

Job Satisfaction and Performance of Faculty Members in Apayao State College

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Abstract:

To evaluate the job satisfaction and performance of faculty members in Apayao State College, it sought answers about the demographic and socio-economic profile, performance rating, level of job satisfaction, significant difference in the level of job satisfaction to profile, significant relationship between the level of job satisfaction to performance and the problems encountered and the degree of seriousness. The study made use of the descriptive correlational research design. Respondents of the study were the sixty-six (66) permanent faculty members. A modified questionnaire was used in the study. Before the questionnaires were administered, the researcher sought approval from the College officials – the College President, Campus Academic Dean, and Human Resource Management Officer. Frequency and percentage, weighted mean, T-test, One-way ANOVA, and Pearson-r coefficient of correlation were used to analyze data. The performance rating of faculty was determined through averaging. Findings revealed that the majority of the faculty members were adults, females, married, well-experienced teachers who hold master's degrees have moderate to high monthly incomes, receive low take-home pay, and have an average of 2-3 children. The computed average performance rating of the respondents was very satisfactory. The level of job satisfaction was highly satisfied. There is no significant difference in the level of job satisfaction in respondents' profiles. There is no significant relationship between the level of job satisfaction and faculty performance. However, the problems encountered were moderately serious. The study concluded that the job satisfaction and performance of faculty members at Apayao State College were high.

Keywords: job satisfaction, faculty performance, apayao state college, socio-economic profile, descriptive correlational research, questionnaire, performance rating, problems encountered.

Introduction

Job is one of the important elements of people's life. The living style and social lives depend on jobs. Teaching is the noblest job or profession. The role of teachers in society and in education can change, but the importance of their position remains the same. Attracting and retaining teachers' quality is a great challenge to educational institutions. A doing well educational system is founded on high-quality teaching staff. Teachers are important in building the nation and budding citizens of the nation. The essential quality of the teacher is to have a positive approach. Every teacher must have the potential and clear intention to discharge their duty with utmost devotion to derive satisfaction from their work. Therefore, every organization must maintain a satisfied workforce. One pace in developing a high-quality teacher is to recognize the factors affecting teaching quality and retention. Among these factors is job satisfaction.

Job satisfaction is the positive and negative feelings of an employee towards a job or it is the amount of happiness connected with the job. Job Satisfaction is the relationship between what everyone expects in accordance to what everyone achieves. Any work cannot be effectively done without satisfaction. If employees are satisfied with their jobs, it follows that they manifest a commendable performance. So, job satisfaction is an important concept that is not only related to an individual performance but is relevant for the society's well-being. The teachers would get interested in teaching their students efficiently and effectively when they are satisfied with their jobs. Thus, if teachers are satisfied with their jobs, they are well-motivated and have commendable performance.

Job performance is an element that significantly impacts the success of the organization. It is the degree to which the employee performs his / her job within the rules determined by the institution and shows the behaviors expected from him. (Kaba & Ozturk, 2021). Job performance is the contribution of employees to the objectives of the organization, the level of fulfillment of a job according to the specified conditions, or the behavior of the employee.

In the study of Ismet Potera (2024), the level of teachers' job satisfaction is influenced by various factors, including the working environment, relationships with colleagues and leaders, relationships with students and parents, and internal or autonomous factors related to the individual.

Apayao State College became a chartered institution on February 26, 1998, through Republic Act 8563. Dr. Lorenzo J. Tadios was installed as the first President of Apayao State College on February 26, 1999. The College's vision then is to be a center of excellence in tertiary education in Apayao and the Cordillera, which is empowered to produce globally competitive human resources through instruction, research, extension, and production. In 2003, ASC opened additional courses to cater to the demands of the community,

and with this, it started to increase the number of enrollees. Following also the increase of faculty members hired to teach in the different programs of the college. ASC being the lone higher education institution in the province of Apayao continues its quest for quality and excellence. In 2020, to be responsive to the demands of the time new programs were again offered and showed a significant increase in enrollment. With the growing student population, on the other hand, ASC continues to employ additional faculty members to ensure its primary clientele receives the proper and appropriate service efficiently and effectively.

With the outbreak of the COVID-19 pandemic, changes in the education landscape, accreditation, change of management of educational institutions, legal requirements, review and implementation of new policies, systems, and procedures to name a few are situations that the faculty members are facing and even struggling while doing their main function in teaching and these might be some of the factors that affect their job and their performance to date. So, there is a need to conduct a study on job satisfaction to at least determine earlier possible interventions that will sustain satisfied teachers and have commendable performance in the long run. These interventions may contribute also to the attainment of sustainable development goals along number 8 decent work and economic growth; number 10 reduced inequalities and number 15 life on land. That is why the purpose of this study is to evaluate the job satisfaction of faculty members concerning their performance. It is also important to consider, know, and analyze situations or factors that hinder the faculty members from performing well in their assigned jobs. With this study, the researcher may help management to be able to identify strategies or measures which performance and job satisfaction.

Body

Research Design

The study utilized the descriptive-correlational research design.

Research Locale

The study was conducted in Apayao State College both in Conner and Luna Apayao campuses.

Respondents

The total respondents to this study were the sixty-six (66) permanent faculty members of Apayao State College.

Research Instrument

The questionnaire was the main gathering tool in this study. It consisted of three (3) parts. Part I dealt with the profile of the respondents. Part II on the level of job satisfaction. The questionnaire on the level of job satisfaction was adopted from the study of Baluyos, G. R. et al. (2019) on Teachers' Job Satisfaction and Work Performance which includes nine (9) variables. However, the researcher modified the variables particularly numbers 2, 4, 5, 7, 8, and 9 and included other variables and came out with a total of 16 variables. So the modified questionnaire was then validated by a group of experts in the field. And, Part III on the problems encountered in the workplace and their degree of seriousness.

Data Gathering Procedure

The study sought the approval of the College President. Next, before the questionnaire was administered the researcher sought the approval of the Campus Academic Dean. Then, the researcher sought the approval of the College HRMO for the release of the Individual Performance Commitment and Review (IPCR) from January to June and July to December 2022 accomplishment of the respondents as a basis to determine the performance rating of the respondents. However, due to data privacy only the average of the performance rating of the respondents was gathered. Seventy-four copies of the questionnaire were administered both face-to-face and online to the respondents. After that, answered questionnaires were retrieved and there were only sixty-six answered questionnaires (66) retrieved because some of the faculty failed to accomplish the said questionnaire. In addition, some faculty were on study leave. Finally, the data gathered were consolidated, tabulated, analyzed and interpreted.

Analysis of Data

Frequency and percentage distribution were utilized to describe the profile of the respondents. Weighted mean was employed to determine the level of job satisfaction guided with a five-point Likert scale. Weighted mean was also utilized to gather the average of the performance of the faculty members in their Individual Performance Commitment and Review (IPCR) for the period covered January to June 2022 and July to December 2022 accomplishments. To determine the significant difference in the level of job satisfaction and profile T-test and One-way ANOVA were used. To determine the significant relationship between job satisfaction and performance Pearson's r coefficient of correlation was utilized. To determine the problems encountered and the degree of seriousness of the respondents, the weighted mean was used guided by a five-point Likert scale. Shown below is the range and descriptive interpretation:

Range	Level of Job Satisfaction	Degree of Seriousness
	Descriptive Interpretation	
4.24-5.00	Very Highly Satisfied	Very Serious
3.43-4.23	Highly Satisfied	Serious
2.62-3.42	Moderately Satisfied	Moderately Serious
1.81-2.61	Least Satisfied	Slightly Serious
1.00-1.80	Not Satisfied	Not Serious

Result and Discussion

Table 1 shows the distribution of respondents in terms of age. The age bracket 50-57 obtained the highest with 27.3% next, is the age bracket 42-49 with 25.8% then, age bracket 34-41 and 26-33 with 16.7% respectively, and finally, the age bracket 58-65 with 13.6%. This implies that most of the respondents are aging considering too that mean age is 46.

Table 1. Distribution of respondents in terms of age

Age bracket	Frequency	Percentage (%)
58-65	9	13.6
50-57	18	27.3
42-49	17	25.8
34-41	11	16.7
26-33	11	16.7
Total	66	100.0
Mean age:		
46		

Table 2 shows the distribution of respondents in terms of sex. Females got a higher percentage of 57.6 than males with a percentage of 42.4. This implies that majority of the faculty were females.

Table 2. Distribution of respondents in terms of sex

Sex	Frequency	Percentage (%)
Male	28	42.4
Female	38	57.6
Total	66	100.0

Table 3 shows the distribution of respondents in terms of civil status. Married obtained the highest with 75.8% next, is single with 19.7% and finally, a widow with 4.5%. This implies that most of the respondents were married.

Table 3. Distribution of respondents in terms of civil status

Civil Status	Frequency	Percentage (%)
Single	13	19.7
Married	50	75.8
Widow	3	4.5
Total	66	100.0

Table 4 shows the distribution of respondents in terms of length of service. Year range 22-28 obtained the highest with 30% next, is range 1-7 with 27.3% then, range 8-14 with 19.7% after that, range 15-21 with 16.7% and finally, range 29-35 with 6.1%. This implies that most of the respondents are well-experienced and are about to achieve and even achieved silver years in teaching. This result was also validated in Table 1 as to age that most of the respondents belong to age bracket 50-57.

Table 4. Distribution of respondents in terms of length of service

Year Range	Frequency	Percentage (%)
29-35	4	6.1
22-28	20	30
15-21	11	16.7
8-14	13	19.7
1-7	18	27.3
Total	66	100

Table 5 shows the distribution of respondents in terms of educational attainment. A master’s degree obtained the highest with 65.2% next, a doctorate with 30.3%, and finally, a bachelor’s degree with 4.5 %. This implies that most of the respondents met the basic educational requirements to teach in higher education.

Table 5. Distribution of respondents in terms of educational attainment

Educational Attainment	Frequency	Percentage (%)
Bachelor’s degree	3	4.5
Master’s degree	43	65.2
Doctorate	20	30.3
Total	66	100.0

Table 6 shows the distribution of respondents in terms of monthly income. The income range of 29,000-49,999 pesos obtained the highest with 60% next, is the income range of 50,000-70,999 pesos with 21.2% then, the income range 71,000-90,999 pesos with 12.1% after that, income range 112,000 pesos above with 4.5% finally, income range 91,000-111,999 pesos with 1.5%. This implies that most of the respondents have moderate to high monthly income.

Table 6. Distribution of respondents in terms of monthly income

Income Range (in pesos)	Frequency	Percentage (%)
112,000 above	3	4.5
91,000-111,999	1	1.5
71,000-90,999	8	12.1
50,000-70,999	14	21.2
29,000-49,999	40	61
Total	66	100.0

Table 7 shows the distribution of respondents in terms of take-home pay. The take-home pay range of 5,000-14,999 pesos obtained the highest with 53% next, is the range 15,000-24,999 pesos with 25.8% then, range 25,000-34,999 pesos with 13.6% after that, range 35,000-44,999 pesos with 4.5% finally, range 45,000 pesos above with 3%. This implies that most of the respondents received low-take home pay in spite of having moderate to high monthly income.

Table 7. Distribution of respondents in terms of take-home pay

Pay Range (in pesos)	Frequency	Percentage (%)
45,000 above	2	3
35,000-44,999	3	4.5
25,000-34,999	9	13.6
15,000-24,999	17	25.8
5,000-14,999	35	53
Total	66	100.0

Table 8 shows the distribution of respondents in terms of number of children. Brackets 2-3 obtained the highest with 48% next, brackets 0-1 with 24% then, bracket 4-5 with 14% finally, bracket 6-7 with 2%. This implies that most of the respondents have an average of 2-3 children, and considering that the majority are married females, they can bear some offspring.

Table 8. Distribution of respondents in terms of number of children

Children Bracket	Frequency	Percentage (%)
6-7	1	2
4-5	9	14
2-3	32	48

0-1	24	36
Total	66	100.0

The average performance rating of the respondents based on Individual Performance Commitment and Review (IPCR) accomplishments for the period January to June 2022 and July to December 2022 is computed at 4.16. This implies that performance rating of the respondents is very satisfactory.

Table 9 shows the mean distribution of respondents in terms of job satisfaction level. Obtained the highest computed means and with a descriptive interpretation of very highly satisfied were relationship to supervisor and job security (4.39); relationship to colleagues (4.36); salary received (4.32); promotion (4.30) and work itself (4.26). Highly satisfied were top management support (4.21); benefit (4.20); supervision (4.03); working condition (4.02); responsibility to job and other task (3.98); training and development (3.82); sufficient and functional office (3.59) and facilities (3.47). Furthermore, moderately satisfied were recognition and rewards (3.38) and policies (3.30). job satisfaction and the sustainability of the teaching profession. This implies that faculty members established greater job satisfaction in areas of relationship with supervisor, job security, relationship with colleagues, salary received, promotion, and work itself. And they have the least job satisfaction in other areas, particularly recognition and rewards, and policies. However, the level of job satisfaction turned out highly satisfied with a computed average mean of 4.0. The results of these findings are parallel to the study of Oco, (2022) that teachers were strongly satisfied with their social relationships and satisfied with their compensation and benefits, leadership of administrators and work environment and to the study of Mbonea, et al. (2021) that teachers were affected by job satisfaction factors which are: pay, social simulation, opportunity for promotion, job condition and job security. Moreover, it is parallel too to the study of Yildiz, (2023) who revealed the influential role of the “salary” factor in job satisfaction. Accordingly, the provision of both financial and non-financial support for teachers’ professional development and advancement is considered valuable for job satisfaction and the sustainability of the teaching profession.

Table 9. Mean distribution of respondents in terms of job satisfaction level

Areas	Mean	Descriptive Interpretation
1. Supervision	4.03	HS
2. Relationship with colleagues	4.36	VHS
3. Working conditions	4.02	HS
4. Salary received	4.32	VHS
5. Responsibility to job and other task	3.98	HS
6. Work itself		
7. Training and development	4.26	VHS
8. Job security	3.82	HS
9. Recognition and rewards	4.39	VHS
10. Benefit	3.38	MS
11. Relationship with supervisor	4.20	HS
12. Promotion	4.39	VHS
13. Top management support	4.30	VHS
14. Sufficient and functional office	4.21	HS
15. Facilities	3.59	HS
16. Policies	3.47	HS
Average Mean	3.30	MS
	4.0	HS

Table 10 shows the significant difference in the level of job satisfaction compared to respondents’ profile. Using the independent sample t-test, the computed value $t = 0.707$ and the probability value $p = 0.483$ which is greater than 0.05 level of significance indicate that there is no significant difference in the level of job satisfaction between males and females. Meanwhile, table 11 using the one-way ANOVA, the computed values are ($F = 1.189, 0.288, 1.012, 0.147, 0.136, 0.998$ and 0.117) respectively and the probability values ($p = 0.330, 0.288, 0.775, 0.410, 0.155, 0.376,$ and 0.890) are greater than 0.05 level of significance indicate that there is no significant difference in the level of job satisfaction to the age, civil status, length of service, educational attainment, monthly income, take-home pay, and no. of children. This implies that the level of job satisfaction of both males and females is not comparable. This finding is supported by the study of Chirchir, 2016 that there was no significant difference in the levels of job satisfaction between male and female teachers. Furthermore, the demographic profiles and socio-economic profiles of the

respondents are not comparable. They receive the right level of satisfaction in their job. This finding is contradictory to the study of Msuya, 2016 that socio-economic factors had a great contribution to varying job satisfaction levels.

Table 10. Significant difference in the level of job satisfaction compared to respondents' profile (Independent Sample t-test)

Sex	Mean	SD	t-value	p-value	Decision
Male	4.00	0.457	0.707	0.483	Accept Ho
Female	4.06	0.421	0.707	0.483	

Table 11. Significant difference in the level of job satisfaction compared to respondents' profile (One-way ANOVA)

Profile	Mean	SD	F ratio	p-value	Decision
Age	4.02	0.356	1.189	0.330	Accept Ho
Civil status	4.17	0.454	0.288	0.775	Accept Ho
Length of service	4.01	0.386	1.012	0.775	Accept Ho
Educational attainment	4.01	0.478	0.147	0.410	Accept Ho
Monthly income					
Take-home pay	4.06	0.427	0.136	0.155	Accept Ho
Number of children	4.06	0.368	0.998	0.376	Accept Ho
	4.04	0.338	0.117	0.890	Accept Ho

Table 12 shows the significant relationship between the level of job satisfaction and performance of respondents. the computed value $r = 0.032$ and the probability value $p = 0.796$ which is greater than 0.05 level of significance indicates that there is no significant relationship between the level of job satisfaction and performance of the respondents. This implies that there is a slightly/negligible positive correlation between the two variables in which the higher the job satisfaction, the slightly higher the performance of the respondents. This finding is supported by the study of Lima, 2023 that job satisfaction is positively correlated with job performance.

Table 12. Significant relationship between the level of job satisfaction and performance of respondents

Variables	Pearson- r	p-value	Decision
Level of Job Satisfaction and Performance	0.032	0.796	Accept Ho

Table 13 shows the mean distribution of respondents according to problems encountered and degree of seriousness. Obtained the highest computed means with a descriptive interpretation of serious were lack of laboratory rooms, apparatus, equipment and other requirements (4.15); lack of classrooms (3.85); internet connectivity (3.77); and additional function (3.44). Followed by moderately serious were lack of reference books (3.41); welcomes supervisory function (3.33); lack of instructional materials (3.30); designation (3.24); lack of I.T. equipment (3.15) and high cost of commuting from main to annex station (3.08). And slightly serious were overload (2.24) and no campus level academic and administrative council meeting (2.15). This implies that faculty members affirmed that they have encountered problems that have serious effects on job satisfaction namely lack of laboratory rooms, apparatus, equipment and other requirements, lack of classrooms, internet connectivity, additional functions (research and extension) and lack of reference books. In addition, problems encountered by the faculty have moderate to least effect on job satisfaction are overload and no campus level academic and administrative council meetings. However, it turned out that the problems encountered were moderately serious with an overall mean of 3.26. Whether these are serious or not there is a need to resolve these problems to have better job satisfaction of faculty. The result of these findings is supported by the study of Adeoye, 2023 that teachers' job satisfaction is needed to provide overall and different dimensions of job satisfaction and the effects of individual factors. The overall attitude and views of teachers toward their working conditions and profession affect teaching and the quality of the school. Research on measures to promote teachers' job satisfaction in schools can help us understand teachers' overall and particular aspects of job satisfaction and provide scientific grounds for resolving problems.

Table 13. Mean distribution of respondents according to problems encountered and degree of seriousness

Indicator	Mean	Descriptive Interpretation
1. Lack of classrooms	3.85	S
2. Additional function (research and extension)	3.44	S
3. Designation	3.24	MS
4. Lack of instructional materials	3.30	MS
5. Lack of reference books	3.41	MS
6. Welcomes supervisory function	3.33	MS
7. Lack of IT equipment	3.15	MS
8. Lack of laboratory rooms, apparatus, equipment and other requirement	4.15	S
9. Overload		
10. Internet connectivity	2.24	SS
11. High cost of commuting from main station to annex station	3.77	S
	3.08	MS
12. No campus level academic and administrative council meeting	2.15	SS
Overall Mean	3.26	MS

Conclusion

Based on the findings of the study, it can be concluded that:

The job satisfaction and performance of faculty members at Apayao State College were high. There is no significant difference in the level of job satisfaction in respondents' profiles. There is no significant relationship between the level of job satisfaction and faculty performance. However, there is a need to sustain or strengthen the areas that affect the high job satisfaction of its faculty members and could provide interventions for the areas that affect the least job satisfaction, particularly in recognition and rewards and policies.

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