



TEACHER'S CAREER FULFILLMENT: ITS RELATION TO PROFESSIONAL SKILLS AND JOB PERFORMANCE

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ABSTRACT

This study aimed to determine the relation between teacher's career fulfillment and his professional skills and job performance. Specifically, this study sought to answer the following: The demographic profile of the teachers; the level of teacher's career fulfillment; the teacher's professional skills; and job performance. Also, it identified the significant relationship between demographic profile on teacher's professional skills and job performance as well as the significant relationship between teacher's career fulfillment on teacher's professional skills and job performance.

The study was conducted to prove that there was a significant difference between the following variables. The respondents of the study were composed of one hundred (100) elementary teachers at Pila Sub-Office to determine the significant relation between teacher's demographic profile and career fulfillment to their professional skill and job performance. In this study, purposive random sampling method was used in choosing the respondents. The researcher used a self-made questionnaire validated by different experts from Pila Sub-Office and distributed within Pila Sub-Office.

The findings of the study from the demographic profile of elementary teachers in Pila Sub-Office reveal interesting insights on the characteristics and diversity of respondents such as: in terms of age, it was observed that majority of the respondents fall within the middle-aged bracket; as to sex, the composition of respondents is predominantly female; for length of service, most of them are more than 10 years in service; and for position, generally are proficient teachers. The study's findings shows that teacher career fulfillment reflecting aspects such as salary, working conditions, workload, benefits, recognition, and support systems. These elements collectively contribute to the overall interpretation of a teacher feeling "Fulfilled" in their professional role.

Analysis of data regarding teachers' perceptions of their professional skills, which include organizational, human relations, communication, and leadership skills, reveals that educators at Pila Sub-Office are categorized as being "highly skilled" in these areas. In terms of the teachers' job performance, it is worth noting their IPCRF rating which reflects a mean value suggesting that their performance can be characterized as "Very Satisfactory" illustrates a high level of performance.

Teacher's professional skill and job performance are not significantly related to their demographic profile, suggesting that personal demographics do not determine teaching effectiveness. Based on the correlation analysis done on these variables, there is no substantial association between a teacher's professional skill and job performance and their level of career satisfaction. This suggests that these elements may affect teachers' overall sense of fulfillment, better performance is not a direct result of them.

Based on the findings and conclusions in the study the author suggest that future researchers may continue to study teacher's career fulfillment on different levels and may include additional factors that affects the work environment. Officials and administrators of the Department of Education may use the data collected in this study as basis for future study and formulation of new policies aimed at enhancing teacher fulfillment and professional growth.

KEYWORDS: teacher's career fulfillment; professional skills; job performance

1. INTRODUCTION

Teachers are the backbone of any educational system, and their career fulfillment is essential for the success of any type of school. It is very important to recognize how teachers see themselves in their chosen career grow personally and professionally. It is relevant to identify if it is related to their professional skills and job performance.

A teacher's career fulfillment and professional skills can be seen in the way they interact with students, colleagues, and administrators. A fulfilled teacher will be more likely to have better communication skills, be more organized, and have a better understanding of classroom management thus leading to better performance. Finding a career that is fulfilling can be elusive – yet not impossible to find (Castrillon, 2019).

Organizations have to be strong and resilient to survive against developing technology, changes and increasing competition. Accordingly, these processes faced by organizations directly affect employees (Karaman et al., 2020).

Career fulfillment is the satisfaction, purpose, and happiness that an individual experiences in their work. It is the feeling of being engaged and motivated to do one's work. Where one's skills and talents are put to good use. Career fulfillment goes beyond financial success. One may be financially successful but not fulfilled in their career. Factors like personal growth, work-life balance, a harmonious relationship within the group, and a sense of accomplishment are some of the factors that affect one's career fulfillment.

The primary objective of the researcher is to thoroughly examine the relationship between a teacher's level of career fulfillment within the educational field and its direct relationship on their overall professional capabilities and job proficiency specifically within the setting of Pila Sub-Office.

1.1 Statement of the Problem

Specifically, this study is guided by the following questions:

1. What is the demographic profile of the teachers as to:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Length of service; and
 - 1.4 Position?
2. What is the level of teacher's career fulfillment with regards to the following:
 - 2.1 Salary;
 - 2.2 Working Condition;
 - 2.3 Workload;
 - 2.4 Recognition;
 - 2.5 Benefits; and
 - 2.6 Support System?
- 3 What is level of a teacher's professional skills in terms of:
 - 3.1 Organizational Skills;
 - 3.2 Human Relations Skills;
 - 3.3 Communication Skills; and
 - 3.4 Leadership Skills?
4. What is the level of teachers' job performance as to the IPCRF?
5. Is there a significant relationship between the demographic profile of teachers to their professional skills?
6. Is there a significant relationship between the demographic profile of teachers to their job performance?
7. Does the teacher's career fulfillment have significant relationship to their professional skills?

8. Does the teacher's career fulfillment have a significant relationship with their job performance?

2. METHODOLOGY

Quantitative research, according to Sheard (2018), focuses on data that is numerical. This study's research design combined a quantitative strategy with statistical treatment based on correlation. This design looked at the correlations between the variables of interest and determined the strengths and directions of these correlations. Using correlational analysis and numerical data collection, the study looked for patterns, dependencies, or potentially predictive correlations between variables.

3. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis and interpretation of data gathered to answer the sub problem relative to the main problem of this study. This part discusses the findings of the study based on the research questions.

Status of Demographic Profile of the Respondents

Demographic profile, in this study this refers to the respondents' age, sex, length of service, and position.

Status of Demographic Profile of the Respondents in terms of Age

The status of Demographic Profile of the respondents in terms of age was shown in Figure 3, which shows the frequency and percentage as depicted in the pie graph.

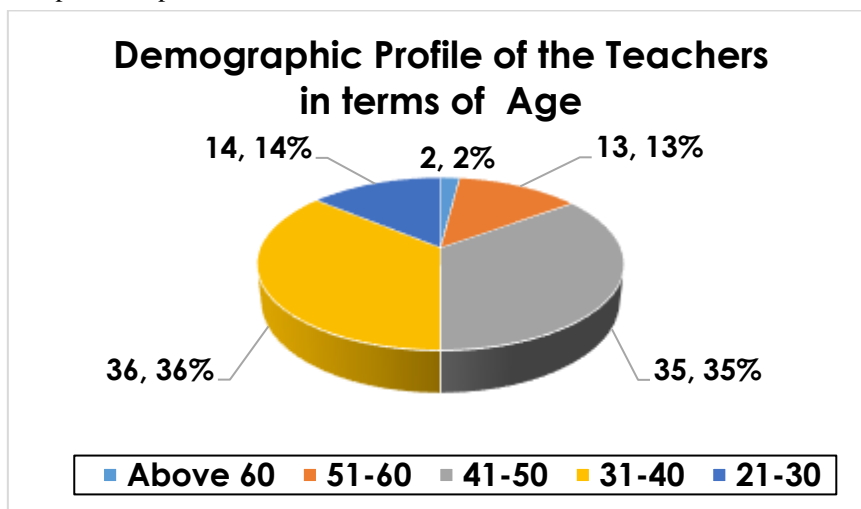


Figure 3. Pie graph showing the status of Demographic Profile in terms of Age.

It was found that most of the respondents belong to the age bracket of 31 - 40 which represents (36%) of the total population followed by those ages between 41- 50 years old, which is represented by thirty-five percent (35%). The third range age of the respondents belong to the age bracket of 21 - 30 years old comprising fourteen percent (14%), closely followed by 51 - 60 years old which comprises thirteen percent (13%) and lastly, age of the respondents belong to the age bracket of 50 and above years old fell within two percent (2%).

This suggests that a significant majority, specifically seventy one percent (71%), of the participants in the survey consists of

middle-aged teachers. It is worth noting that the remaining proportion, which is twenty nine percent (29%), comprises newly hired teachers or those nearing retirement age, reflecting a diverse demographic within the teaching population.

Age is defined as the length that somebody or something has existed.

Status of Demographic Profile of the Respondents in terms of Gender

The Demographic Profile of the respondents is illustrated in Figure 4, displaying the distribution based on sex. This

information is visually presented through a pie graph, highlighting both the frequency and percentage of male and female participants.

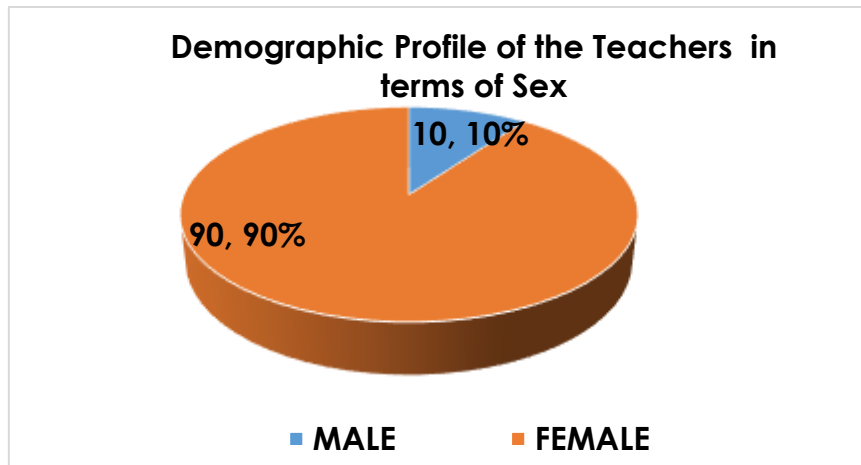


Figure 4. Pie graph showing the status of Demographic Profile in terms of Sex

It was found out that most of the respondents are female, which represented by ninety (90) or ninety percent (90 %). The other respondents are male, which are represented only by ten (10) or ten percent (10 %).

This implies that the teaching profession is mainly comprised of female teachers, indicating a significant imbalance in gender representation within the educational field.

Sex, a biological classification, is usually assigned to

individuals at birth according to their physical traits, which help differentiate between the male and female genders, shaping their identities from an early stage in life based on these natural distinctions.

Status of Demographic Profile of the Respondents in terms of Length of Service

The status of Demographic Profile of the respondents in terms of length of service is shown in Figure 5, which shows the frequency and percentage as depicted in the pie graph.

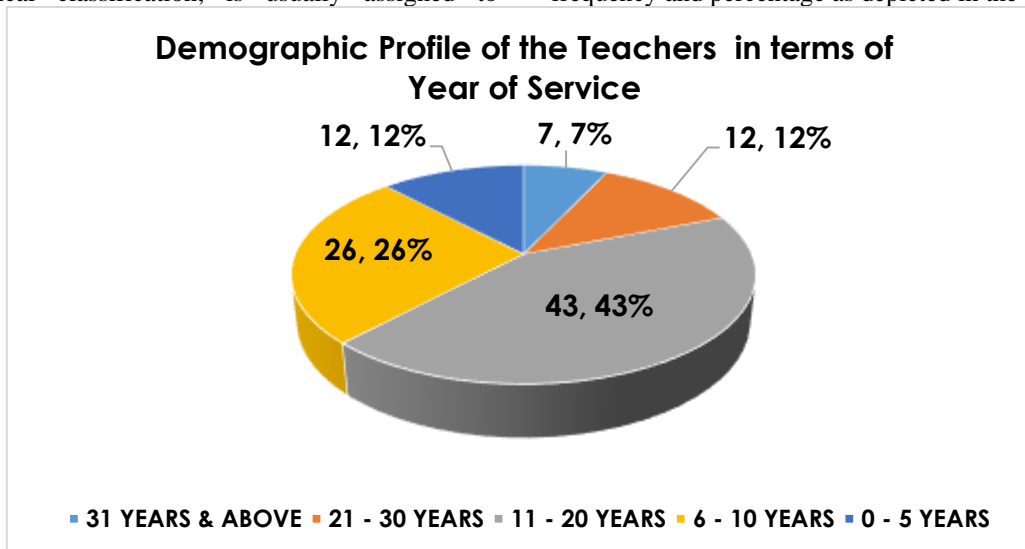


Figure 5. Pie graph showing the status of Demographic Profile in terms of Length of Service

It was found that most of the respondents belong to the of 11-20 years length of service represented by forty-three percent (43) or forty-three percent (43%). Followed by teachers who are between 6-10 years in the service which is twenty-six (26) or twenty-six percent (26%). The third range of the respondents are tied between those who are 21-30 years and 0-5 years which are both twelve (12) or twelve percent (12%). Lastly are those teachers who have been in the service for more than 31 years

which comprises of seven (7) or seven percent (7%).

Figure 5 shows eighty eight percent (88%) of the respondents are already above 10 years in service and the remaining twelve percent (12%) belongs to the newly hired teacher.

Length of service is defined as the number of years the teacher has been employed in the Department of Education.

Status of Demographic Profile of the Respondents in terms of Position

The status of Demographic Profile of the respondents in terms

of position is shown in Figure 6, which shows the frequency and percentage as depicted in the pie graph.

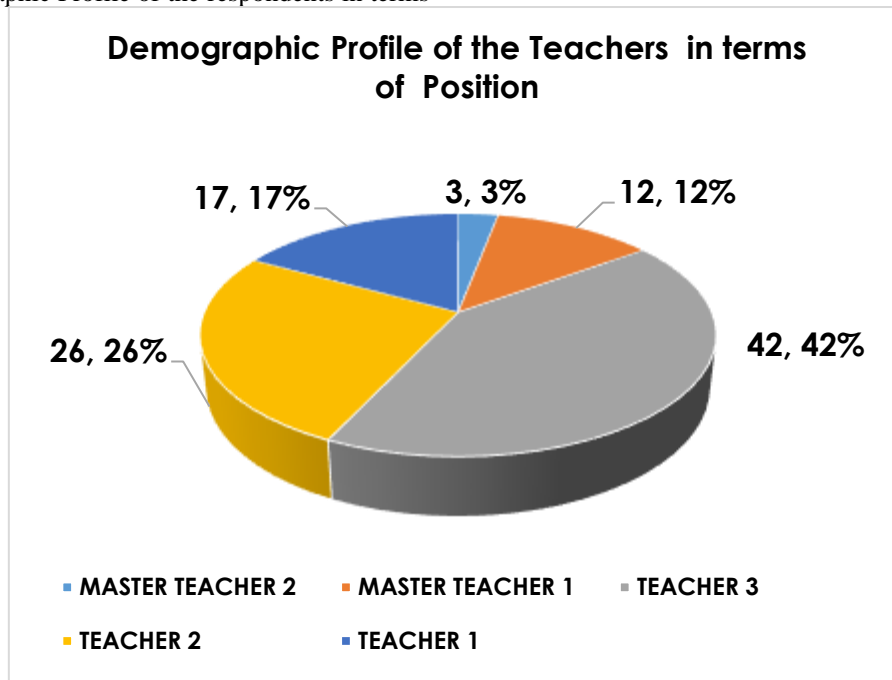


Figure 6. Pie graph showing the status of Demographic Profile in terms of Position.

It was found that most of the respondents are Teacher 3, which is represented by 42 (42) or forty-two percent (42 %). Followed by Teacher 2 comprised of twenty-six (26) or twenty-six percent (26%). The third range of the respondent belongs to Teacher I which consists of seventeen (17) or seventeen percent (17%). Coming in fourth are Master Teacher I with twelve (12) respondents or twelve percent (12%). And lastly are Master Teacher II which comprises three (3) or three percent (3%) of the total population.

In Figure 6, it can be noted that eighty five percent (85%) of teacher respondents belong to the proficient level or Teachers 1 to 3, and the remaining fifteen percent (15%) or highly proficient are Master Teachers 1 & 2.

Position in the Department of Education refers to the specific position held by teaching personnel. This role typically determines their duties, responsibilities, and level of authority within the educational institution.

Status of Career Fulfillment Factors of the Respondents

The concept of career fulfillment, as examined in this particular study, refers to the overall sense of contentment and satisfaction that individuals experience in relation to their chosen occupation. This includes their level of satisfaction with various aspects such as salary, working conditions, workload, recognition for their efforts, benefits provided by their employer, and the support system within their workplace. These factors, including job satisfaction, recognition for accomplishments, opportunities for growth, and work-life balance, are crucial indicators of an individual's career satisfaction, influencing their well-being, sense of purpose, and enthusiasm at work.

Level of Career Fulfillment in terms of Salary

Table 2 presents the level of teacher's career fulfillment in terms of salary.

Table 2. Level of Teacher's Career Fulfillment in Terms of Salary

STATEMENTS	MEAN	SD	REMARKS
1. I am satisfied with my salary.	3.71	0.83	Agree
2. I believe my salary is competitive with the market.	3.54	0.87	Agree
3. I feel financially secure in my current job.	3.64	0.89	Agree
4. I receive regular salary increments based on performance.	3.70	0.97	Agree
5. My salary is commensurate with my qualifications and experience.	3.86	0.77	Agree
6. I receive bonuses or incentives based on achievements.	4.10	0.75	Agree
7. I am satisfied with the frequency of salary payments.	3.83	0.88	Agree



8. My salary reflects the cost of living in my area.	3.61	0.86	Agree
9. My salary is competitive with other employers in the education sector.	3.56	0.86	Agree
10. I am satisfied with the transparency of the salary structure.	3.66	0.89	Agree
Weighted Mean			3.72
Standard Deviation			0.86
Verbal Interpretation			Fulfilled

Table 2 reveals the level of career fulfillment in terms of salary with a mean of 3.71 and a standard deviation of 0.83. In terms of having a competitive salary, teacher's salary fulfillment is at a mean of 3.54 and a standard deviation of 0.87. The table also indicates that teacher's financial security is at a mean of 3.64 and standard deviation of 0.89. As for teachers' fulfillment in receiving a regular salary increment based on their performance, it got a mean of 3.7 or a standard deviation of 0.97. Teacher's salary commensuration their qualifications and experience garnered an average of 3.86 and a standard deviation of 0.77. In terms of receiving bonuses and incentives based on achievements, teacher's fulfillment stands at 4.10 on average and a standard deviation of 0.75. When asked about satisfaction in the frequency of salary payment the computed mean is 3.83 or a standard deviation of 0.88. The table also shows that teachers' salary reflects the cost of living in their area stands at an average of 3.61 and a standard deviation of 0.86. The competitiveness of teacher's salary in comparison with other teachers in the education sector stands with a mean of 3.56 or a

standard deviation of 0.86. Finally, teacher's fulfillment on the transparency of salary structure is at a mean of 3.66 and a standard deviation of 0.89.

It can be gleaned from Table 2, that the level of career fulfillment in terms of salary is 3.72 with "Fulfilled" as verbal interpretation. The standard deviation of 0.86 indicates that the level of career fulfillment in terms of salary can be interpreted as "highly valid".

This specific implication suggests that teachers, for the most part, feel content and gratified with their salary, signifying a high level of satisfaction and fulfillment in their monetary compensation.

Level of Career Fulfillment in terms of Working Condition
Table 3 presents the level of Teacher's Career Fulfillment in terms of Working Condition.

Table 3. Level of Teacher's Career Fulfillment in terms of Working Condition

STATEMENTS	MEAN	SD	REMARKS
1. I am satisfied with my working conditions.	4.04	0.63	Agree
2. My workplace is comfortable and conducive to work.	4.13	0.72	Agree
3. I have the necessary equipment and resources to perform my job effectively.	4.05	0.72	Agree
4. The physical environment of my workplace promotes well-being.	4.12	0.73	Agree
5. Safety measures are in place and effectively enforced.	4.22	0.68	Agree
6. I have access to necessary technological tools for my job.	4.07	0.73	Agree
7. The lighting and ventilation in my workplace are adequate.	4.14	0.71	Agree
8. My workspace is organized and ergonomically designed.	4.17	0.67	Agree
9. I have a quiet and distraction-free workspace.	4.12	0.70	Agree
10. The cleanliness and maintenance of my workplace are satisfactory.	4.19	0.63	Agree
Weighted Mean			4.13
Standard Deviation			0.69
Verbal Interpretation			Fulfilled

Table 3 reveals the level of career fulfillment in terms of working conditions. It shows that teachers are fulfilled with their working conditions by getting a mean of 4.04 and a standard deviation of 0.63. When it comes to their workplace being comfortable and conducive, the table indicates a mean of 4.13 and a standard deviation of .72. Results show that the

teachers have necessary equipment and resources in performing their job effectively with an average of 4.05 with a standard deviation of 0.72. Indicators show that the physical environment or their workplace promote teachers' well-being having a mean of 4.12 and a standard deviation of 0.73. When it comes to the safety measures that are in-place and enforced



effectively, teachers’ fulfillment has a mean score of 4.22 and a standard deviation of 0.68. Then there is their access to necessary technological tools for their job, it gained an average of 4.07 and a standard deviation of 0.73. In terms of lighting and ventilation in their workplace if it is adequate, teachers’ fulfillment is at a level of 4.14 and a standard deviation of 0.71. It can also be seen in the table that teachers’ fulfillment in their workspace as being organized and ergonomically designed garnered a mean of 4.17 and a standard deviation of 0.67. Teachers’ fulfillment with having a quiet and distraction-free workspace is at a mean level of 4.12 and a standard deviation of 0.70. Finally, teachers’ fulfillment in terms of cleanliness and maintenance of my workplace are a mean level of 4.19 and a

standard deviation of 0.63.

The table presents significant findings indicating that the mean score recorded was 4.13, accompanied by a standard deviation of 0.69. These statistical values align with the verbal interpretation labeled as "Fulfilled."

Level of Career Fulfillment in terms of Workload

In Table 4, the data displays the different levels of Teacher’s Career Fulfillment associated with varying degrees of Workload, shedding light on how workload affects teachers' overall satisfaction and fulfillment in their careers.

Table 4. Level of Teacher’s Career Fulfillment in Terms of Workload

STATEMENTS	MEAN	SD	REMARKS
1. My workload is manageable.	4.12	0.62	Agree
2. I am able to maintain a healthy work-life balance.	4.02	0.74	Agree
3. I am satisfied with the distribution of tasks.	3.93	0.71	Agree
4. Deadlines and expectations for tasks are reasonable.	3.68	0.89	Agree
5. Workload adjustments are made to accommodate individual needs.	3.91	0.77	Agree
6. There are opportunities for professional development to handle workload effectively.	4.07	0.69	Agree
7. I receive support in managing my workload from my superiors.	4.09	0.75	Agree
8. Collaboration and teamwork help distribute workload effectively.	4.27	0.65	Strongly Agree
9. I have access to tools or technology that streamline tasks.	4.06	0.66	Agree
10. Workload adjustments are made based on feedback and evaluations.	3.99	0.75	Agree
Weighted Mean			4.01
Standard Deviation			0.74
Verbal Interpretation			Fulfilled

Table 4 reveals the level of career fulfillment in terms of workload. Results indicate that a teacher’s workload is manageable, having gained a mean of 4.12 and a standard deviation of 0.62. The ability to maintain a healthy work-life balance shows a mean of 4.02 and a standard deviation of 0.74. Furthermore, it shows that teachers are satisfied with the distribution of tasks exhibiting a mean of 3.93 and a standard deviation of 0.71. When it comes to deadlines and expectations for tasks among teachers should be reasonable, results show a mean of 3.68 with a standard deviation of 0.89. The adjustments in teachers’ workload are made to accommodate individual needs show an average of 3.91 and a standard deviation of 0.77. It can also be seen that teachers are provided with opportunities for professional development to handle workload effectively giving a mean of 4.07 and a standard deviation of 0.69. Teacher’s fulfillment in terms of receiving support in managing my workload from their superiors exhibits an average of 4.09 and a standard deviation of 0.75. It also reveals that collaboration and teamwork helps teachers distribute workload effectively indicating a mean score of 4.27 and a standard deviation of 0.65. Teacher’s fulfillment in having access to tools or technology that streamline tasks reflects an average of

4.06 and a standard deviation of 0.66. Lastly, teacher’s workload adjustments are being made based on feedback and evaluations display a mean of 3.99 and a standard deviation of 0.75.

The table reveals that the mean score is 4.01 and standard deviation are 0.53 respectively with verbal interpretation of “Fulfilled”.

The standard deviation of 0.74 indicates that the ratings given by the respondents on the teacher’s career fulfillment in terms of workload were on the same range.

This indicates that teachers are successfully handling their workload in a manner that allows them to feel content and fulfilled with the tasks they are responsible for, all of which conform to a level that is deemed reasonable and acceptable.

Level of Career Fulfillment in terms of Recognition

Table 5 presents the Level of Career Fulfillment in terms of Recognition.



Table 5. Level of Teacher’s Career Fulfillment in terms of Recognition

STATEMENTS	MEAN	SD	REMARKS
1. I feel recognized and appreciated for my contributions.	4.11	0.85	Agree
2. My achievements are acknowledged by my superiors.	4.16	0.81	Agree
3. There are opportunities for career advancement and growth.	4.06	0.75	Agree
4. Recognition includes both formal and informal appreciation.	4.19	0.81	Agree
5. Colleagues acknowledge and celebrate each other's successes.	4.23	0.62	Strongly Agree
6. The recognition system is transparent and fair.	4.12	0.83	Agree
7. Contributions to team success are valued and recognized.	4.18	0.76	Agree
8. Recognition includes non-monetary rewards and incentives.	4.16	0.79	Agree
9. Opportunities for recognition are available at various career stages.	4.18	0.72	Agree
10. Opportunities are given fairly to everyone.	4.10	0.73	Agree
Weighted Mean			4.15
Standard Deviation			0.77
Verbal Interpretation			Fulfilled

In Table 5, the data illustrates the extent of career fulfillment with respect to acknowledgment. Notably, the findings indicate that teachers perceive a high level of appreciation and validation for their efforts, as evidenced by a mean score of 4.11 and a standard deviation of 0.85. Moreover, the statistics show that teachers receive considerable recognition from their superiors, with an average rating of 4.16 and a standard deviation of 0.81. When it comes to teacher’s having opportunities for career advancement and growth data shows a mean of 4.06 and a standard deviation of 0.75. It also shows that teachers recognition includes both formal and informal appreciation having a mean of 4.19 and a standard deviation of 0.81. It can also be seen that their colleagues acknowledge and celebrate each other's successes coming with an average of 4.23 and a standard deviation of 0.62. Data shows that the recognition system for teachers is transparent and fair indicating a mean score of 4.12 and a standard deviation of 0.83. The contributions teachers make for the team to succeed being valued and recognized stands with an average of 4.18 and a standard deviation of 0.76. It reveals that teacher’s recognition includes both non-monetary rewards and incentives giving it a mean score of 4.16 and a standard deviation of 0.79. Opportunities for teacher’s recognition are readily available at various career stages showing an average of 4.18 and a standard

deviation of 0.72. The teacher, after careful analysis, found that the fulfillment derived from the equitable distribution of opportunities among all individuals received a commendable mean score of 4.10, with a relatively low standard deviation of 0.73.

The table illustrates that the mean score is precisely calculated at 4.15, accompanied by a corresponding standard deviation of 0.77. The statistical figures presented are highly consistent with the subjective assessment of "Fulfilled." The narrow standard deviation of 0.77 further supports this congruence, signifying a level of uniformity among the participants' ratings, particularly related to recognition.

This implies that teachers are receiving adequate recognition and appreciation from their superiors and colleagues based on their performance evaluations. The significant level of fulfillment highlights how schools are implementing their own structured system.

Level of Career Fulfillment in terms of Benefits

In Table 6, data is presented reflecting the extent to which teachers find career fulfillment by assessing the benefits associated with their profession.

Table 6. Level of Teacher’s Career Fulfillment in terms of Benefits

STATEMENTS	MEAN	SD	REMARKS
1. I am satisfied with the benefits provided by my employer.	3.85	0.87	Agree
2. The benefits offered meet my needs and expectations.	3.83	0.88	Agree
3. I have access to adequate healthcare and other employee benefits.	3.63	0.94	Agree
4. The benefits include retirement and pension plans.	3.98	0.82	Agree
5. The benefits package is communicated clearly and is easy to understand.	3.76	0.97	Agree
6. There are opportunities to customize benefit options according to individual needs.	3.78	0.98	Agree
7. Benefits extend to employees' dependents when needed.	3.72	0.94	Agree
8. Benefits include provisions for personal development and education.	3.77	0.95	Agree



9. The process of accessing and utilizing benefits is straightforward.	3.78	0.98	Agree
10. The benefits package is competitive with industry standards.	3.67	1.03	Agree
Weighted Mean			3.78
Standard Deviation			0.94
Verbal Interpretation			Fulfilled

Results indicate that teachers are still satisfied with the benefits provided by the department, indicating a mean score of 3.85 and a standard deviation of 0.87. Their fulfillment on benefits being offered meet their needs and expectations shows an average of 3.83 and a standard deviation of 0.88. Teacher’s fulfillment on having access to adequate healthcare and other employee benefits reveals a mean score of 3.63 and a standard deviation of 0.94. Teacher’s fulfillment on benefits, including retirement and pension plans shows an average of 3.98 and a standard deviation of 0.82. It shows that the benefit package given to teachers is communicated clearly and is easy to understand for it to have a mean of 3.76 and a standard deviation of 0.97. Then, there are also the opportunities to customize benefit options according to individual needs, teachers respond to this question with a mean score of 3.78 and a standard deviation of 0.98. Also, teacher’s benefits extended to employees' dependents when needed shows an average of 3.72 and a standard deviation of 0.94. Furthermore, teacher’s benefits that include provisions for personal development and education stands with a mean score of 3.77 and a standard deviation of 0.95. Then, there is the process of accessing and utilizing benefits being straightforward is given a mean score of 3.78 and a standard deviation of 0.98. Lastly, the teacher’s benefits package being competitive with industry standards, data shows a mean of 3.67 and a standard deviation of 1.03.

In Table 6, the data presents a mean score of 3.78 with a standard deviation of 0.94, suggesting a "Fulfilled" level of fulfillment. These values indicate a consistent experience of career fulfillment among individuals within a confined range of workload-related factors, reflecting a sense of contentment and fulfillment showing balance in their professional engagements.

This implies that educators experience immense happiness and fulfillment when they actively engage with the various resources and assistance provided by the Department of Education. Consequently, this not only enhances their professional satisfaction but also plays a significant role in enhancing their overall state of happiness and contentment. It underscores the vital importance of having access to such support systems in order to empower, support, and enable educators to excel in their respective roles, thereby fostering a more conducive environment for growth and success within the education sector.

Level of Career Fulfillment in terms of Support System

Table 7 provides a detailed breakdown of the Level of Teacher’s Career Fulfillment specifically focusing on the Support System in place to help teachers achieve their professional goals and enhance their overall job satisfaction.

Table 7. Level of Career Fulfillment in terms of Support System

STATEMENTS	MEAN	SD	REMARKS
1. I receive sufficient support and guidance from my colleagues.	4.32	0.57	Strongly Agree
2. My superiors are approachable and provide support when needed.	4.20	0.77	Strongly Agree
3. There is a strong support system in place for teachers in Pila Sub-Office.	4.20	0.65	Strongly Agree
4. The support system encourages professional growth and development.	4.26	0.63	Strongly Agree
5. Support includes mentoring and coaching for career advancement.	4.26	0.71	Strongly Agree
6. Colleagues collaborate and share resources effectively.	4.31	0.58	Strongly Agree
7. There are regular opportunities for knowledge-sharing and training.	4.23	0.60	Strongly Agree
8. Support extends to addressing personal challenges and well-being.	4.26	0.75	Strongly Agree
9. The support system fosters a positive and inclusive work environment.	4.25	0.67	Strongly Agree
10. Support includes access to counseling and mental health services.	4.19	0.79	Agree
Weighted Mean			4.25
Standard Deviation			0.67
Verbal Interpretation			Highly Fulfilled



In Table 7, the data on Teacher’s Career Fulfillment regarding their Support System indicates that teachers indeed benefit from a significant level of support and guidance from their colleagues. This is clearly demonstrated by the mean score of 4.32 and a standard deviation of 0.57, underscoring the effective collaboration and assistance teachers receive within their professional environment. It also reveals that superiors are approachable and provide support when needed indicating an average of 4.20 and a standard deviation of 0.77. Furthermore, it also shows that there is a strong support system in place for teachers in Pila Sub-Office thus having a mean of 4.20 and a standard deviation of 0.65. Gathered data also indicates that the support system for teachers encourages their professional growth and development with a mean of 4.26 and a standard deviation of 0.63. Likewise, the support being given includes mentoring and coaching for teachers’ career advancement is acknowledged with a score of 4.26 and a standard deviation of 0.71. It is also evident that their colleagues collaborate and share resources effectively showing an average of 4.31 and a standard deviation of 0.58. Moreover, there are regular opportunities for knowledge-sharing and training for teachers indicating a mean of 4.23 and a standard deviation of 0.6. This support system also extends to addressing personal challenges and well-being thus gaining an average of 4.26 and a standard deviation of 0.75. Data displays that the support system for teachers fosters a positive and inclusive work environment showing a mean of 4.25 and a standard deviation of 0.67. Lastly, this type of support includes access to counseling and mental health services where teachers answer gave a mean score of 4.19 and a standard deviation of 0.79.

The table reveals that the mean score is 4.25 and standard deviation are 0.67 respectively with verbal interpretation of “Highly Fulfilled”. The standard deviation of 0.67 indicates that

the ratings given by the respondents on career fulfillment in terms of support system were on the same range.

The findings of the study indicate that teachers experience a profound sense of fulfillment as a result of the commendable support system provided by the Department of Education (DepEd). This positive relationship between educators and the institution significantly contributes to the overall satisfaction and professional growth of teachers within the educational system.

Level of Professional Skills

In this study, the dependent variable pertains to various aspects of teachers’ professional competencies encompassing organizational skills for effective task management, human relations skills for fostering positive interactions, communication skills crucial for conveying information clearly, and leadership skills essential for guiding and inspiring others towards common goals. These key components, such as teaching methodology, student engagement levels, curriculum development skills, and classroom management techniques, collectively contribute to a comprehensive assessment of teachers’ performance in their educational capacities. This underscores the diverse range of competencies encompassed within their professional expertise and reinforces the intricate balance needed to succeed in their roles.

Level of Professional Skills in terms of Organizational Skill

Table 8 shows the Level of Teacher’s Professional Skill specifically in relation to their Organizational Skill, offering valuable information on how educators manage and coordinate tasks within educational settings.

Table 8. Level of Professional Skills in terms of Organizational Skills

STATEMENTS	MEAN	SD	REMARKS
1. I have good organizational skills.	4.35	0.53	Strongly Agree
2. I am able to effectively manage tasks and responsibilities.	4.42	0.54	Strongly Agree
3. My organizational skills positively impact my job performance.	4.38	0.60	Strongly Agree
4. I am organized in planning and delivering lessons.	4.46	0.56	Strongly Agree
5. I can efficiently track and assess student progress.	4.49	0.58	Strongly Agree
6. I effectively manage classroom materials and resources.	4.43	0.59	Strongly Agree
7. I am proficient in time management.	4.44	0.60	Strongly Agree
8. I maintain accurate records and documentation.	4.47	0.57	Strongly Agree
9. I am able to adapt to changes in the curriculum.	4.55	0.54	Strongly Agree
10. I am organized in conducting assessments and evaluations.	4.47	0.55	Strongly Agree
Grand Mean	4.44	0.57	Strongly Agree
Verbal Interpretation			Highly Skilled

In Table 8, the data indicates that teachers exhibit a high degree of proficiency in organizational skills, as reflected by an impressive mean score of 4.35, with a narrow standard deviation of only 0.53. Furthermore, the findings reveal that teachers are adept at effectively managing their tasks and responsibilities, demonstrating a mean rating of 4.42, complemented by a standard deviation of 0.54. These results

underscore the competence and efficiency of teachers in handling their professional duties. Next on teacher’s organizational skills to positively affect their job performance, it garnered an average of 4.38 and a standard deviation of 0.60. About being organized in planning and delivering lessons, the mean score was 4.46 and a standard deviation of 0.56. Teachers efficiently track and assess student progress, an average of 4.49



and a standard deviation of 0.58. Then teacher’s perception to effectively manage classroom materials and resources, it shows a mean of 4.43 and a standard deviation of 0.59. It reveals that teachers are proficient in time management with a mean of 4.44 and a standard deviation of 0.60. In terms of maintaining accurate records and documentation, it can be seen with a mean 4.47 and a standard deviation of 0.57. A teacher’s ability to adapt to changes in the curriculum shows a mean score of 4.55 and a standard deviation of 0.54. Lastly, when it comes to conducting assessments and evaluations, being organized plays a pivotal role in achieving success. Evidence suggests that the mean score for this ability is 4.47, with a standard deviation of 0.55, highlighting its importance in ensuring accuracy and efficiency in the evaluation process.

The table presents the findings that the mean score was calculated to be 4.44, indicating a "Highly Skilled" level, with a corresponding standard deviation of 0.57. This standard deviation suggests that the ratings provided by participants for the organizational skills of teachers were closely clustered around the mean value, showcasing a consistent evaluation across responses.

This suggests that the majority of teachers possess advanced professional skills when it comes to organizational capabilities, indicating that they excel in managing tasks efficiently and effectively within their educational roles.

Level of Professional Skills in terms of Human Relations Skill

Table 9 presents the Mean Level of Professional Skill in terms of Human Relations Skill.

Table 9. Level of Professional Skills in terms of Human Relations Skill

STATEMENTS	MEAN	SD	REMARKS
1. I have good human relations skills.	4.58	0.53	Strongly Agree
2. I am able to build positive relationships with colleagues and students.	4.56	0.51	Strongly Agree
3. My human relations skills positively affect my job performance.	4.60	0.51	Strongly Agree
4. I effectively resolve conflicts in the workplace.	4.50	0.52	Strongly Agree
5. I promote a positive and inclusive classroom environment.	4.57	0.52	Strongly Agree
6. I am empathetic and understanding towards students.	4.64	0.51	Strongly Agree
7. I actively engage with parents and guardians.	4.64	0.53	Strongly Agree
8. I mentor and support newer teachers when needed.	4.54	0.58	Strongly Agree
9. I collaborate effectively with other educators.	4.57	0.52	Strongly Agree
10. I encourage teamwork and cooperation among students.	4.64	0.51	Strongly Agree
Grand Mean	4.59	0.52	Strongly Agree
Verbal Interpretation			Highly Skilled

Table 9 exhibits that teachers perceive that they have good human relations skills giving a mean score of 4.58 and a standard deviation of 0.53. It reveals that teachers are able to build positive relationships with colleagues and students allowing the mean score of 4.56 and a standard deviation of 0.51. Their human relations skills positively affect my job performance shows a mean of 4.60 and a standard deviation of 0.51. The effective resolving of conflicts in the workplace shows a mean of 4.50 and a standard deviation of 0.52. Next, teachers’ promotion of a positive and inclusive classroom environment shows a mean of 4.57 and a standard deviation of 0.52. Teachers also perceive that they are empathetic and understanding towards students reveals a mean score of 4.64 and a standard deviation of 0.51. It shows that teachers are actively engaged with parents and guardians giving a mean of 4.64 and a standard deviation of 0.53. It also reveals that they mentor and support newer teachers when needed give us a mean of 4.54 and a standard deviation of 0.58. Collaborating effectively with other educators gained a mean score of 4.57 and a standard deviation of 0.52. Lastly, they encourage

teamwork and cooperation among students and give us a mean score of 4.64 and a standard deviation of 0.51.

The table presents the mean score of 4.59 and the corresponding standard deviation of 0.52, signifying a level of proficiency classified as "Highly Skilled." The standard deviation of 0.52 indicates that respondents consistently rated the teacher's organizational skills within a narrow range, reflecting strong agreement among their assessments.

This clearly indicates that teachers of Pila Sub-Office possess exceptional human relations skills. The phrase "Highly Skilled," underscores the elementary teachers' elevated standing in terms of their adeptness in managing human relationships and interpersonal interactions.

Level of Professional Skill in terms of Communication Skills

Table 10 presents the Level of Professional Skill in terms of Communication Skills



Table 10. Level of Professional Skill in terms of Communication Skills

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. I have good communication skills.	4.37	0.64	Strongly Agree
2. I am able to effectively communicate with students and colleagues.	4.52	0.58	Strongly Agree
3. My communication skills positively affect my job performance.	4.43	0.61	Strongly Agree
4. I use various communication channels to engage students.	4.49	0.61	Strongly Agree
5. I provide clear and concise instructions to students.	4.57	0.56	Strongly Agree
6. I actively listen to students and colleagues.	4.59	0.55	Strongly Agree
7. I effectively use technology for communication.	4.49	0.59	Strongly Agree
8. I communicate learning objectives and expectations clearly.	4.61	0.54	Strongly Agree
9. I am approachable and encourage open communication.	4.63	0.55	Strongly Agree
10. I provide constructive feedback to students and colleagues.	4.56	0.59	Strongly Agree
Grand Mean	4.53	0.58	Strongly Agree
Verbal Interpretation			Highly Skilled

Table 10 reveals the level of Professional Skill in terms of Communication. It shows that teachers are perceived to have good communication skills with a mean of 4.37 and a standard deviation of 0.64. It also shows that they are able to effectively communicate with students and colleagues giving a mean of 4.52 and a standard deviation of 0.58. It also stands that teachers communication skills positively affect their job performance shows a mean of 4.43 and a standard deviation of 0.61. Their use of various communication channels to engage students reveals a mean of 4.49 and a standard deviation of 0.61. They also provide clear and concise instructions to students giving us a mean of 4.57 and a standard deviation of 0.56. It can also be seen that teachers actively listen to students and colleagues displaying a mean score of 4.59 and a standard deviation of 0.55. The effectively use technology for communication gives a mean score of 4.49 with a standard deviation of 0.59. Teachers' ability to communicate learning objectives and expectations clearly is at a mean of 4.61 and a standard deviation of 0.54. Being approachable and encouraged open communication sets the mean to 4.63 and a standard deviation of 0.55. Finally, the provision of constructive feedback to students and colleagues shows a mean of 4.56 and a standard deviation of 0.59.

In the data presented in Table 10, it is evident that the statistical analysis unveils crucial insights regarding the respondents' proficiency level. More precisely, the mean score of 4.53, combined with a standard deviation of 0.58, sheds light on the fact that the participants collectively exhibit a high degree of skill in various aspects. This classification as "Highly Skilled" is further reinforced by the standard deviation metric of 0.58, which underscores the consistent and closely aligned ratings by the respondents, particularly in relation to essential professional skills like communication abilities.

This data indicates that teachers at Pila Sub-Office perceive themselves as exceptionally proficient in communication skills. This perception is reinforced by the statistic that eighty-eight percent (88%) of teachers have over ten years of experience in the public school system.

Level of Professional Skills in terms of Leadership Skills

Table 11 provides a detailed overview of the Level of Professional Skills of Teachers, specifically focusing on their Leadership Skill development within the educational setting.

Table 11. Level of Professional Skill in terms of Leadership Skill

<i>STATEMENTS</i>	<i>MEAN</i>	<i>SD</i>	<i>REMARKS</i>
1. I have good leadership skills.	4.29	0.63	Strongly Agree
2. I am able to take on leadership roles when required.	4.41	0.62	Strongly Agree
3. My leadership skills positively affect my job performance.	4.37	0.63	Strongly Agree
4. I contribute to decision-making processes in my school.	4.35	0.67	Strongly Agree
5. I mentor and guide junior teachers effectively.	4.36	0.64	Strongly Agree
6. I inspire and motivate students to excel academically.	4.55	0.56	Strongly Agree
7. I am proactive in identifying and addressing challenges in education.	4.48	0.59	Strongly Agree
8. I promote innovation and continuous improvement in education.	4.42	0.60	Strongly Agree
9. I facilitate professional development opportunities for educators.	4.45	0.60	Strongly Agree
10. I contribute to a positive school culture and community.	4.50	0.61	Strongly Agree
Grand Mean	4.42	0.62	Strongly Agree
Verbal Interpretation			Highly Skilled

It can be seen that teachers perceive themselves to have good leadership skills showing a mean of 4.29 with a standard deviation of 0.63. Their ability to take on leadership roles when required gives us a mean of 4.41 and a standard deviation of

0.62. They perceive that their leadership skills positively affect their job performance with a mean of 4.37 and a standard deviation of 0.63. It also shows that they contribute to decision-making processes in my school with a mean of 4.35 and a



standard deviation of 0.67. They also mentor and guide junior teachers effectively gaining a weighted average of 4.36 and a standard deviation of 0.64. Their capacity to inspire and motivate students to excel academically shows a mean of 4.55 and a standard deviation of 0.56. They also consider themselves to be proactive in identifying and addressing challenges in education showing a mean of 4.48 and a standard deviation of 0.59. Promoting innovation and continuous improvement in education shows an average of 4.42 and a standard deviation of 0.60. Facilitating professional development opportunities for educators, which have a mean rating of 4.45 and a standard deviation of 0.60, is crucial for enhancing their skills and knowledge. Furthermore, contributing to a positive school culture and community, with a mean level of 4.50 with a standard deviation of 0.61, fosters a supportive environment that benefits both students and staff.

The table above shows that the mean score of 4.42 and a standard deviation are 0.62 respectively with verbal interpretation of "Highly Skilled". The standard deviation of 0.62 indicates that the ratings given by the respondents in professional skills in terms of leadership were on the same range.

This implies that teachers in Pila Sub-Office see themselves as influential leaders not only within the school but also in their classrooms This leadership role is further strengthened by the ongoing technical support and guidance offered by our administrators, solidifying their effect on educational practices and student development.

Level of Job Performance as to their IPCRF

Table 12 shows the level of teacher’s job performance in terms of their rating in the Individual Performance Commitment and Review Form.

Table 12. Level of Job Performance in terms of their IPCRF Rating

<i>RATING</i>	<i>MEAN</i>	<i>SD</i>	<i>VERBAL INTERPRETATION</i>
<i>Individual Performance Commitment and Review Form</i>	<i>4.19</i>	<i>0.55</i>	<i>Very Satisfactory</i>
Grand Mean	4.19	0.55	Very Satisfactory

Level of Teacher’s Job Performance with regards to their Individual Performance Commitment Review Form (IPCRF)

Table 12 shows the level of teacher’s job performance with regards to their Individual Performance Commitment Review Form (IPCRF) rating.

In analyzing the feedback received from the respondents, it is important to highlight that the overall rating they provided

averages at 4.19, with the description of "Very Satisfactory". This indicates a high level of job performance expressed by the respondents of Pila Sub-Office.

Significant Relationship between Teachers’ Demographic Profile and Teachers’ Professional Skills

Table 13 provides a detailed analysis demonstrating the significant correlation between teachers' demographic profile and teacher’s professional skills within the educational context.

Table 13. Significant Relationship between Demographic Profile and Teachers’ Professional Skills

Demographic Profile		Teachers’ Professional Skills			
		Organizational Skills	Human Relations Skills	Communication Skills	Leadership Skills
Age	r-value	0.023	0.010	0.000	0.017
	Sig.(2-tailed)	0.132	0.327	0.969	0.202
	N	100	100	100	100
Sex	r-value	0.000	0.025	0.010	0.003
	Sig.(2-tailed)	0.958	0.118	0.310	0.621
	N	100	100	100	100
Length of Service	r-value	0.001	0.013	0.009	0.001
	Sig.(2-tailed)	0.735	0.260	0.359	0.735
	N	100	100	100	100
Position	r-value	0.001	0.000	0.004	0.000
	Sig.(2-tailed)	0.730	0.794	0.541	0.902
	N	100	100	100	100

Table 13 shows the significant relationship between demographic Profile and teachers’ professional skills. Based on the results, it is evident that factors such as age, sex, length of service and position do not have a significant effect on a teacher's professional skill. These findings support the notion

that teachers possess a consistent level of competence and proficiency in their roles regardless of their personal characteristics or experience in the field.

It has been established that there is no significant relationship



between demographic profile in terms with regards to age, sex, length of service, and position with teachers' professional skills in terms of organizational skills; human relations skills: communication skills; and leadership skills. The p-value indicates that there is no significant relationship between demographic profile and teachers' professional skills which is greater than the level of significant value of 0.05.

Significant Relationship between Demographic Profile and Teachers' Job Performance

Table 14 provides a detailed analysis of the correlation between various demographic factors and the job performance exhibited by teachers.

Table 14. Significant Relationship between Teacher's Demographic Profile to their Job Performance

Demographic Profile	F-value	p-value	F-Critical	Analysis
Age	1.36573	0.25167	2.46749	Not Significant
Sex	0.01181	0.91369	2.46749	Not Significant
Length of Service	1.45809	0.22111	2.46749	Not Significant
Position	1.22031	0.3074	2.46749	Not Significant

In Table 14, a notable disparity in teachers' professional skills is highlighted based on their demographic profile, indicating variations in the expertise levels across different demographic groups.

In the comprehensive analysis conducted, the research revealed that there is an absence of a statistically significant correlation between the job performance of teachers when sorted based on demographic characteristics like age, gender, length of service, and position within the organization. These results underscore the importance of looking beyond demographics when evaluating teachers' effectiveness.

The Computed F-value indicates that there is no significant Difference Teachers' Job Performance when grouped according to Demographic Profile which is less than the Critical F-Value. The p-value also indicates that there is no Significant Difference Teachers' Professional Skills when grouped according to Demographic Profile which is greater than the level of significant value of 0.05.

Significant Relationship between Teachers' Career Fulfillment and Teachers' Professional Skills

Table 15 provides a detailed analysis demonstrating the significant correlation between teachers' career fulfillment and teacher's professional skills within the educational context.

Table 15. Significant Relationship between Teachers' Career Fulfillment and Teachers' Professional Skills

Teachers' Career Fulfillment		Teachers' Professional Skills			
		Organizational Skills	Human Relations Skills	Communication Skills	Leadership Skills
Salary	r-value	0.154*	0.153*	0.003	0.001
	Sig.(2-tailed)	0.000	0.000	0.598	0.812
	N	100	100	100	100
Working Condition	r-value	0.186*	0.188*	0.007	0.024
	Sig.(2-tailed)	0.000	0.000	0.420	0.124
	N	100	100	100	100
Workload	r-value	0.151*	0.103*	0.004	0.000
	Sig.(2-tailed)	0.000	0.001	0.549	0.850
	N	100	100	100	100
Recognition	r-value	0.092*	0.156*	0.005	0
	Sig.(2-tailed)	0.002	0.000	0.499	-0.237
	N	100	100	100	100
Benefits	r-value	0.091*	0.036	0.003	0
	Sig.(2-tailed)	0.002	0.059	0.618	-0.135
	N	100	100	100	100
Support System	r-value	0.245*	0.255*	0.008	0
	Sig.(2-tailed)	0.000	0.000	0.375	-0.298
	N	100	100	100	100

***Significant at 0.05**

The study's results indicate a significant correlation between teachers' salary levels and their Career Fulfillment, particularly affecting their Organizational Skills and Human Relations, with respective r-values of 0.154 and 0.153. It is clear that financial compensation greatly shapes teachers' professional qualities, demonstrating the profound influence money can have on how

educators develop and exhibit critical attributes within their roles.

In examining Teachers Career Fulfillment related to Working Conditions, it becomes evident from the findings that there is a noteworthy association observed between Organization Skills,



with an r-value of 0.186, and Human Relations Skill, with a correlational value of 0.188. These results emphasize the significance of these particular skills in influencing the overall job satisfaction and fulfillment experienced by teachers within their work environment.

The research findings indicate that Teachers' Career Fulfillment is intricately connected to their Workload. Specifically, the study reveals a noteworthy correlation between organization skills and human relations skills, supported by respective r-value of 0.151 and 0.103. This suggests that how teachers manage their tasks and relationships significantly affects their professional satisfaction and overall success.

The research further reveals that Teachers' Career Fulfillment, particularly in terms of Recognition, is closely linked to their proficiency in Organizational Skills and Human Relations Skill. Specifically, the results illustrate a positive relationship with an r-value of 0.092 for Organizational Skills and 0.156 for Human Relations Skills. This suggests that the level of recognition teachers receive significantly influences the development and enhancement of both their Organizational Skills and Human Relations Skills, emphasizing the role that recognition plays in fostering these essential teacher competencies.

Teacher's Career Fulfillment in Terms of Benefits, the study revealed that among the array of Professional Skills identified, only Organizational Skill exhibited a statistically significant relationship, as denoted by an r-value of 0.091. This finding suggests that as the benefits afforded to teachers are fulfilled, there is an observable trend indicating a corresponding maintenance of their high levels of Organizational Skills. Such insight underscores the pivotal role played by organizational abilities in the overall satisfaction and fulfillment experienced by educators within their career trajectories.

The study conclusively showed that Teacher's Career Fulfillment is intricately linked to the presence of a robust Support System. Notably, alongside essential qualities like Organizational Skills and Human Relations Skills, the correlation coefficients of 0.245 and 0.255, respectively, demonstrate the vital role that Support Systems play in a teacher's professional satisfaction. This underscores the significance of such systems in ensuring a fulfilling career path for educators. In essence, the findings underscore that effective support mechanisms are equally fundamental to career contentment as any other measured criteria.

In terms of Teachers' Career Fulfillment with regards to Salary, Working Condition; Workload; Recognition; Benefits; and Support System are significant with regards to Organizational Skills with a p-value of 0.000, 0.000, 0.000, 0.002, 0.002, and 0.000 respectively.

With regards to Teachers' Career Fulfillment with regards to Salary, Working Condition; Workload; Recognition; Benefits; and Support System are significant to the Teachers' Professional Skills in terms of Human Relations Skills with a p-value of 0.000, 0.000, 0.001, 0.000, and 0.000 respectively. However, the variance on Benefits shows a p-value of 0.059 indicating that there is a Significant Relationship between Teachers' Career Fulfillment and Teachers' Professional Skills with regards to Benefits which is more than the level of significant value of 0.05.

In terms of Teachers' Career Fulfillment, with regards to Salary, Working Condition; Workload; Recognition; Benefits; and Support System are significant to the Teachers' Professional Skills in terms of Communication Skills; with a p-value of 0.598, 0.420, 0.549, 0.499, 0.618, and 0.375 respectively.

In terms of Teachers' Career Fulfillment, with regards to Salary, Working Condition; Workload; Recognition; Benefits; and Support System are significant with regards to Leadership Skills with a p-value of 0.812, 0.124, 0.850, -0.237, -0.135, and -0.298 respectively.

The results of the research indicate that, given the p-value exceeding 0.05, there is insufficient evidence to establish a statistically significant link between Teachers' Career Fulfillment and Teachers' Professional Skills. Consequently, it can be inferred that within the context of this study, these two variables do not exhibit a strong correlation. This lack of statistical significance raises doubts about the interrelationship between Teachers' Career Fulfillment and Teachers' Professional Skills as revealed through the study's findings.

Significant Relationship between Teachers' Career Fulfillment and Teachers' Job Performance

In the conducted study, it was found that there exists a significant correlation between teachers' level of career fulfillment and their performance as evaluated through the Individual Performance Commitment and Review Form (IPCRF).

Table 16 presents a detailed analysis of the correlation between Teachers' Career Fulfillment and Teachers' Job Performance as evaluated through the Individual Performance Commitment and Review Form (IPCRF), shedding light on the interconnection between job satisfaction and professional effectiveness among educators.

Table 16. Significant Relationship between Teachers' Career Fulfillment and Teachers' Job Performance in terms of IPCRF



Teachers' Career Fulfillment		Teachers' Job Performance
		IPCRF
Salary	r-value Sig.(2-tailed) N	0.012 0.279 100
Working Condition	r-value Sig.(2-tailed) N	0.000 0.971 100
Workload	r-value Sig.(2-tailed) N	0.002 0.700 100
Recognition	r-value Sig.(2-tailed) N	0.004 0.537 100
Benefits	r-value Sig.(2-tailed) N	0.000 0.908 100
Support System	r-value Sig.(2-tailed) N	0.043 0.039 100

***Significant at 0.05**

In Table 16, an in-depth analysis is presented, specifically examining the significant relationship between Teachers' Career Fulfillment and their Job Performance, which was measured using the IPCRF metrics. It is worth noting that the results of this study indicated that despite a range of factors — including Salary, Working Conditions, Workload, Recognition, Benefits, and Support System — having an influence on teachers' overall career fulfillment, these variables did not have a statistically significant effect on their Job Performance. This conclusion is supported by the p-value derived from the analysis, which exceeded the predetermined significance level of 0.05.

Hence, it is important to acknowledge that these mentioned factors significantly influence the overall satisfaction of teachers in their profession. However, it is crucial to understand that these elements may not be directly aligned with the specific criteria used to evaluate their performance effectively based on the established guidelines.

4. CONCLUSION AND RECOMMENDATIONS

Based on the comprehensive analysis and evaluation of the gathered data from the study, conclusive results revealed that: There is no relationship between a teacher's demographic profile to their professional skill with regards to organizational skill, human relations skills, communication skills, and leadership skills.

Further analysis revealed that factors such as a teacher's age, gender, length of service, and position do not appear to have a significant relationship to their overall job performance. This suggests that personal demographics may not be key determinants of how effectively a teacher performs in their role.

There is also no relationship between a teacher's career fulfillment in terms of salary, workload, working condition, recognition, and benefits, except for support system, the

relation between their professional skill like organizational, human relations, communication, and leadership skill are irrelevant.

Lastly, it is important to recognize that a teacher's career fulfillment may be influenced by various factors such as salary, working conditions, workload, benefits, recognition, and support system. These elements play a significant role in shaping a teacher's professional skills. Despite the importance of these factors, there seems to be a lack of clear and significant correlation between them and the actual performance a teacher displays in their educational role. This suggests that while these factors affect a teacher's overall satisfaction, they may not directly translate into improved performance within the educational environment.

Based on the findings and conclusions of the study the following recommendation were hereby given:

1. Future researchers may continue the study on teacher's career fulfillment is hereby recommended, as it can lead to a deeper understanding of how various factors influence teacher fulfillment and performance. In future research, additional factors such as work environment, professional development opportunities, and student-teacher relationships could be explored to provide a more comprehensive perspective on teacher well-being.
2. DepEd officials and administrators are encouraged to carefully analyze the data collected in this study, using it as a foundational element for developing new policies aimed at enhancing teacher satisfaction and professional growth. By leveraging the insights gained from this research, meaningful changes can be implemented to support teachers in their quest for career fulfillment.
3. Future researchers may find value in referencing this research for their own studies, or they may choose to delve deeper into the subject matter by conducting



additional research based on the findings presented here. This research lays a solid foundation for future research, offering a rich source of information and insights that could help future studies in the field. By building upon these findings, researchers can explore new avenues of inquiry and contribute to the growing body of knowledge in this area, ultimately enriching the scholarly discourse on the subject.

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