

Teacher Education Graduates' Work Productivity and Performance in Relation to their Employers' Satisfaction

Renie Carl R. Hornido¹, Angelyn P. Continedo¹, Genelyn R. Baluyos², Anacleta A. Gacasan²

¹College of Education, Misamis University

²Misamis University

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.803061>

Received: 18 February 2024; Revised: 26 February 2024; Accepted: 29 February 2024;

Published: 05 April 2024

ABSTRACT

Teacher education graduates' work productivity and performance contribute to high levels of employer satisfaction in the field of education. This study determined the teacher education graduates' work productivity and performance in relation to their employers' satisfaction in the Division of Ozamiz City of Misamis Occidental during the school year 2022-2023. The respondents of this study were 80 teachers and 24 school heads. The researchers used descriptive-correlational research design and the Individual Work Productivity Questionnaire (IWPQ), Individual Performance Commitment and Review Form (IPCRF), and Employer Satisfaction Survey Questionnaire (ESSQ) as instruments. *Mean, Standard Deviation, Pearson r Product Moment Correlation Coefficient, and Stepwise Multiple Regression Analysis* were the statistical tools. Results showed that graduates were excellent in terms of their contextual productivity and adaptive performance, and task performance was very satisfactory. It also showed that they had outstanding overall work performance based on their IPCRF rating prescribed by the Department of Education. In addition, there was a significant relationship between the graduates' work productivity and their employers' satisfaction in terms adaptive skills. However, among the other variables, no significant relationship was found between the graduates' work productivity and their employers' satisfaction. Lastly, results showed that work performance is a significant predictor of employers' satisfaction. The findings shed light on the complex dynamics that exist between work productivity, performance, and employer satisfaction, offering practical recommendations for organizations to enhance overall workplace effectiveness.

Keywords: Performance, teacher education, work productivity, employers' satisfaction

INTRODUCTION

Teacher work productivity is important to educational quality and success (Utami et al., 2020). Teachers' work productivity will determine the advancement of education quality as their direct interaction with students will equip them with skills and competencies (Utami & Vioeza, 2021). Work productivity is generally measured by the quantity, quality, and timeliness of teachers completing their work in planning learning, implementing learning, conducting evaluations, and participating in professional development activities (Gistituati, 2020).

Teachers' work productivity and professional competence had a positive and significant relationship (Asmarani et al., 2021). There are direct contributions to work productivity from professional competence, work discipline, and performance and indirect contributions to work productivity from professional competence through work discipline and professional competence through performance. Suggestions for

teachers to improve professional competence, time management, and the production of useful scientific work in order to increase teachers' work productivity (Nisa & Saleh, 2020).

Teachers' work productivity is critical and crucial to achieving great education (Gistituani, 2020). Teacher work productivity is a decisive element in educational performance quality because teachers work directly with students to provide assistance that results in professional graduates (Utami & Harini, 2019).

Some factors influence teachers' work productivity. Leadership, job satisfaction, compensation, competence/ability, organizational climate, discipline, cultural commitment, work ethic, teacher creativity, education and training, and supervision are all factors that influence teacher work productivity (Gistituati, 2020). Moreover, compensation had a significant influence on teachers' work productivity. Work motivation had a significant influence on teachers' work productivity. Discipline had a significant influence on teachers' work productivity. Compensation, work motivation, and discipline all had a significant influence on teachers' work productivity (Perawati et al., 2018).

Based on the study, discipline, innovation ability, leadership style, and emotional intelligence all have an impact on SMP Batik Surakarta teachers' work productivity. Discipline has a significant impact on the work productivity of teachers at SMP Batik Surakarta. Being able to come up with new ideas and create new things has a significant effect on the work productivity of SMP Batik Surakarta teachers. The way a leader leads has a significant effect on the work productivity of SMP Batik Surakarta teachers. Understanding and managing emotions strongly influences the work productivity of teachers at SMP Batik Surakarta (Sujoko et al., 2021).

School principal leadership has a significant impact on teachers' work productivity. The school climate has a significant impact on teachers' work productivity. School principal leadership and school climate have a significant impact on teachers' work productivity (Agustina et al., 2021). On the other hand, principal managerial competence had a significant effect on teachers' work productivity, as did teaching discipline, and principal managerial competence and teacher discipline both had a significant effect on teachers' work productivity (Azainil et al., 2021).

Teacher work performance is the evaluation of a teacher's performance rating. Teachers' work performance is influenced by their work environment, motivation, and their principal's leadership style (Sulistyo & Niingtyas, 2017). In addition, management considerations had the most significant impact on teacher performance, followed by working conditions and salaries (Hasbay & Altindag, 2018). Teachers' performance is influenced by elements such as their civil status, greatest educational attainment, attendance at local seminars, and scholastic success (Abarro, 2018). Teacher performance is influenced by the workplace and teacher certification (Sulastri et al., 2023).

A teacher's work Performance is the main factor in the learning process; in other words, when there is an improvement in the quality of education, it cannot be separated from the teacher's role as the main factor in the whole educational process. Many factors have important roles in contributing to this work performance, for example, Transformational Leadership factors, Work Environment, and Job Satisfaction (Vitria et al., 2021). Given the high demands of the contemporary community on youth development, teachers' job performance, both inside and out, is crucial for all participating parties, including school leaders, parents, education policymakers, and the community at large (Wolomasi et al., 2019).

Teacher work performance is favorably related to teacher compensation and teacher supervision. Environmental elements shown to have a beneficial effect on teachers' work performance included providing fair rewards, creating a positive work environment, motivation by the school principal, and being involved in school administration and decision-making. (Anastasiou & Papakonstantinou, 2014). In addition, if the teachers are satisfied with their jobs, they will be able to establish and maintain high levels of

performance. Making the teaching-learning process more efficient and effective might result in highly competitive learners (Usop et al., 2013).

Nowadays, the world of education continues to be in demand in order to produce human resources in accordance with community needs and employment in accordance with community technological and cultural development. Teaching abilities are a distinguishing feature of the teaching profession. Achievement of learning objectives and success in overcoming learning problems heavily depend on teachers' ability or competence (Murkatik et al., 2020).

The success of the education sector relies on the contentment and dedication of teachers, whether from public or private institutions. As a result, recruitment, training, development, and growth in both sectors are critical to the overall growth of the educational sector (Ewane, 2022).

The most important aspect they look for in graduates is personal qualities. We discovered that several recruiters want graduates to be interested in technology outside of curricular activities or work settings. This type of interest is interpreted as evidence that the graduate/job seeker is capable of putting their knowledge into practice and engaging in continuous self-development and lifelong learning, thus validating their employability. We discuss how the university can accommodate both curricular and extracurricular activities, thereby leveraging and developing interest in the field valued by employers (Lundberg et al., 2018).

Employers' perceptions of the job-match process were discovered to be a significant predictor of their perceptions of work performance and employer satisfaction. Employers' expectations and perceptions are linked to employers' satisfaction with new hires, and positive disconfirmation mediates these relationships (Smith et al., 2004).

Success in the education sector hinges on the happiness and devotion of teachers, whether they work in public or private schools. Employers depend on universities to ensure that university graduates receive proper training before they join the workforce. Prospective employees with adequate employability skills will undoubtedly meet employers' expectations. Communication skills are regarded as essential in the competitive twenty-first century. They prefer graduates with strong soft and communication skills who can contribute to their organization's growth and performance. Effective communication is regarded as one of the most important skills that most employers seek in potential new employees (Rahman et al., 2019).

How employers view readiness for the workforce, the educational results and experiences they prioritize in hiring decisions, and their opinions on recent graduates' preparedness for entry-level roles, promotion, and career advancement. The report also investigates differences in employer attitudes based on age and educational attainment (Finley, 2021). Moreover, employers appear to be pleased with the solid academic record of built-environment graduates. They also expressed satisfaction with the graduates' eagerness to learn and their ability to complete tasks successfully (Alju & Aigbayboa, 2019).

Employers today are looking for employees who have higher-order thinking skills such as creativity, learning skills, reasoning, problem-solving, and decision-making. In addition, communication abilities, problem-solving skills, commitment, self-confidence, managerial skills, time management, creativity and innovation, knowledge of specific computer applications, punctuality, and specific technical knowledge were the highest level of employer expectation in job competencies (Hoh et al., 2020). Employers recognized the value of teamwork, risk management, and decision-making abilities. Their main recommendation was that employers form long-term partnerships with universities in order to improve employability skills (Alshenab et al., 2021).

Employers consider teamwork, written communication, problem-solving, oral communication, and

interpersonal relationships to be especially important today. In contrast, academic teaching staff considered problem-solving, written communication, critical thinking, conceptual thinking, and oral communication to be particularly important today (Khoo et al., 2020). According to the study, employers in the northeastern United States indicate that the top six skills and competencies rated as most important by employers were interpersonal skills/ability to work well with others; critical thinking/problem-solving skills; listening skills; oral/speech communication skills; professionalism; and personal motivation. The most important skills required were interpersonal skills, followed by critical thinking, problem-solving, and listening (Baird & Parayitam, 2019).

It was found that the combined impact of principals' supervisory, leadership, and communication skills significantly influences teachers' job performance, including instructional delivery, class attendance, note-writing, and record-keeping. (Owan & Agunwa, 2019).

Higher education institutions contribute significantly to a country's economic growth through the skills and productivity of their graduates. Employers have certain expectations of graduates' skills when they graduate from universities (Baird & Parayitam, 2019). Employability skills have been identified as a valuable policy tool for improving mobility and earnings. Organizational employees are anticipated to possess knowledge and skills that contribute to the growth of the organization. Performance and competitiveness are two aspects of performance. Graduate employability has become an issue that must be addressed in the workplace (Alrifai & Raju, 2019).

Despite these studies, there has yet to be any recent study on determining the teacher education graduates' work productivity in relation to their employers' satisfaction, particularly in the Division of Ozamiz City, Misamis Occidental. To fill this gap, this study aimed to determine teacher education graduates' work productivity and performance in relation to their employers' satisfaction. Many graduated teachers at Misamis University were successfully working in the Division of Ozamiz City, Misamis Occidental. Hence, this quantitative study was conducted to explore the graduates' work productivity and performance in relation to their employers' satisfaction.

METHODS

Research Design

The researchers used a descriptive-correlational research design and the method to be implemented was the process of collecting data and analyzing the research. The descriptive-correlational research design was appropriate for this study because it described and analyzed the teacher education graduates' work productivity and performance in relation to their employers' satisfaction.

Research Setting

The study was conducted in the division of Ozamiz City. It was conducted in the public schools with graduates of teacher education at Misamis University starting in 2000. The schools where we conducted the survey are selected schools from the Division of Ozamiz City. The respondents were teachers and school heads from the said schools in Ozamiz City. The respondents have given their answers by filling out the questionnaires. The study was conducted in the second semester of this academic year, 2022-2023.

Respondents of the Study

The respondents of the study were eighty (80) teachers and twenty-four (24) school heads in the Division of

Ozamiz City of Misamis Occidental, who were chosen through stratified random sampling. The respondents were based on the following criteria: (1) graduates of teacher education at Misamis University starting in 2000; (2) Teachers and school heads working in the Department of Education in the Division of Ozamiz City. (3) teachers and school heads who gave their full consent to serve as respondents to the study. Before the survey was conducted, the researchers ensured that all those criteria were met.

Research Instrument

The study used three questionnaires as data-gathering instruments:

1. Individual Work Productivity Questionnaire (Appendix A). It was adapted from Koopsman et al. (2012). It is a five-point Likert scale that will be used to determine the teachers’ work productivity. The responses to statements are given on a five-point Likert scale ranging from 1 = never to 5 = always. The instrument has 29 indicators with three constructs: task productivity, contextual productivity, and adaptive productivity. The creators of the tool demonstrated its reliability, showing a strong factor structure and high internal reliability coefficients for both the overall instrument and its subscales. Hence, validation and reliability tests will no longer be applicable.

In determining the teachers’ work productivity, the following scale will be used:

Responses	Continuum	Interpretation
5- Always	4.20-5.0	Excellent
4- Often	3.40-4.19	Very Satisfactory
3- Sometimes	2.60-3.39	Satisfactory
2- Rarely	1.80-2.59	Fair
1- Never	1.0-1.79	Poor

2. Individual Performance Commitment and Review Rating (Appendix B). The Department of Education adapted this instrument. It is a five-point Likert scale used to determine the teachers’ performance. The instrument contains 45 indicators with nine constructs: self-management, professionalism, and ethics, result work, teamwork, service orientation, innovation, achievements, managing diversity, and accountability. This rating scale follows the guidelines outlined in Civil Service Commission Memorandum Circular No. 06, Series of 2012. It is utilized to rate government employees for their year’s accomplishments.

In determining the teachers’ performance, documentary analysis will be used and interpreted based on the following scale:

Responses	Continuum	Interpretation
5- Always	4.500-5.000	Outstanding
4- Often	3.500-4.499	Very Satisfactory
3- Sometimes	2.500-3.499	Satisfactory
2- Rarely	1.500-2.499	Unsatisfactory
1- Never	below 1.499	Poor

3. Employer Satisfaction Survey Questionnaire (Appendix C). It is a 25-item questionnaire with seven constructs, adapted and modified from (Hoh, 2022). It was used to measure employers’ satisfaction.

Responses were classified using a five-point scale ranging from 5 (always) to 1 (Never). The instruments proved to be psychometrically sound, with good factor structure and a high internal reliability coefficient for the instrument and its subscales. Hence, validation and reliability tests were no longer applicable.

To determine the employers' satisfaction, the study used the following continuum:

Responses	Continuum	Interpretation
5- Always	4.20-5.0	Very Highly Satisfied
4- Often	3.40-4.19	Highly Satisfied
3- Sometimes	2.60-3.39	Satisfied
2- Rarely	1.80-2.59	Less Satisfied
1- Never	1.0-1.79	Least Satisfied

Data Collection

In order to collect data, the researchers sought authorization from the Dean of Misamis University's College of Education to perform the study. Furthermore, upon acceptance, the researchers were then asked for permission from the Schools Division Superintendent and the school heads of the different schools in the Division of Ozamiz City. Then, they asked the school heads for permission to poll the chosen respondents. After obtaining the licenses, the researchers wrote a consent letter for the respondents. Finally, the researchers convey to the respondents the significance of the study. The information was gathered using questionnaires. After all respondents answered the questionnaires, the gathered data was tallied through Excel and computed digitally. The data was statistically treated, tabulated, analyzed, and interpreted.

Ethical Considerations

In order to uphold ethical standards, the researchers sought voluntary participation from respondents and assured them of no harm. Dignity of the interviewees was prioritized throughout the study. Researchers adhered to a specific code of conduct when collecting information. Common goals of human research, such as understanding real-life phenomena and improving lives, were pursued. Privacy of respondents was safeguarded, data was secured, and anonymity was maintained. Transparency was maintained regarding relationships, funding sources, and conflicts of interest. The researchers avoided dishonesty or exaggeration about the study's goals and objectives. All research communications were honest and transparent, with no misleading information or misinterpretations of key data findings. Conflicts of interest regarding the dignity of the interviewees were disclosed.

Data Analysis

The study used the following tools in analyzing the data gathered with the use of Minitab Software:

Mean and standard deviation. These were used in determining the teacher education graduates' work productivity, teachers' work performance, and employers' satisfaction.

Pearson r Product Moment Correlation Coefficient. This was used to explore the significant relationship between teacher education graduates' work productivity and performance in relation to their employers' satisfaction.

Stepwise Multiple Regression Analysis. It will be used to identify the constructs in the teacher education graduates' work productivity and graduates' work performance.

RESULTS AND DISCUSSION

Table 1: Teacher Education Graduates' Work Productivity (n=80)

Constructs	Mean	SD	Remark
Task Performance	4.08	0.44	Very Satisfactory
Contextual Productivity	4.45	0.36	Excellent
Adaptive Performance	4.41	0.43	Excellent
Overall Performance	4.31	0.41	Excellent

Note: Motivation Scale: 4.20-5.0 (Excellent); 3.40-4.19 (Very Satisfactory); 2.60-3.39 (Satisfactory); 1.80-2.59 (Fair); 1.0-1.79 (Poor) Teacher Education Graduates' Work Productivity

Table 1 shows the teacher education graduates' work productivity in terms of task performance, contextual productivity, and adaptive performance. The teachers gave themselves excellent ratings in their work productivity (M=4.31; SD 0.41). The data indicated that the teachers demonstrated excellent delivery of the content and pedagogy in teaching. They demonstrated mastery of the content, stated in the learning goals and outcomes, designed teaching-learning activities, and developed learning assessments aligned to the lesson outcomes. Additionally, they demonstrated commitment to the Department of Education, and they are exerting efforts to make their work productive.

The result indicates that the teachers' contextual productivity and adaptive performance have excellent rates [(M=4.45; SD=0.36), (M= 4.41; SD= .43) respectively]; this finding conveys that the teachers are still motivated to do their work even in having a lot of paper works and schoolwork related. The table shows that the teacher's activities given to their students have been administered to the social and psychological core of the organization. In addition, the task performance of teachers is at an advantage since most of them are adjusting, coping, and embracing their work tasks. However, the task performance of the teachers indicates only a good result rated as (M=4.08; SD= .44). This means that teacher education graduates are slightly struggling in performing their tasks with minimal time and effort with less burden to them and the students, despite how well their contextuality productivity and adaptive performance.

The findings of this study supported the role of teachers' work productivity, which will determine the progress of education quality as their direct interaction with students will equip them with skills and competencies (Utami & Vioreze, 2021). Teacher work productivity is critical to achieving a great education. As a result, significant and ongoing efforts are required to enhance it. It implies that work productivity is often assessed by the quantity, quality, and timeliness with which instructors complete their work in designing learning, implementing learning, performing assessments, and participating in professional development activities. Meanwhile, leadership, job happiness, salary, competence or ability, organizational environment, discipline, cultural commitment, work ethic, teacher innovation, education and training, and supervision are elements that impact teacher work productivity (Gistituati, 2020).

An individual's work productivity is an organizational asset that can be linked to advancement and success. It gives satisfaction to employees, the organization, and other stakeholders (Asio, 2021). The quality of education is said to rely significantly on various factors, with one of the most crucial being the work behavior of teachers, which is connected to their productivity (Hanushek & Ettema, 2017). According to Mesiono (2019), the productivity of teachers as workers affects educational outcomes driven by a positive mindset to improve life. Teachers are anticipated to uphold elevated work productivity due to their influence on the quality of education. (Ndugu, 2014).

Teacher education graduates should maintain excellent work productivity as teachers. Excellent work productivity as a teacher leads to improved student achievement and effective classroom management.

Increased teacher effectiveness, positive teacher-student relationships, professional growth, and enhanced job satisfaction. It benefits both teachers and students, creating a conducive learning environment and setting the stage for successful educational experiences. In addition, highly productive teachers can positively impact students' learning outcomes, foster a supportive learning environment, and contribute to their professional development. Their commitment to efficiency and effectiveness helps create a successful educational experience for all involved.

Table 2: Teachers' Work Performance (n=80)

Work Performance Level	Frequency	Percentage	M	SD	Min	Max
Outstanding	66	82.50	4.66	0.11	4.50	4.90
Very Satisfactory	14	17.50	4.43	0.07	4.39	4.47
Overall Performance	80	100.00	4.55	Outstanding		

Note: Performance Scale: 4.5000-5.000 (Outstanding); 3.500-4.499 (Very Satisfactory); 2.500-3.499 (Satisfactory); 1.500-2.499 (Unsatisfactory); 1.499 (Poor) Teachers' Work Performance

The teacher education graduates are measured through their individual performance commitment and review rating through their years of accomplishment. The Department of Education evaluated the public school teachers in terms of self-management, professionalism and ethics, result work, teamwork, service orientation, innovation, achievements, managing diversity, and accountability. The overall result of the evaluation of teachers' work performance was excellent (Table 2, M = 4.55). While the majority of the teacher education graduates had excellent work performance levels (f =66; % = 82.50; M =4.66; SD = 0.13), a very negligible number (f = 14; % = 17.50; M = 4.43; SD = 0.07) of teacher education graduates had very satisfactory performance.

The data indicated that outstanding teacher education graduates outnumbered outstanding teachers' work performance. Most teacher education graduates could do excellent constructive alignment planning, from the articulation of learning outcomes and also the design of teaching and learning in the classroom down to assessment tasks. In addition, they also committed themselves to their professional duties and were strongly competent to do their work and responsibilities.

Work satisfaction is a criterion for a teacher's work performance (Baluyos et al., 2019). Teachers who are satisfied with their jobs are more productive. Furthermore, if teachers are satisfied with their jobs, they will develop and sustain a high level of performance. Making the teaching-learning process more efficient and effective may result in highly competitive learners (Usop et al., 2013). Teacher performance evaluation is vital to educational personnel reform and has been a challenging topic in educational reform (Cai & Lin, 2006). In addition, environmental elements shown to have a beneficial influence on teachers' work performance included the provision of "ethical rewards," ensuring "good working conditions," motivating through the school principal," and fostering "participation in school administration and decision-making" (Anastasiou & Papakonstantinou, 2014). The critical factor in the learning process is the teacher's work performance; in other words, when there is an increase in the quality of education, it cannot be separated from the teacher's position as the main factor in the entire educational process (Vitria et al., 2021).

Teacher Education graduates who teach in the Department of Education should maintain their job satisfaction. Excelling in their work can contribute to higher levels of job satisfaction for teachers. Positive feedback, successful outcomes, and the ability to make a significant impact on students' lives can all contribute to a sense of fulfillment and purpose. They should maintain peer collaboration. Teachers with excellent work performance may become sought-after collaborators within their school or district. Their colleagues may seek their guidance, insights, and expertise to improve and maintain their teaching practices,

fostering a culture of collaboration and professional growth. They should also maintain their professional development. Teachers who demonstrate excellence are often encouraged to pursue professional development opportunities. They might be selected to attend conferences, workshops, or training sessions to maintain and to enhance their skills and to stay updated with the latest educational practices.

Table 3: Employer’s Satisfaction (n= 80)

Constructs	M	SD	Remarks
Foundation Skills	4.32	0.61	Very Highly Satisfied
Enterprise Skills	4.45	0.62	Very Highly Satisfied
Technical and Knowledge Skills	4.39	0.56	Very Highly Satisfied
Adaptive Skills	4.43	0.59	Very Highly Satisfied
Team-working Skills	4.48	0.60	Very Highly Satisfied
Employability Skills	4.33	0.61	Very Highly Satisfied
Managerial Skills	4.36	0.67	Very Highly Satisfied
Overall Employer’s Satisfaction	4.39	0.61	Very Highly Satisfied

Note: 4.20-5.0 (Very Highly Satisfied); 3.40-4.19 (Highly Satisfied); 2.60-3.39 (Satisfied); 1.80-2.59 (Less Satisfied); 1.0-1.79 (Least Satisfied) Employer’ Satisfaction

The data revealed that the employers were very highly satisfied (M = 4.36; SD = 0.61) with their teachers (Table 2). The data indicate that the employers showed a very high level of satisfaction in all constructs like foundation skills, enterprise skills, technical and knowledge skills, adaptive skills, teamwork skills, employability skills, and managerial skills.

The data indicated that the employers showed a high level of satisfaction with the teacher education graduates. The employers show a high level of satisfaction with their teachers, value their contributions, create a supportive environment, promote professional growth, encourage autonomy, and cultivate a positive school culture. A satisfied employer acknowledges and appreciates the efforts and achievements of their teachers. They provide regular positive feedback, recognize exceptional work, and express gratitude for their contribution to the school community. They establish an environment that is supportive and encourages collaboration. In addition, they trust their teachers and allow autonomy in their classrooms. They respect their professional expertise and provide the necessary resources, guidance, and flexibility to implement effective teaching strategies.

The employer or the school heads showed a high level of satisfaction with the teachers could include praising their performance in staff meetings or individual conversations, expressing gratitude for their dedication, providing positive feedback on lesson plans or classroom observations, offering professional development opportunities, recognizing their achievements publicly, and involving them in decision-making processes. These are just a few examples, and each principal may have their unique ways of demonstrating satisfaction with their teachers.

A supportive administrator may make or break a teacher’s career. Teachers want to know that their principal is looking out for their best interests. A principal’s primary responsibility is to offer ongoing, collaborative teacher assistance (Meador, 2019). School administrators’ emotional intelligence and political skill (PS) determine how they exercise leadership and the work happiness of their instructors (Taliadorou & Pashiardis, 2015). The principal’s leadership style is his or her behaviour in the workplace, which determines all school-related performance (Jošanov-Vrgović & Pavlović, (2014)., 2014). When principals utilize a more democratic leadership style, teacher performance may improve. The principals’ leadership

style positively influenced teacher performance (Sarwar et al., 2022).

The principal encourages his/her teachers by 1) creating a supportive atmosphere by including teachers in the development of school programs and being open to their feedback and opinions on any policies or decisions implemented.; 2) introducing and assuring his teachers that the education paradigm has changed and that the school should be managed as a business firm in the area of public services, where the most important thing to consider is how to satisfy the students. 3) clearly communicates that when evaluating staff performance, he employs a reward and punishment program; and 4) optimizes administrative tasks, particularly in monitoring what happens in the classroom. In order to motivate teachers, the principal should implement his or her policy and distribute various tasks and occupations to the appropriate people. In directing the teachers, he or she frees his or her team to accomplish their best (Marzuki, 2019). The principal’s leadership, the work atmosphere, and the encouragement to affiliate were all highly received by the teachers. Both the principal’s leadership and the work environment have a direct impact on the certified teacher’s performance (Hartina et al., 2020).

Since the employers or school heads rated a high level of satisfaction to their teachers, the teacher education graduates should maintain their well-being and work-life balance. Employers who prioritize teacher satisfaction often recognize the importance of work-life balance and well-being. Teacher who feels supported in managing their workload, have access to resources for self-care, and experience a positive work environment are likely to have better overall well-being and mental health. Teacher education graduates should also maintain their professional development. Employers prioritize teacher satisfaction and often invest in professional development opportunities. Satisfied teachers may have access to training, workshops, conferences, and other resource that enhance their knowledge and skills. This can further their professional growth and enable them to excel in their roles.

Table 4: Test of Relationship between the Teacher Education Graduates’ Work Productivity and their Employer’s Satisfaction

Variables	r-value	p-value	Remarks
Task Performance and Foundation Skills	-0.02	0.86	Not Significant
Enterprise Skills	-0.05	0.64	Not Significant
Technical and Knowledge Skills	-0.03	0.82	Not Significant
Adaptive Skills	-0.14	0.20	Not Significant
Team-working Skills	-0.090	0.43	Not Significant
Employability Skills	-0.07	0.56	Not Significant
Managerial Skills	-0.08	0.50	Not Significant
Contextual Productivity and Foundation Skills	-0.04	0.71	Not Significant
Enterprise Skills	-0.01	0.94	Not Significant
Technical and Knowledge Skills	0.03	0.81	Not Significant
Adaptive Skills	-0.09	0.45	Not Significant
Team -working Skills	-0.01	0.94	Not Significant
Employability Skills	-0.05	0.69	Not Significant
Managerial Skills	-0.13	0.24	Not Significant
Adaptive Performance and Foundation Skills	-0.17	0.14	Not Significant
Enterprise Skills	-0.15	0.19	Not Significant
Technical and Knowledge Skills	-0.10	0.37	Not Significant
Adaptive Skills	-0.26	0.02	Significant

Team-working Skills	-0.18	0.11	Not Significant
Employability Skills	-0.20	0.08	Not Significant
Managerial Skills	-0.17	0.12	Not Significant

Note: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Relationship between the Teacher Education Graduates' Work Productivity and their Employer's Satisfaction

To determine the significant relationship between the teacher education graduates' work productivity and their employer's satisfaction, Pearson's Product Moment Correlation Coefficient was used (Table 4). Data showed that only one adaptive skill (r -value = -0.26; p -value = 0.02) was correlated to the work productivity of the teacher education graduates. The remaining variables, task performance and foundation skills (r -value = -0.02; p -value = 0.86) and contextual productivity and foundation skills (r -value = -0.04; p -value = 0.71), were not correlated with the work productivity of the teacher education graduates.

The data indicated that those teacher education graduates who have higher adaptive skills with good employer satisfaction levels also have better work productivity. However, regardless of the satisfaction level of the employers, with the task performance and foundation skills, and contextual productivity and foundation skills, the teacher education graduates' work productivity is dependent on the adaptive skills that they have acquired.

The data also implies that teacher education graduates will maintain better work productivity with the presence of adaptive skills. These skills are the practical everyday abilities required to function and satisfy the demands of one's environment, such as the ability to care for oneself successfully and independently while still interacting with others. Teachers with adaptive skills can quickly adjust their teaching strategies, modify lesson plans, and accommodate diverse student needs.

The success of any school depends on the employability and performance of its graduates in the workplace. According to (Hoh et al., 2020), Employers want to employ graduates for the knowledge and ideas they bring to an organization, their willingness to learn, their flexibility, adaptability, and ability to deal with change. Teacher's work productivity will determine the advancement of education quality as their direct interaction with students will equip them with skills and competencies (Utami & Vioeza, 2021).

Teachers should be productive teachers who can teach in a variety of learning areas to achieve the schools' goals. Employers should express their satisfaction and appreciation for their teacher's work so that it boosts their motivation and job satisfaction. Also, they must maintain their adaptive skills to help with their work productivity.

Table 5: Test of Relationship between the Teachers' Work Performance and their Employers' Satisfaction

Variables	r-value	p-value	Remarks
Teachers' Work Performance and Foundation Skills	0.12	0.31	Not Significant
Enterprise Skills	0.24	0.03	Significant
Technical and Knowledge Skills	0.23	0.04	Significant
Adaptive Skills	0.22	0.05	Not Significant
Team-working Skills	0.19	0.10	Not Significant
Employability Skills	0.25	0.03	Significant

Managerial Skills	0.11	0.34	Not Significant
-------------------	------	------	-----------------

Note: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not significant)

Relationship between the Teachers’ Work Performance and their Employers’ Satisfaction

Data in Table 5 revealed a significant positive relationship between the teachers’ work performance and their employers’ satisfaction. The teacher’s enterprise skills (r -value= 0.24; p -value=0.03), technical and knowledge skills (r -value=0.23; p -value= 0.04), and employability skills (r -value=0.25; p -value=0.03) were significantly correlated to their work performance. Their teachers’ work performance and foundation skills (r -value= 0.12; p -value= 0.31), adaptive skills (r -value=0.22; p -value= 0.05), teamwork skills (r -value= 0.19; p -value= 0.10), and managerial skills (r -value=0.11; p -value= 0.34) did not correlate with their work performance.

The data indicate that those teachers with higher enterprise skills, technical and knowledge skills, and employability skills also have higher work performance. The more the teachers perform well at work, the more competent they become, specifically in enterprise skills, technical and knowledge skills, and employability skills.

However, there was a weak positive correlation between teachers’ work performance and foundation skills (r -value = 0.12; p -value = 0.31), adaptive skills (r -value = 0.22; p -value = 0.05), team-working skills (r -value = 0.19; p -value = 0.10), and managerial skills (r -value = 0.11; p -value = 0.34). This means that the teacher’s work performance and foundation skills did not end with better performance. Statistically, these teacher skills were not significant in their work performance. Enterprise skills are those that enable a person to recognize and capitalize on opportunities. Technical skills involve the specific knowledge and proficiency needed to perform tasks and utilize specific tools and programs in practical situations. The key qualities, characteristics, and beliefs that allow you to prosper in any workplace are referred to as employability skills. These skills are necessary for the teacher’s work performance to be strong.

Enterprise skills are essentially a synthesis of different competencies and abilities, such as business awareness and innovative and creative thinking (Herr & Nettekoven, 2018). Higher education institutions contribute significantly to a country’s economic growth through the skills and productivity of their graduates. Employers have certain expectations of graduates’ skills when they graduate from universities (Baird & Parayitam, 2019). Emerging technologies have a significant impact on people’s education. Only competent and highly educated employees will have access to this technology (Azmi, 2018). Employability skills such as communication, teamwork, problem-solving, emotional intelligence, self-evaluation, leadership, computational abilities, interpersonal abilities, entrepreneurial abilities, and analytical abilities are valued by employers (Nisha & Rajasekaran, 2018).

Teachers need to ensure that they maintain these skills, such as enterprise skills, technical and knowledge skills, and employability skills, to have a good work performance. With these skills, teachers may modify their teaching expertise. When employers are satisfied with a teacher’s work performance, it reinforces their confidence in the teacher’s abilities and contributes to a positive work environment that enhances performance. Even though there is no notable correlation between teachers’ work performance and foundation skills, adaptive skills, teamwork skills, and managerial skills, it remains crucial for them to enhance these skills for improved teaching performance.

Table 6: Predictors of the Employer’s Satisfaction

Predictors	Coef (β)	SE Coef	t- value	p-value
(Constant)	1.24	1.96	0.63	0.53

Work Performance	0.86	0.42	2.06	0.04
$R^2 = 10.58\%$				
Dependent Variable: Employer's Satisfaction				
Satisfaction = 1.24 + 0.86 Work Performance				

Predictors of the Employer's Satisfaction

We utilized Stepwise Regression Analysis to pinpoint the factors influencing or to identify the predictors of the employer's satisfaction (Table 6). The finding revealed that the teacher's performance ($\beta = 0.86$, $t = 2.06$, $p = 0.04$) was the predictor of the employer's satisfaction (Table 6). Other teacher factors do not predict the employer's satisfaction.

The regression equation (Work Performance = 0.86) indicates that the unit increase of the teacher's performance also increased by 0.86. Thus, the data indicate that the teacher's work performance could be attributed to better work productivity. Teachers' work performance serves as a guide for improving teaching abilities, recognizing, and reinforcing teaching excellence, assisting instructors in focusing on student outcomes, and planning service education activities.

The variation in employer satisfaction is explained by teachers' work performance ($R^2 = 10.58\%$). It means that 10.58% of the employers' satisfaction is attributed to teacher work performance, task performance, and contextual productivity. However, the remaining 89.42% may be attributed to other factors not included in the study. Hence, another similar study may be conducted for future researchers to examine the other factors that influence employers' satisfaction.

Teachers' work productivity will determine the advancement of education quality as their direct interaction with students will equip them with skills and competencies (Utami & Vioeza, 2021). Teacher work performance is the evaluation of a teacher's performance rating. Teachers' work performance is influenced by their work environment, motivation, and the leadership style of their principal (Sulistyo & Niingtyas, 2017). It is the main factor in the learning process; in other words, when there is an improvement in the quality of education, it cannot be separated from the teacher's role as the main factor in the whole educational process (Vitria et al., 2021). Contextual Teaching and Learning (CTL) is a comprehensive learning process that aims to teach students how to understand learning that is relevant to their daily lives. It can assist teachers in connecting subject matter to real-world situations (Haryanto & Arty, 2019).

Teachers should clearly communicate expectations, goals, and performance standards to ensure alignment and understanding. Employers can invest in professional development opportunities for teachers and create a supportive work environment that values and appreciates teachers in order to provide opportunities for teachers to grow professionally and advance in their careers. Remember, every educational institution is unique. Consistently assess the efficiency of these strategies and collect input from teachers to enhance employer satisfaction continually.

CONCLUSION

The findings led to the following conclusions:

1. The teacher education program has effectively prepared the graduates with the necessary skills and competencies to excel in their roles. The graduates' high levels of contextual productivity and adaptive performance indicate their ability to meet the demands of different teaching environments and handle challenges effectively.
2. The outstanding work performance of the teacher education graduates, as indicated by their individual

performance commitment and review rating, demonstrates their competence, dedication, and effectiveness as teachers. They have successfully met the expectations set by the Department of Education and have proven their ability to make a significant impact on their students and the field of education.

3. The high levels of satisfaction expressed by the teacher education graduates across a wide range of skills reflect the success of the program in preparing them for their professional roles. The graduates' satisfaction signifies their confidence, competence, and overall preparedness to excel in the teaching profession.
4. While other variables did not show a significant relationship with employers' satisfaction, it is essential to recognize their ongoing importance in the teaching profession. Variables such as foundation skills, technical and knowledge skills, teamwork skills, employability skills, and managerial skills still contribute to a teacher's overall effectiveness and can impact student outcomes. These skills should continue to be emphasized and developed in teacher education programs.
5. The significant relationship between work performance and employers' satisfaction in terms of enterprise skills, technical and knowledge skills, and employability skills highlights the significance of these specific skill sets in the teaching profession. Employers value teachers who possess strong enterprise skills, such as problem-solving, innovation, and initiative. Technical and knowledge skills demonstrate a deep understanding of subject matter and instructional expertise. Employability skills encompass traits like communication, professionalism, and adaptability, which employers highly regard.
6. The significant relationship between teachers' work performance and employers' satisfaction highlights the importance of overall performance in determining employer satisfaction.

RECOMMENDATION

Based on the findings and conclusion of the study, the following are the recommendations:

1. Encourage the teacher education graduates to engage in ongoing professional development opportunities. This could include attending workshops, conferences, and training sessions related to their subject areas, teaching methodologies, educational technology, and classroom management. Engaging in ongoing learning will keep them abreast of the latest research and best practices in education.
2. Encourage teacher education graduates to explore and implement innovative teaching strategies that engage students and enhance learning outcomes. This could include incorporating technology, project-based learning, flipped classrooms, or differentiated instruction. Embracing new approaches and staying abreast of educational research will help teachers deliver high-quality instruction.
3. Encourage teacher education graduates to seek feedback from peers, administrators, and mentors. Constructive feedback can provide valuable insights into their skills and performance. Engaging in mentoring relationships with experienced educators can also provide guidance and support for skill development. Actively seeking feedback and mentorship contributes to continuous improvement.
4. Encourage teacher education graduates to engage in professional development activities that specifically target the development of adaptive skills. This could include attending workshops, seminars, or courses that focus on problem-solving, critical thinking, creativity, and flexibility. Continuous learning and skill development will support their ability to adapt to changing circumstances effectively.
5. Although no significant relationship was found between teamwork skills and employers' satisfaction, it is still important to promote collaboration and teamwork among teachers. Encourage teacher education graduates to engage in collaborative projects, share best practices, and participate in professional learning communities. Working together can have a positive effect on job performance, establish a supportive workplace atmosphere, and promote a culture of ongoing enhancement.

6. Future researchers are encouraged to delve into additional predictors beyond teachers' work performance and contextual productivity to unravel the yet unexplained variability in Employer Satisfaction, enhancing our understanding of the dynamic factors at play.

REFERENCES

1. Ab Rahman, F., Mohamed, A. H., Nasir, N. S. A., & Saidin, K. (2019). Exploring perceptions of employers on communication skills among fresh graduates. *Practitioner Research*, 1, 69-85. <https://rb.gy/2mnwe>
2. Abarro, J. O. (2018). Factors affecting the performance of public school teachers in the Division of Antipolo City, Philippines. *International Research Journal of Engineering and Technology (IRJET)*, 5(11), 1284-1290. <https://m5.gs/OWtzc2>
3. Agustina, M., Kristiawan, M., & Tobari, T. (2021). The influence of principal's leadership and school's climate on the work productivity of vocational pharmacy teachers in Indonesia. *International Journal of Educational Review*, 3(1), 63-76. <https://rb.gy/m67om>
4. Aliu, J., & Aigbavboa, C. O. (2019). Employers' perception of employability skills among built-environment graduates. *Journal of Engineering, Design and Technology*, 18(4), 847-864. <https://rb.gy/nhskk>
5. Alrifai, A. A., & Raju, V. (2019). The employability skills of higher education graduates: A review of literature. *argument*, 6(3). <http://tinyurl.com/mvut78mj>
6. Al-Shehab, N., AL-Hashimi, M., Madbouly, A., Reyad, S., & Hamdan, A. (2021). Do employability skills for business graduates meet the employers' expectations? The case of retail Islamic banks of Bahrain. *Higher Education, Skills and Work-Based Learning*, 11(2), 349-366. <https://rb.gy/kgjef>
7. Anastasiou, S., & Papakonstantinou, G. (2014). Factors affecting job satisfaction, stress and work performance of secondary education teachers in Epirus, NW Greece. *International Journal of Management in Education*, 8(1), 37-53. <https://rb.gy/o3g6y>
8. Asio, J. M. R. (2021). Determinants of work productivity among selected tertiary education employees: A PreCOVID-19 pandemic analysis. *Asio, JMR (2021). Determinants of work productivity among selected tertiary education employees: A PreCOVID-19 pandemic analysis. International Journal of Didactical Studies*, 2(1), 101455. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3791764
9. Asmarani, A., Sukarno, S., & El Widdah, M. (2021). The relationship of professional competence with teacher work productivity in Madrasah Aliyah. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(2), 220-235. <https://rb.gy/trjrr>
10. Azainil, A., Komariyah, L., & Yan, Y. (2021). The Effect of Principals' Managerial Competence and Teacher Discipline on Teacher Productivity. *Cypriot Journal of Educational Sciences*, 16(2), 563-579. <https://eric.ed.gov/?id=EJ1296586>
11. Azmi, A. N., Kamin, Y., Noordin, M. K., & Nasir, A. N. M. (2018). Towards industrial revolution 4.0: employers' expectations on fresh engineering graduates. *International Journal of Engineering & Technology*, 7(4.28), 267-272. <http://tinyurl.com/5a55c8bf>
12. Baird, A. M., & Parayitam, S. (2019). Employers' ratings of importance of skills and competencies college graduates need to get hired: Evidence from the New England region of USA. *Education+ Training*, 61(5), 622-634. <https://www.emerald.com/insight/content/doi/10.1108/ET-12-2018-0250/full/html>
13. Baluyos, G. R., & Clarin, A. R. (2021). Predictors of Instructors' Teaching Performance: Basis for Online Teaching Enhancement. *Indonesian Journal of Curriculum and Educational Technology Studies*, 9(2). <https://journal.unnes.ac.id/sju/index.php/jktp/article/view/49525>
14. Cai, Y., & Lin, C. (2006). Theory and practice on teacher performance evaluation. *Frontiers of Education in China*, 1, 29-39. <https://link.springer.com/article/10.1007/s11516-005-0004-x>
15. Ewane, E. B. (2022). Teacher's Job Satisfaction and Commitment of Tombel Subdivision, Cameroon: A Comparative Analysis between Private and Public Schools. *Asian Journal of Education and Social*

- Studies, 35(4), 1-9. <http://stmrepository.com/id/eprint/1999/>
16. Finley, A. (2021). How College Contributes” to” Workforce Success: Employer Views on What Matters Most. Association of American Colleges and Universities. <https://eric.ed.gov/?id=ED616977>
 17. Gistituati, N. (2020, December). Analysis of Factors Affecting Teachers’ Productivity. In 2nd International Conference Innovation in Education (ICoIE 2020) (pp. 395-399). Atlantis Press. <https://www.atlantis-press.com/proceedings/icoie-20/125948044>
 18. Hanushek, E. A., & Ettema, E. (2017). Defining productivity in education: Issues and illustrations. *The American Economist*, 62(2), 165-183. <https://journals.sagepub.com/doi/abs/10.1177/0569434516688207>
 19. Hartinah, S., Suharso, P., Umam, R., Syazali, M., Lestari, B., Roslina, R., & Jermisittiparsert, K. (2020). Retracted: Teacher’s performance management: The role of principal’s leadership, work environment and motivation in Tegal City, Indonesia. *Management Science Letters*, 10(1), 235-246. <http://tinyurl.com/3yk8xx83>
 20. Haryanto, P. C., & Arty, I. S. (2019, June). The application of contextual teaching and learning in natural science to improve student’s HOTS and self-efficacy. In *Journal of Physics: Conference Series* (Vol. 1233, No. 1, p. 012106). IOP Publishing. <https://iopscience.iop.org/article/10.1088/1742-6596/1233/1/012106/pdf>
 21. Hasbay, D., & Altındag, E. (2018). Factors that affect the performance of teachers working in secondary-level education. *Academy of Educational Leadership Journal*, 22(1), 1-19. <https://rb.gy/djhlm>
 22. Herr, H., & Nettekoven, Z. M. (2018). The role of small and medium-sized enterprises in development: what can be learned from the German experience? (No. 53). Global Labour University Working Paper. <https://www.econstor.eu/handle/10419/189840>
 23. Hoh, J. C. S., Wu, S., & Shi, Q. (2020). Employer Satisfaction in Brunei Darussalam. *Journal of Business and Economic Analysis*, 3(03), 268-287. <https://www.worldscientific.com/doi/abs/10.36924/sbe.2020.3303>
 24. Jošanov-Vrgović, I., & Pavlović, N. (2014). Relationship between the school principal leadership style and teachers’ job satisfaction. *Hotel and Tourism Management*, 2(2), 22-37. <http://tinyurl.com/56x8cd9r>
 25. Khoo, E., Zegwaard, K., & Adam, A. (2020). Employer and academic staff perceptions of science and engineering graduate competencies. *Australasian Journal of Engineering Education*, 25(1), 103-118. <https://rb.gy/6dmc4>
 26. Koopmans, Linda, Claire Bernaards, Vincent Hildebrandt, Stef Van Buuren, Allard J. Van der Beek, and Henrica CW De Vet. “Development of an individual work performance questionnaire.” *International journal of productivity and performance management* 62, no. 1 (2012): 6-28. <http://tinyurl.com/yc89aed4>
 27. Lundberg, G. M., Gaustad, A., & Krogstie, B. R. (2018, April). The employer perspective on employability. In 2018 IEEE Global Engineering Education Conference (EDUCON) (pp. 909-917). IEEE. <https://ieeexplore.ieee.org/abstract/document/8363327>
 28. Marzuki, A. G. (2019). The Roles of school principal leadership in developing English teachers’ creativities in Palu. *Al-Ta lim Journal*, 26(3), 267-279. <https://journal.tarbiyahainib.ac.id/index.php/attalim/article/view/517>
 29. Meador, D. (2019). How principals can provide teacher support. Thought Company. <https://www.thoughtco.com/suggestionsfor-principalsto-provide-teacher-support-3194528>. <https://www.thoughtco.com/suggestions-for-principals-to-provide-teacher-support-3194528>
 30. Mesiono, M. (2019). The Influence of Job Satisfaction on the Performance of Madrasah Aliyah (Islamic Senior High School) Teachers. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 4(1), 107-116. <http://www.ejournal.radenintan.ac.id/index.php/tadris/article/view/4388>
 31. Murkatik, K., Harapan, E., & Wardiah, D. (2020). The influence of professional and pedagogic competence on teacher’s performance. *Journal of Social Work and Science Education*, 1(1), 58-69. <https://ejournal.karinosseff.org/index.php/jswse/article/view/10>

32. Ndugu, M. M. (2014). Quality and productivity of teachers in selected public secondary schools in Kenya. *Mediterranean Journal of social sciences*, 5(5), 103. <http://tinyurl.com/46hm9r5y>
33. Nisa, W., & Saleh, M. (2020). The contribution of professional competence through the work discipline and performance to teacher work productivity in public elementary school of Tabunganan Subdistrict, Barito Kuala. *Journal of K6 Education and Management*, 3(2), 149-157. <https://rb.gy/0vw9j>
34. Nisha, S. M., & Rajasekaran, V. (2018). Employability skills: A review. *IUP Journal of Soft Skills*, 12(1), 29-37. <http://tinyurl.com/bdfyd9sr>
35. Owan, V. J., & Agunwa, J. N. (2019). Principals' Administrative Competence and Teachers' Work Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. *Online Submission*, 7(1), 20-28. <https://eric.ed.gov/?id=ED593576>
36. Perawati, P., Lian, B., & Tobari, T. (2018). THE INFLUENCE OF COMPENSATION, WORK MOTIVATION AND DISCIPLINE ON TEACHER'S WORK PRODUCTIVITY. *European Journal of Education Studies*. <https://rb.gy/w0I3o>
37. Sarwar, U., Tariq, R., & Yong, Q. Z. (2022). Principals' leadership styles and its impact on teachers' performance at college level. *Frontiers in Psychology*, 13, 919693. <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2022.919693/full>
38. Sinha, S., Jawahar, I. M., Ghosh, P., & Mishra, A. (2020). Assessing employers' satisfaction with Indian engineering graduates using expectancy-disconfirmation theory. *International Journal of Manpower*, 41(4), 473-489. <https://rb.gy/pnb3p>
39. Smith, K., Webber, L., Graffam, J., & Wilson, C. (2004). Employer satisfaction, job-match and future hiring intentions for employees with a disability. *Journal of Vocational Rehabilitation*, 21(3), 165-173. <http://tinyurl.com/22sjxsbd>
40. Sujoko, S., Istiatin, I., & Sudarwati, S. (2021). WORK PRODUCTIVITY OF TEACHERS OF SMP BATIK SURAKARTA IN 2021. *International Journal of Economics, Business and Accounting Research (IJEBAR)*, 5(3), 1985-1906. <https://rb.gy/i3gog>
41. Sulastri, T., Kristiawan, M., & Wardiah, D. (2023). The Workplace and Teacher's Certification for Teacher's Performance. *Journal of Social Work and Science Education*, 4(1), 44-56. <https://ejournal.karinosseff.org/index.php/jswe/article/view/349>
42. Sulistyono, S., & Niingtyas, S. (2017). Teachers' Work Performance Seen from Work Circumstance, Work Motivation, and Headmaster's Leadership Style. In *Proceedings of the 2nd International Conference on Economic Education and Entrepreneurship*. doi: 10.5220/0006891907020706. <https://rb.gy/2aqi5>
43. Taliadorou, N., & Pashiardis, P. (2015). Examining the role of emotional intelligence and political skill to educational leadership and their effects to teachers' job satisfaction. *Journal of Educational Administration*, 53(5), 642-666. <http://tinyurl.com/39fazrj4>
44. Usop, A. M., Askandar, K., Langguyuan-Kadtong, M., & Usop, D. A. S. O. (2013). Work performance and job satisfaction among teachers. *International journal of humanities and social science*, 3(5), 245-252. <https://m5.gs/c1pwTn>
45. Utami, P. P., & Harini, H. (2019). The effect of job satisfaction and absenteeism on teacher work productivity. *Multicultural Education*, 5(1), 99-108. <https://rb.gy/q68er>
46. Utami, P. P., & Vioreza, N. (2021). Teacher Work Productivity in Senior High School. *International Journal of Instruction*, 14(1), 599-614. <https://eric.ed.gov/?id=EJ1282134>
47. Utami, P. P., Widiatna, A. D., & Karyati, F. (2020). Job Satisfaction And Work Productivity: An Empirical Approach. *Systematic Reviews in Pharmacy*, 11(12). <https://rb.gy/e3b7d>
48. Vitria, V., Sulaiman, S., Rizalie, A. M., & Suhaimi, S. (2021). The Relationship between Principal Transformational Leadership, Work Environment and Job Satisfaction with Teacher Performance in Public Elementary Schools in Mataraman District, Banjar Regency. *Repository Universitas Lambung Mangkurat*. <http://jbse.ulm.ac.id/index.php/Repos/article/viewFile/127/132>
49. Wolomasi, A. K., Asaloei, S. I., & Werang, B. R. (2019). Job Satisfaction and Performance of Elementary School Teachers. *International Journal of Evaluation and Research in Education*, 8(4),

575-580. <https://eric.ed.gov/?id=EJ1238272>