic motivation is a driving force within you that motivates you to achieve more [4].

Similarly, well-rewarded employees believe that the firm values them. If an employer looks after his employees and pays them for valuing their work, the employee will strive hard to meet his goals [5]. The lack of an incentive and reward system lowers worker morale [6]. The premises mentioned give birth to this research paper. This research study would determine to look into the motivational factors towards teachers' job satisfaction among the public elementary school teachers in the Division of El Salvador City during the School Year 2022-2023.

This study is anchored on Herzberg's Motivator Hygiene Theory and the concept of Maslow's Hierarchy of Needs. Herzberg's Motivator Hygiene Theory states that motivating factors like pay and benefits, recognition and achievement need to be met in order for an employee to be

satisfied with work. On the other hand, hygiene factors such as working conditions, company policies and structure, job security, interaction with colleagues and quality of management are associated with job satisfaction.

According to Herzberg, individuals are not content with the satisfaction of the lower order needs at work; for example, those needs with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself.

This theory suggests that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assume that an increase of satisfaction leads to

an increase of dissatisfaction. Herzberg added that hygiene factors are what causes dissatisfaction among employees in the workplace. In order to remove dissatisfaction these factors must be eliminated. The concept of job satisfaction has been widely used in scientific research as well as in everyday life. However, there is no general agreement regarding what job satisfaction is.

In the schema presented in Fig. 1, it presents the interplay among variables to be used in the study. Teachers' Motivational factors in terms of salary, recognition, achievement, and professional development are the independent variables. Their Teachers' Motivational factors will be assessed to determine if they can affect their level of job satisfaction which include security, working environment and job responsibilities will be the dependent variables.

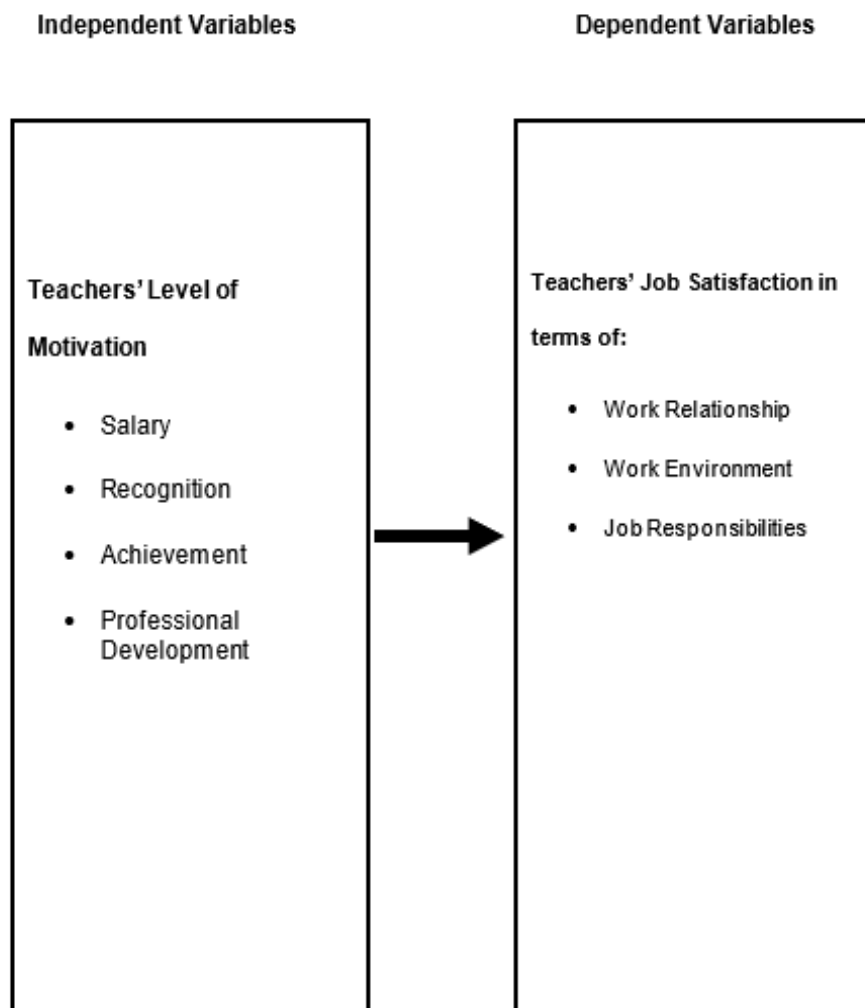


Fig. 1. A schematic presentation showing the variables of the study

2. MATERIALS AND METHODS

2.1 Design

The study will utilize the descriptive correlational research design which is appropriate for its objective in determining the relationship between Teachers Level of Motivation and Job Satisfaction of public elementary school in the El Salvador City Division. It describes with emphasis what exists such as status, practices, conditions, situations, or any phenomena. Siedlecki [7] defined descriptive correlational research as a population, circumstance, or phenomena that is intended to be correctly and methodically described through descriptive study. What, where, when, and how questions can be answered, but why questions cannot. A descriptive research strategy can use a wide variety of research methods to study one or more variables. The researcher does not control or change any of the variables, but just observes and measures them. This method involves description, recording, analysis, and interpretation of prevailing conditions. The investigation will be on the motivational factors of teachers and its relationship towards job satisfaction of teachers in all public elementary schools of the El Salvador City Division.

2.2 Respondents and Sampling Procedure

The respondents of the study are the one hundred fifty-eight 158 teachers from the 8 selected schools of El Salvador City Division to focus on particular characteristics of a population that are of best interest of the researcher, to answer the research questions. Purposive sampling was used by the researcher to gain access to a specific subset of people, and all study participants are chosen because they fit a specific profile. No computation for sample size was required as the teacher takes all the possible respondents under the scope of the setting of this study. The number of respondents of the study are presented in table a where the name of the schools and number of respondents are indicated.

2.3 Instrument

The research instrument of this study was a researcher - made and its statements or indicators were patterned from the studies of Oco, et al [1]. It is composed of two (2) parts that

gathered the data for Motivation and Job Satisfaction of teachers in this study. Originally, all sub-variables for Motivation and Job Satisfaction comprised of ten (10) statements each but after the validity and reliability test there were statements that needed to be taken out as time for revision is minimal. Part I content of the questionnaire was based on the variables on teachers' Motivational factors wherein Salary has nine (9) indicators, Recognition has eight (8) indicators, Achievement have ten (10) indicators and Professional Development have ten (10) indicators. Meanwhile Part II of the questionnaire which was on Job Satisfaction comprises of Work Relationship with ten (10) indicators, Work Environment with ten (10) indicators and Job Responsibilities with nine (9) indicators. All responses were recorded, tabulated, analyzed, and treated with the utmost confidentiality respectively.

3. RESULTS AND DISCUSSION

3.1 Teachers' Level of Motivational Factors

Table 1 exhibits the Overall Teacher's Level of Motivation. It registered an overall mean of 3.37 with an SD of 0.65 described at all times and interpreted as a Very High Level. This means that the teachers have a very high level of motivation at work. The word "motivation" refers to the reasons behind someone's actions. It is what motivates people to act in the way they do. The mechanism that starts, directs, and sustains goal-oriented behaviors is known as motivation. Every action a person takes is guided by their motivation. Therefore, it is crucial to understand motivation and the variables that may affect it for a number of reasons.

When someone is motivated, they are more productive as they work toward their goals, more likely to act, more likely to engage in healthy behaviors, less likely to engage in unhealthy or maladaptive behaviors like risk-taking and addiction, more likely to feel in control of their lives, and more likely to be happy and content. The following suggestions were made by Cherry [8] to increase motivation. Remind oneself of what has been accomplished in the past and one's strengths. Modify goals to concentrate on things that really matter. Focusing on things that are highly important will help push through. If tackling something feels too big or overwhelming, break it up into smaller, more manageable steps.

Table 1. Overall level of factors associated with reading performance

Variables	Mean	SD	Description	Interpretation
1. Availability of Reading Materials at Home	2.58	0.95	Most of the time	High
2. Parents' follow - Up	2.40	0.85	Sometimes	Low
3. Attitude Towards Reading	2.43	0.84	Sometimes	Low
4. Study Habit	2.44	0.79	Sometimes	Low
Overall Mean	2.46	0.86	Sometimes	Low

Note: 3.26- 4.00 Very High, 2.51- 3.25 High 1.76-2.50 Low 1.00-1.75 Very Low

In the same table, the highest rated variable under motivation is professional development with the mean score of 3.44 with SD of 0.64 described as at all times and interpreted as Very High Level. This means that the teachers were serious with their duties and responsibilities as teachers or educators and make it a point to abreast themselves to current stuffs. Trainings for public school teachers are designed and scheduled with basis of non-disruptions on their tasks at school. Thus, it is easier to participate and learn new things. The teachers are even encouraged to join training outside the department for new ideas and experiences that are out of their comfort zones.

After entering the workforce, professional development refers to acquiring new skills through career training and ongoing education. It could entail enrolling in courses or seminars, going to conventions for professionals, or obtaining a credential to increase knowledge in the area of interest. Professional growth is crucial since it may lead to opportunities for promotions and other forms of career advancement. It can help you hone your current abilities and pick up new ones. The ability to demonstrate in one's portfolio that they have completed professional development programs can also help them stand out among a crowd of applications. Employers can tell when a worker takes the initiative to study independently that they are eager to learn new things, open to new experiences, and eager to advance in their careers [9].

Meanwhile, the lowest rated variable is Salary and recognition with the mean score of 3.26 with SD of 0.69 and 0.64 respectively and described at all times and interpreted as Very High Level. This means that the teachers have a very high level of motivation in terms of their salary. Salary is one of the holding powers for an employee to stay at work. Despite various tasks and reports to be done and submitted teachers continue to stay in the service as they know that they have permanent positions which means that they are

secured to earn a living for themselves and their families and that they are doing the things they love which is education the future generations. Although there are few that take the courage to work abroad, majority of them have already served number of years before seeking much greener pastures or opportunities. The top two (2) factors cited by Hannan [10] for people choosing to work abroad are better career possibilities and chances. There may be a wider selection of professional prospects available outside the home market depending on the skill set. Additionally, as globalization continues to grow, managing an international team will become more and more common as a person advance in their career, making international expertise essential to your success in that role. New experiences in life are yet another. A foreign relocation is likely to provide an individual with experiences that are difficult to replicate at home and that are unforgettable, whether it be learning how to do business or working for a firm.

3.2 Teachers' Level of Job Satisfaction

Table 2 illustrates the Overall Teacher's Level of Job Satisfaction. It registered an overall mean of 3.38 with an SD of 0.66 described as at all times and interpreted as Very High Level. This means that the teachers have very high satisfaction in their teaching job. Although there are times that they feel frustrated and stressed in terms of totality they are still very satisfied. The degree of enjoyment employees experience with their jobs is known as job satisfaction. Outside their regular responsibilities, this includes their relationship with coworkers and bosses, their opinion of the organization's rules, and the effect their work has on their personal lives. It's critical to keep in mind that each employee experiences job satisfaction differently. The elements that make one employee feel good about their employment might not apply to another employee in the same workplace under the same circumstances.

Table 2. Overall teacher’s level of job satisfaction

Variables	Mean	SD	Description	Interpretation
Work Relationship	3.49	0.64	At all times	Very High
Work Environment	3.24	0.64	Most of the times	High
Job Responsibilities	3.40	0.71	At all times	Very High
Overall Mean	3.38	0.66	At all times	Very High

Note: 3.26 – 4.00 Very High; 2.51 – 3.25; High 1.76 – 2.50 Low 1.00 – 1.75 Very Low

Teacher job satisfaction warrants more consideration given that teacher scarcity is a global issue. Not only is job satisfaction closely tied to teacher retention, but it also improves the status of the teaching profession and benefits both instructors and their pupils. The findings show a strong correlation between teacher job satisfaction and working conditions in schools. The indicators most closely associated with teacher job satisfaction were more precisely teacher workload, teacher work relationships, and instructor views of student behavior in the classroom [2].

In the same table, the highest rated variable is, *Work Relationship* with the mean score of 3.49 with SD of 0.64 described at all times and interpreted as Very high Level. This means that the teachers have a very high level of job satisfaction in terms of their work relationship with colleagues. Work relationship is an important element at the workplace as it gives the teachers the feelings of being comfortable and at ease realizing that they have someone to confide with, ask for assistance and ask for advice on their job-related decisions and activities. The encounters that teachers have with their coworkers are considered workplace relationships. They may gauge how "excellent" a relationship is by how well they get along, how much they respect one another, and how well they can work things out. Anybody who has worked in a hazardous environment understands the value of having positive working connections. Team members will struggle to be productive if they don't develop trust. If people can't get along, the team culture suffers, which is bad for the teachers and everyone else who works there [11].

Meanwhile, the lowest rated variable is *Work Environment* with the mean score of 3.24 with SD of 0.64 described most of the time and interpreted as High Level. This means that the teachers' job satisfaction in terms of the work environment is at a high level. This implies that the teachers are happy and satisfied with the

facilities they are using in the teaching and learning process as well as the school facilities like classrooms. The teachers feel safe and secure when they are with their students and inside the school campus.

According to Pascua [12], security management involves safeguarding a building and its various assets. Asset management, physical security, and functions relating to employee safety all fall under the umbrella of security management. It involves identifying the information assets of an organization and creating, documenting, and putting into practice policies, standards, procedures, and guidelines. It is advised that sensitive data be carefully stored with the highest confidentiality, and future researchers may carry out a similar study to concentrate on the elements thought to enhance the status of school safety and security in various levels of education. The researcher further claimed that schools with better, safe and secure work environment have better teacher job satisfaction and contentment.

3.3 Relationship Between Motivational Factors and Job Satisfaction

Table 3 shows Test Correlation on Teachers' Motivational Factors and Level of Job Satisfaction. Salary registered a computed value of 0.673 with computed p-value of 0.000 with the description of moderate positive relationship and interpreted as significant. This implies that the computed p-value is lower than 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. Salary is considered as one of the major extrinsic factors that affects the teachers' job satisfaction. The results showed that the teacher's salary is significantly correlated to their job satisfaction. Therefore, it can be given attention and monitoring by the department to ensure that it will not be considered as one of the deteriorating factors that will contribute to low teachers' satisfaction level.

Table 3. Test correlation on teachers' motivational factors and level of job satisfaction

Teachers' Motivation	Teachers' Job Satisfaction			
	r-value	p-value	Description	Description
Salary	0.673	0.000	MPR	Significant
Recognition	0.513	0.021	MPR	Significant
Achievement	0.522	0.017	MPR	Significant
Professional Development	0.544	0.002	MPR	Significant

*Legend: *significant at $p < 0.05$ alpha level; S – significant; NS – not significant*

In order for the school organization to be committed and productive overall, job satisfaction is crucial. The teachers' devotion to the organization was greatly influenced by how much they enjoyed their jobs. Instructors who are content with their pay and position are likewise devoted to working for the company. The more committed and active the teachers are in the organization, the more delighted they are with their work. The success of the school as a whole is influenced by the instructors' overall job performance and their level of happiness or satisfaction with the organization [13].

Recognition registered computed value of 0.513 with computed p-value of 0.021 with the description of moderate positive relationship and interpreted as significant. This implies that the computed p-value is lower than 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that recognition is significantly correlated to teachers' job satisfaction. All of the ways that a company expresses gratitude for the contributions of its personnel are referred to as recognition. It may or may not entail monetary compensation and can take many different forms. Employers honor staff members for their accomplishments, modeling desired behaviors, exceeding expectations, and career milestones like tenure. Although respondents gave a variety of answers in their own words, a distinct pattern quickly became apparent. More individual recognition, according to 37% of respondents, would motivate them to consistently deliver superior work. The most prevalent topic that emerged from comments was acknowledgment, while other themes like inspiration and autonomy also appeared. The study found that the best methods for encouraging workers to produce their best work are praise, criticism, and rewards [14].

Achievement registered computed value of 0.522 with computed p-value of 0.017 with the description of moderate positive relationship and interpreted as significant. This implies that the

computed p-value is lower than 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that achievement is significantly correlated to teachers' job satisfaction. Achievement is important for teachers' satisfaction as it can contribute in their pursuit of possible promotion and future endeavors. It can inspire the teacher to continue to hone their skills and knowledge so that they can perform better and efficiently. Thus, achievements are contributor to the teachers' performance and satisfaction.

Achievements are a crucial component of who we are and aid in our development. Read our writing guide for ideas on how to write about accomplishments. Every time someone succeeds at something, they naturally feel happy. Their accomplishments position them for future success. It is unquestionably essential to one's growth as a person. So why are accomplishments so significant? They represent personal growth, encourage goal setting, and foster a sense of fulfillment. It's crucial to keep in mind that success is not caused by accomplishments; rather, they are a sign of success. An optimistic outlook and constructive habits help people accomplish more [15]. Moreover, based on research conducted by Butar-Butar [14] regarding the effect of achievement motivation and work procedures on performance mediated by affective commitment, it is concluded that achievement motivation has a positive and insignificant effect on employee performance. Employees who are well rewarded believe that the firm values them. If an employer looks after his employees and pays them for valuing their work, the employee will strive hard to meet his goals [5].

Professional Development registered a computed value of 0.544 with computed p-value of 0.002 with the description of moderate positive relationship and interpreted as significant. This implies that the computed p-value is lower than 0.05 level of significance. Thus, the null hypothesis of no significant relationship is

rejected. This implies that personal development is significantly correlated to teachers' job satisfaction. Any educator's professional growth is essential. Professional development enables you to acquire new abilities, think of new classroom ideas, reflect on your teaching methods, and overall keep on top of the game as a teacher. By seeking out and participating in professional development, teachers can actively attempt to increase their expertise.

Thankfully, there are many opportunities for study and training. Let's discuss the idea of professional development for educators, the value of investing in oneself, and significant venues for professional development. The best learning outcomes for students should always be the top focus for any competent classroom teacher, and professional development helps to accomplish that. According to De Coning et al. [16], there are six reasons why educators should invest in professional development: to become better teachers, to stay current on educational research, to enjoy their jobs as teachers more, to adapt to changes in educational policy, and to connect with other educators. Thus, professional development should also be given equal attention and importance in the lives and career of the teachers [17].

4. CONCLUSIONS

The motivational factors of teachers are a contributory factor to their job satisfaction. As was clearly illustrated in data analysis and results, in conclusion: Teachers' highest motivational factors were on professional development were being utilized as part of teachers' source of strength at workplace. This means that teachers value their teaching profession by making sure that they are up-to-date with current developments regarding their profession, which is being a teacher or an educator. Teachers' highest job satisfaction was on work relationship. This means that teachers value their work relationship with colleagues and even stakeholders. A healthy and harmonious work relationship allows the teachers to work freely and with confidence knowing they are together working for common goals and interests. Teachers' motivational factors were significantly correlated to job satisfaction. Therefore, teachers' motivational factors are relevant in their job satisfaction that can positively as well as in performing their best in their duties, and responsibilities and in achieving the departments' goals and objectives.

Based on the findings and conclusion of the study, it is recommended that the: Teachers may consider the various aspects of their teaching profession to motivate them more like in terms of their salary and recognition. Salaries in public schools are high therefore proper budgeting can be of great help as well as focusing on finishing tasks, goals, and objectives without waiting for recognition can also give more motivation. Thus, one must give more focus to what they can do and have than looking at what others have. Teachers may consider opening their concerns for facility betterment for there may be stakeholders or volunteers that are willing to donate and support the causes or plans in making sure that teaching and learning outcomes are enhanced. The administrators may consider workshops and trainings specially on financial literacy to equip teachers in properly spending their income to avoid overspending as well as workshops and trainings on communication and community involvement to inspire and involve stakeholders in accomplishing much better teaching and learning environment as these factors can affect their level of motivation and job satisfaction. Future researchers may use wider scope of respondents for results and findings confirmation as well as much deeper understandings.

CONSENT

After selecting the respondents, they were given sets of survey questionnaires to answer with the consent of their respective school heads.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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