Teachers' Job Gratification and Service Performance

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ABSTRACT: Teachers' job gratification is vital as it significantly affects their dedication, enthusiasm, and efficiency in the classroom. This study sought to ascertain the extent of teachers' job gratification concerning job security, work environment, job responsibilities, and community linkages/attachments, the level of teachers' service performance, and the significant relationship between the teachers' job gratification and their service performance at work. The study was carried out in five (5) schools of Jasaan North District, Schools Division of Misamis Oriental. It employed a descriptive-correlational design along with documentary analysis. This study utilized an adapted and modified questionnaire given to the selected teachers *(n=143)* using the purposive sampling technique. The gathered data were analyzed and interpreted using various descriptive and inferential statistical methods, including frequency and percentage, mean and standard deviation, and the Pearson Product-Moment Correlation Coefficient. Results revealed that respondents have a very high level of job gratification, with Job Security having the highest mean and Community Linkage/Attachments got the lowest mean. Teachers demonstrated a very satisfactory level of service performance. A significant relationship was found between teachers' job gratification and their service performance. Thus, the higher job satisfaction among teachers the better their performance. Schools may continue to foster a supportive and collaborative work environment that boosts teachers' job satisfaction and enhances their performance, ultimately benefiting students and the broader school community.

KEYWORDS: Job Satisfaction, Teachers, Work Environment, Work Performance

I.   INTRODUCTION

Education is integral to any nation's cultural enrichment, growth and progress. In today's fast-pace educational scene, teachers take the position that stands as central to the success and progress of learning institutions and societies. Educators are the lifeblood of the Department of Education, representing the life force that propels our mission forward. The absence of our dedicated teachers would impede our collective endeavor to shape a brighter future for our children.

In her Basic Education Report, Vice President Sarah Z. Duterte (2023) aptly expressed that teacher are indispensable to the success of educational pursuits. They play a key role in holding everything together and making the institution work effectively by imparting knowledge and cultivating essential skills and values among the learner-recipients. Their duties extend beyond the classroom to include mentorship, guidance, and molding the next generation of leaders and society's destiny. However, amidst the noble pursuit of education, there exists a pressing concern that warrants attention and has far-reaching implications for both educators and the quality of learning outcomes, the factors affecting job satisfaction and their impact on overall performance.

The degree to which teachers are happy with their jobs greatly influences their commitment, zeal, and effectiveness in the classroom. According to Shila and Sevilla, and quoted by Baluyos et al. (2019), job gratification among teachers is vital for promoting commitment and productivity within a school organization. Satisfied teachers are more likely to be dedicated to their institution, perform their duties effectively, and actively contribute to the school's growth and success (Sun & Xia, 2018).

The job gratification and service performance of teachers have surfaced as crucial dimensions. They bear wide-ranging consequences that reach far beyond the educators themselves, encompassing the students they guide and the larger educational framework. Recognizing and understanding the factors that influence job satisfaction and their subsequent impact on teachers' performance are essential for improving the delivery of education. Maqbool (2017) stipulated that teachers' performance is influenced by job satisfaction. Enhancing both aspects is essential for educational progress. This alignment fosters school improvement, the delivery of quality education, and student satisfaction, all of which represent the ultimate objectives for any institution.

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Accordingly, the teachers' level of job gratification is a pivotal factor in shaping the commitment and productivity of a school organization. A strong commitment to their organization is more likely to be demonstrated by educators who find fulfillment in their work. Greater satisfaction among employees correlates with increased participation and dedication to the institution. (Amansec, 2018).

Further, Baluyos et al. (2019) cited that teachers' job gratification is a critical factor in determining their teaching performance. Specifically, exceptionally high levels of job satisfaction stemming from the supervision provided by school heads and job security significantly contribute to their work performance. The quality of guidance from school heads has an inverse effect on teachers' work performance, while job security directly impacts it.

The teaching profession, although inherently rewarding, is fraught with challenges such as high workload, administrative pressures, limited resources, and societal expectations. Overtime, these challenges can affect teachers' overall job satisfaction, and can potentially lead to burnout, decreased motivation, and subsequently, diminished performance. Ishfaq (2020) emphasized that insufficient job satisfaction among teachers can result in significant negative outcomes, such as heightened teacher turnover, errors in instruction, reduced teaching efficacy, and consistently low levels of teacher contentment.

Amansec (2018) suggests that improving job gratification not only enhances service performance but also recommends that organizations take proactive steps to promote it. This may involve initiatives like nurturing the interests of both current and potential employees. Consequently, the researcher delved into examining the relationship between the teachers' job satisfaction and work performance.

The study was framed within Herzberg's (1968) Two-Factor Theory and Maslow's (1943) Hierarchy of Needs Theory. Herzberg's research, which focused on environmental aspects affecting job satisfaction and dissatisfaction, laid the groundwork for the Two-Factor Theory. This theory distinguishes between hygiene factors and motivators as key determinants of employees' conduct. Hygiene factors, if lacking, lead to job dissatisfaction, whereas motivators enhance satisfaction. It underscores the importance of motivating employees to elevate satisfaction and retention levels within organizations (Nickerson, 2023). Herzberg contends that people seek the fulfillment of higher-order psychological needs such as achievement, recognition, responsibility, advancement, and the nature of the work itself rather than settling for the satisfaction of lower-order needs at work. Further he came to the conclusion that an individual's job characteristics should be related to what they do in order to satisfy their needs for achievement, competency, status, personal worth, and self-realization and ultimately make them happy (Oco et al., 2022).

On the other hand, Maslow's Hierarchy of Needs, which is typically depicted as a pyramid, delineates five essential tiers: Safety, Belongingness and Love, Esteem, Self-Actualization, and Biological and Physiological needs. Accordingly, Maslow's concept asserts that individuals must have their basic needs met at the lower levels before strongly desiring the fulfillment of higher-level needs (Hopper, 2021; Oco et al., 2022).

This study was conducted to investigate the relationship of teachers' job gratification or satisfaction to their service performance. As teachers nowadays are facing various challenges and tasks at work, the researcher wanted to ascertain the level of job gratification in terms of security, work environment, responsibilities, and community linkage/attachments and the level of service performance based on their obtained IPCR rating for the school year 2022-2023.

II. METHODOLOGY

The research utilized the descriptive-correlational research design with documentary analysis. In a descriptive-correlational study, the researcher aimed to explore the relationships between naturally occurring variables without the researcher controlling or manipulating any of them. This research design was employed to understand phenomena, attitudes, opinions, behaviors, or other defined variables by gathering numerical data, which were subsequently analyzed using statistical methods. This methodology was suitable for the current study, which aimed to evaluate how teachers' job satisfaction relates to their work performance.

Additionally, the researcher utilized documentary analysis in order to systematically examine and interpret written materials for the purpose of answering research questions and objectives. In this study, the teachers' Individual Performance Commitment Review (IPCR) documents/ratings were collected and analyzed to capture teachers' service performance. The study utilized descriptive statistics such as the mean and standard deviation to analyze variables in problem 1, and frequency and percentage for problem 2 to define the variables being studied. Moreover, inferential statistics, particularly the Pearson Product Moment Correlation Coefficient (r), was employed to evaluate the significant connections between the dependent variable (Teachers' Job Gratification) and independent variables (Teachers' Performance).

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III. RESULTS AND DISCUSSION

Problem 1. What is the teachers' job gratification level in terms of:

      1.1   Job security;

      1.2   Work environment;

      1.3   Job responsibilities; and

      1.4   Community linkage/attachments?

Table 1 Overall Teachers' Level of Job Gratification

Variables	Mean	SD	Description	Interpretation
Job Security	4.33	0.58	Strongly Agree	Very High Gratification
Work Environment	4.22	0.58	Strongly Agree	Very High Gratification
Job Responsibilities	4.28	0.56	Strongly Agree	Very High Gratification
Community Linkage/Attachments	4.20	0.58	Agree	High Gratification
Overall	**4.26**	**0.58**	**Strongly Agree**	**Very High Gratification**

Note: 4.21 - 5.00 Very High Gratification   3.41 - 4.20 High Gratification   2.61 - 3.40 Moderate Gratification
1.81 - 2.60 Low Gratification   1.00 - 1.80 Very Low Gratification

Table 1 illustrates the overall job gratification levels of teachers, showing a Mean of 4.26 with SD=0.58, described as Strongly Agree and interpreted as Very High Gratification. The data indicates that teachers report a significantly high degree of gratification or satisfaction with different aspects of their profession, including job security, work environment, job duties, and connections with the community. The high degree of job satisfaction among teachers suggests that teachers are likely to be motivated and committed to fulfilling their responsibilities effectively. Satisfied employees tend to demonstrate increased engagement, productivity, and dedication to their work. This, in turn, can lead to better performance and outputs, benefiting both the teachers themselves and the educational institution as a whole.

The insights derived from this data highlight the importance of prioritizing factors that contribute to job gratification among teachers. This includes ensuring job security, providing a positive work environment, clearly defining job responsibilities, and fostering strong connections with the community. By addressing these aspects, educational institutions can create a supportive and fulfilling environment for teachers, ultimately enhancing their job satisfaction and performance.

The implications of these insights underscore the need for educational leaders and policymakers to invest in initiatives that promote teacher satisfaction. This may involve implementing policies that support job security, improving working conditions, providing professional development opportunities, and encouraging community engagement. By prioritizing teacher satisfaction, educational institutions can attract and retain talented educators, leading to better educational outcomes for students and a more positive school culture overall.

The study of Sah (2021) highlights those teachers who experience elevated job gratification and possess robust self-efficacy not only excel in their professional endeavors but also exhibit effectiveness in fulfilling their obligations. Additionally, Rybnicek et al. (2019) stress the pivotal role of job satisfaction in driving performance. Gratified employees showcase heightened dedication to their positions, willingly dedicate extra effort, embrace challenging assignments (Becker et al., 2018), deliver exceptional work, and eagerly collaborate with colleagues to share their expertise (Rybnicek et al., 2019).

In the same table, variable *Job security,* has the highest Mean of 4.33 with SD=0.58 described, as Strongly Agree and interpreted as Very High Gratification. This means that teachers feel highly secure in their positions as public-school educators. They perceive their roles as such as providing a sense of stability and security. They are confident in the permanence of their positions, the entitlement to various benefits, and the assurance of a stable job despite external circumstances. Consequently, they value their positions highly and are motivated to perform their duties and responsibilities to the best of their abilities. Insights derived from this finding highlight the importance of job security in fostering teachers' high levels of job satisfaction. When educators feel confident in their job stability, they tend to be more committed, motivated, and dedicated to their roles. This can lead to improved job performance, increased productivity, and a positive environment within schools.

The implications of this insight emphasize the significance of ensuring job security for teachers within the education system. Policies and practices that provide stability and assurance to educators can contribute to their overall well-being and job satisfaction. Additionally, recognizing and valuing the contributions of teachers to the education system can further enhance their sense of security and commitment to their profession. Ultimately, ensuring job security for teachers can result in beneficial outcomes for educators and students alike, enhancing the effectiveness of the educational system as a whole.

Cotiangco (2018) mentioned that achieving job security is among the most significant accomplishments desired by

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teachers. This is because as they get older opportunities for work becomes less specially on those that offers better benefits. Moreover, moving from one job to another is tiresome as it requires adjustments to co-workers as well as on the kind of environment that an institution has. Moreover, having a secured job will help a person free from worries of getting laid-off from their job.

Meanwhile, the variable *Community linkage/attachments,* has the lowest Mean of 4.20 with SD=0.58, described as Agree and interpreted as High Gratification. This means that while teachers express satisfaction with their community connections, they also acknowledge the need for further efforts to strengthen trust and confidence within the community. Insights from this data suggest that teachers recognize the importance of fostering stronger connections with stakeholders in the community. By building trust and confidence, teachers aim to open up additional opportunities, such as sharing expertise and providing assistance beyond their immediate role as educators. The implications of this insight highlight the significance of ongoing efforts to improve community engagement and partnerships within schools. Strengthening connections with the community can lead to various benefits, including increased support for educational initiatives, enhanced collaboration between schools and stakeholders, and additional opportunities for teachers to make meaningful contributions outside the classroom.

Educational institutions can leverage this understanding by implementing strategies to enhance community engagement, such as organizing community events, collaborating with local organizations, and actively involving stakeholders in school activities. By prioritizing community connections, schools can create a more supportive and enriching environment for both teachers and students, ultimately contributing to improved educational outcomes and overall community well-being.

Correspondingly, Badubi (2017) stated that connecting with the community is sometimes challenging as to scheduling of activities and even in making connections. With a lot of things to do at school, teachers sometimes opted to decline invitations. Thus, both parties must coordinate and communicate with each other well to avoid conflict of schedules.

Problem 2. What is the teachers' service performance level for School Year 2022-2023?

Table 2 Overall Teachers' Service Performance

Range of Work Performance	Frequency	Percentage	Mean	SD	Description
4.500 - 5.000	74	51.75			
3.500 – 4.499	68	47.55	4.338	0.67	Very
2.500 – 2.499	1	0.70			Satisfactory
1.500 – 2.499	0	0			
Below 1.499	0	0			
Total	**143**	**100.00**			

Note: 4.500-5.000 Outstanding   3.500-4.499 Very Satisfactory
2.500-3.499 Satisfactory   1.500-2.499 Unsatisfactory
below 1.499 Poor

Table 2 exhibits the overall teachers' level of service performance. It revealed an overall Mean of 4.338 with SD=0.67 described as Very Satisfactory. The majority of teachers, 74 or 51.75%, achieved an Outstanding level, whereas 68 or 47.55% were rated at the Very Satisfactory level. There was only one teacher, representing 0.70%, assessed at the Satisfactory level of performance. The result paints a picture of highly commendable service performance among the teachers in Jasaan North District with the majority rated as either Outstanding or Very Satisfactory. The high percentage of teachers rated as Outstanding indicates a culture of excellence within the teaching staff. This suggests that there is a strong commitment to delivering quality education and achieving high standards among the teachers. The fact that a significant proportion of teachers are rated as either Outstanding or Very Satisfactory suggests a strong commitment to professionalism and continuous improvement. Teachers are likely dedicated to honing their skills and knowledge to better serve their students.

Additionally, the ability of teachers to achieve high levels of service performance implies the presence of effective evaluation and support systems within the school. These systems likely provide teachers with feedback, resources, and professional development opportunities to help them excel in their roles. Such a high level of teacher performance is likely to positively influence student learning outcomes. Students tend to achieve better academically and acquire essential skills for the future when instructed by proficient teachers. Furthermore, strong teacher performance improves the school's reputation and increases stakeholders' confidence. Parents, students, and the broader community are more inclined to trust and have faith in a school with a highly capable teaching staff.

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Moreover, although not explicitly stated, teachers' ability to perform at high levels might also reflect a healthy work-life balance and overall well-being. Teachers who feel supported and appreciated in their professional roles are more likely to enjoy job satisfaction and a sense of well-being.

Overall, the data suggests a school environment characterized by excellence, professionalism, and dedication among the teaching staff. This bodes well for the quality of education provided to students and the overall success of the school. According to Hussain et al. (2019), work performance is essential for teachers as it will have them the view of the things, they need to give more focus in the next school year in order to have much better rating. Work performance will also help the teachers on things to prepare and do better should they plan for possible promotion. Villacorte (2022) added that this will also help the school heads identify the teachers who need more assistance and guidance for improvements and much better work performance.

Problem 3. Is there a significant relationship between the level of teachers' job gratification and their service performance?

The Pearson's correlation test result between teachers' job gratification level and their service performance is displayed in Table 3. The data indicates a significant positive correlation between teachers' job gratification and their perceived job security, as evidenced by a Pearson's correlation coefficient (r) of 0.326 and a p-value of 0.012, surpassing the significance threshold of 0.05. However, the correlation coefficient of 0.326 suggests a low connection between these factors, given its proximity to zero rather than ±1.0. Essentially, this means that while there is a discernible link between job gratification and job security among teachers, it is not particularly strong. The computed p-value reflects the likelihood of obtaining such a result, or one more extreme, if there were truly no relationship between the variables.

Table 3 Pearson's Correlation Test Between Teachers' Level of Job Gratification and Service Performance

Variables	r-value	p-value	Description	Decision	Interpretation
Job Security	0.326	0.012	Low Positive Correlation	Reject Ho	Significant
Work Environment	0.523	0.001	Moderate Positive Correlation	Reject Ho	Significant
Job Responsibilities	0.381	0.031	Low Positive Correlation	Reject Ho	Significant
Community Linkage/Attachment	0.345	0.021	Low Positive Correlation	Reject Ho	Significant

Note: Significant if computed p-value is less than p-critical value of 0.05

The p-value indicates the probability of observing such an extreme (or more extreme) result if the null hypothesis were true. In this case, a p-value of 0.012 suggests that there is only a 1.2% chance of observing a correlation as strong as 0.326 between job gratification and job security if there were actually no correlation in the population. With a significance level (alpha) of 0.05, this means that the observed correlation is considered statistically significant since the p-value (0.012) is less than alpha (0.05). Therefore, the null hypothesis is rejected, which typically states that there is relationship between the variables.

The findings indicate that as teachers' job gratification rises, their sense of work performance also tends to improve. This suggests that more gratified teachers are likely to feel more secure in their positions. Schools considering the prioritization of initiatives that boost job gratification among teachers, can positively affect teachers' perception of work performance. This, in turn, could lead to higher retention rates and improved performance among educators.

Although this study confirms a significant correlation, more investigation is necessary to determine the underlying mechanisms and other variables that may influence job security and job satisfaction towards service performance among teachers. Like any profession, teaching requires job security to be a key component of the profession. Job security is a vital component of a teacher's career, as it is in any profession. This allows the teachers to enjoy various benefits that the department offers as well as the teachers will not worry that their contract will end soon and that they will need to look for a new job again. Once regular or permanent, the teachers are also open to promotion opportunities after their three (3) years in the service. Thus, teachers need serve and perform their best so that their immediate supervisors can recommend them or back them up for various opportunities as they are performing well. According to Villacorte (2022) job security is essential to have the chance to earn a stable source of living to be able to support needs and help one's family. The feeling of being secured in a job allows the teachers to perform their job without having worries of looking for a new job and another set of adjustments.

In the *Work Environment* category, an r-value of 0.523 was recorded with a computed p-value of 0.001, which is significant at the 0.05 level of significance. This correlation coefficient (r) of 0.523 indicates a moderate positive correlation between job satisfaction and the quality of the work environment among teachers. This indicates that as teachers perceive their

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work environment to improve, such as through better relationships with colleagues and a more harmonious atmosphere, their job satisfaction tends to increase. With a p-value of 0.001, there is merely a 0.1% chance of observing a correlation as substantial as 0.523 between job satisfaction and work environment due to random chance if there is no true correlation present in the population. Hence, the observed correlation is statistically significant at the 0.05 level.

The findings underscore the significance of the work environment in influencing teachers' service performance. Creating a positive work environment marked by collaboration, support, and camaraderie among colleagues seems to foster increased job satisfaction among teachers. Such an environment not only boosts satisfaction levels but also influences teacher performance positively. When educators operate in a setting where they feel supported and appreciated, they tend to display higher levels of motivation, engagement, and effectiveness in their duties. This, in turn, translates to improved outcomes for both students and the school as a whole.

Educational institutions may prioritize efforts to cultivate a supportive and collaborative work environment. This may involve fostering positive relationships among staff, providing opportunities for professional development and teamwork, and implementing policies that promote work-life balance and well-being. School leaders play a crucial role in creating and maintaining a positive work culture. They may focus on building trust, communication, and mutual respect among faculty members, and address any issues or conflicts that may arise in the workplace. Investing in improving the work environment can also contribute to teacher retention by reducing turnover rates. Teachers are more likely to stay in an environment where they feel valued and supported, leading to greater continuity and stability in the teaching staff.

In summary, the data suggests that the quality of the work environment plays a crucial role in shaping teachers' job gratification, which in turn has implications for teacher service performance and overall school effectiveness. Prioritizing the creation of a positive and supportive work environment can yield benefits for both teachers and students alike. Obasi and Adieme (2021) stated that work environment that promotes peace and harmony leads to better performance among teachers as they find themselves in a comfortable situations and place where they can flourish without the thought of being considered as a competitor. Also, competition is good but it must not overshadow the teacher's main duty which is to teach the learners at their best and getting the chance to assist their co-teachers who also need assistance and encouragements.

For *Job Responsibilities*, it registered an r-value of 0.381 with computed p-value of 0.031 which is significant at 0.05 level of significance. The correlation coefficient (r) of 0.381 suggests a low positive relationship between job gratification and the perceived level of job responsibilities and service performance among teachers. This indicates that as the perceived level of job responsibilities increases, job gratification and performance among teachers tends to increase as well, although the strength of this relationship is considered low.

The p-value of 0.031 indicates that there is a 3.1% chance of observing a correlation as strong as 0.381 between job satisfaction and job responsibilities by random chance, assuming no real correlation exists in the population. Therefore, the correlation observed is statistically significant at the 0.05 level.

The findings highlight the multifaceted nature of teachers' responsibilities, which encompass not only classroom instruction but also various ancillary tasks such as ensuring student welfare, communicating with parents, and participating in school functions. The data underscores the challenges and demands faced by teachers in managing their workload, balancing professional responsibilities with personal obligations, and adapting to the evolving needs of students and the school community.

Schools and educational institutions may provide adequate support, resources, and recognition to teachers for their diverse roles and responsibilities. This may include professional development opportunities, workload management strategies, and acknowledgment of teachers' contributions to student success and school improvement. Improving teacher job satisfaction requires acknowledging the influence of job responsibilities on their well-being and morale. Implementing strategies aimed at cultivating work-life balance, alleviating workload stress, and nurturing a supportive work atmosphere can enhance teachers' satisfaction and encourage them to remain in their roles.

Schools can facilitate opportunities for professional growth and collaboration among teachers to help them effectively manage their responsibilities and enhance job satisfaction. Peer support networks, mentoring programs, and collaborative planning initiatives can promote sharing of best practices, workload sharing, and mutual support among colleagues.

To sum it up, the data suggests a notable yet modest positive correlation between teachers' job satisfaction and their perceived level of job responsibilities. Acknowledging and addressing the challenges associated with teachers' diverse roles and responsibilities can contribute to improved job satisfaction, teacher well-being, and ultimately, student success. Cotiangco (2018) stated that embedded to a teaching profession are duties and responsibilities that go beyond teaching a lesson. Teaching is called a profession but also considered as a calling. Thus, a person who wants to become a teacher must prepare themselves so that they can serve and teach well as it may sound easy to say but difficult and sometimes challenging to perform.

For *Community Linkage/Attachments*, it registered an r-value of 0.345 with computed p-value of 0.021 which is significant

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at 0.05 level of significance. This data implies that significant low positive correlation was established. Thus, the null hypothesis is rejected. The correlation coefficient (r) of 0.345 suggests a low positive relationship between job satisfaction and the level of community linkage/attachments among teachers. This implies that as teachers' connections with the community strengthen, their job satisfaction tends to increase, albeit the strength of this relationship is considered low.

With a *p*-value of 0.021, there is a 2.1% probability of encountering a correlation as substantial as 0.345 between job gratification and community linkage/attachments if there were truly no correlation within the population. Thus, the observed correlation is deemed statistically significant at the 0.05 level. The findings underscore the importance of teachers' connections with the community for enhancing job satisfaction. Collaboration and support from the community can provide valuable resources, assistance, and opportunities for teachers and schools. Community linkages serve as an extension of the learning process, enabling teachers to enrich educational experiences for students through real-world connections, guest speakers, field trips, and community-based projects.

Teachers and schools can tap into the resources and expertise available within the community to supplement limited school budgets and support various educational initiatives and activities. This may include financial contributions, in-kind donations, volunteerism, and partnerships with local organizations and businesses.

Strong community connections can foster a sense of belonging, pride, and purpose among teachers, as they feel supported and valued by the broader community. This can contribute to greater job satisfaction, motivation, and morale. Further, community linkages offer opportunities for professional networking, collaboration, and professional development for teachers. Engaging with community members, experts, and organizations can broaden teachers' perspectives, skills, and knowledge, enhancing their effectiveness as educators.

In summation, the data suggests a significant yet slight positive correlation between teachers' job satisfaction and their engagement with the community. Strengthening community linkages can offer numerous benefits for teachers, schools, and students, including resource mobilization, enhanced learning opportunities, professional growth, and a sense of community support and belonging. Therefore, fostering and maintaining positive community relationships may be prioritized as part of efforts to promote teacher satisfaction and improve educational outcomes.

Badubi (2017) stated that teachers are now encouraged to share their knowledge and expertise to the community as it also serves as the learning place for the learners. This is because learning does not only take place inside the classroom and school but also in the environment where they live and develop their social skills informally. Thus, teachers need to help the community to understand and know their duties and responsibilities in ensuring that the learners are safe, secured and are learning the proper norms and values.

IV. CONCLUSIONS

In the light of the above-cited findings, the study led to the following conclusions:

1. The teachers' positive perception of the security associated with their current roles indicates their optimism about their future opportunities within the organization.

2. Teachers exhibit exceptional performance across various key result areas, demonstrating a high level of dedication, expertise, and effectiveness in their educational roles. This reflects a profound commitment to their profession and the ability to provide quality education, which significantly enhances student outcomes and the overall performance of the school.

3. The work environment quality is pivotal in determining teachers' job gratification, which in turn has implications for teacher service performance and overall school effectiveness. Thus, the null hypothesis was rejected.

V. RECOMMENDATIONS

Following the findings and conclusions presented, the researcher has formulated the subsequent recommendations:

1. To enhance job gratification related to community linkage/attachments, teachers may aim to open up additional opportunities, such as sharing their expertise and providing assistance to the stakeholders beyond their immediate role as educators. In addition, schools may implement strategies to enhance community engagement, such as organizing community events, collaborating with local organizations, and actively involving stakeholders in school activities.

2. Teachers and school heads may tailor professional development plans to address the specific needs and areas for improvement identified for each teacher. Moreover, teachers and school head may collaborate to sustain high level of service performance.

3. Schools may continue to foster a supportive and collaborative work environment that boosts teachers' job gratification and enhances their service performance, ultimately benefiting students and the broader school community.

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