

Exploring the level of instructional contentment of teachers in science education

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ABSTRACT

This study assessed the level of instructional contentment of teachers and student performance in Science among Grade V learners at Don Vicente Rama Memorial Elementary School, Cebu City, for the 2024-2025 school year, aiming to inform a practical guide. Findings revealed that most teachers are middle-aged, female, married, and highly experienced, holding advanced degrees and receiving "Very Satisfactory" performance ratings. The majority of learners are 11 years old, with a higher proportion of female students. Teachers reported feeling generally positive about their professional growth, decision-making opportunities, and recognition, although they expressed moderate contentment regarding promotion opportunities. The learners performed well in science, with most achieving mastery in competencies such as motion, light, and material conductivity. A significant number of students demonstrated mastery in describing motion and understanding material properties. A significant relationship was found between teachers' contentment and students' science performance, suggesting that teacher satisfaction may positively impact student outcomes. Teachers expressed concerns about large class sizes, addressing diverse student needs, low salaries, and insufficient incentives. Other issues included limited access to technology, lack of teaching resources, inadequate professional development, and challenges with new curricula and policies. In conclusion, while teachers are generally satisfied with aspects of their professional growth and recognition, improvements are needed in areas like promotion opportunities and support for career advancement to enhance both teacher satisfaction and student performance.

Keywords: Administration and supervision, descriptive method, instructional contentment, Science performance, doable guide, Cebu City, Philippines.

Date Submitted: June 29, 2026

Date Accepted: July 21, 2026

Date Published: July 29, 2026

INTRODUCTION

The right of teachers to participate in the development of school goals and policies, as well as to utilize professional judgment in selecting what and how to teach, is referred to as teacher empowerment. Only a minority of the country's public-school teachers use this right because school administrators refuse to allow them to, despite the fact that empowerment of their instructors mirrors their empowerment as a school leader.

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DOI: <http://doi.org/10.69651/PIJHSS05031365>

Recommended citation:

Cosina, L. R. (2026). Exploring the level of instructional contentment of teachers in science education. *Pantao (International Journal of the Humanities and Social Sciences)* 5 (3), 1830-1849.
<http://doi.org/10.69651/PIJHSS05031365>

Improving teacher empowerment in classrooms has a host of positive consequences. Teachers that are empowered have good teacher morale. As teachers' confidence rises, they become more confident in their abilities, and classroom instruction improves as a result. Empowered teachers may carry out curricular programs in their pupils' best interests, eventually raising the school's performance to an excellent level.

In public schools where teachers are empowered to lead, the focus of control changes from the principal to the teachers. They tend to share their abilities with other teachers while also learning new approaches to help children learn better. Teachers improve both as a collective and as individuals, and as a result, school morale improves. Teachers' productivity increases when they have more time to connect with and learn from other teachers. Experiences that allow instructors to discuss student performance, curriculum, and instruction with their colleagues during the school day provide an indirect kind of encouragement and support.

As a teacher at a public elementary school, the researcher feels academically empowered to implement desired reforms and innovations for the benefit of his students and, eventually, the institution.

There are several variables of teacher empowerment, with teacher satisfaction being one of them. It must be seen whether or not public elementary school instructors are satisfied with their work, and the consequence. The mystery of teacher empowerment leads to teacher satisfaction and, subsequently, school performance is even more perplexing. The study's findings will serve as the foundation for developing an action plan to boost teacher empowerment and, ultimately, school performance.

Statement of the problem

This research assessed the teachers' level of instructional contentment and students' performance in Science among the Grade V learners at Don Vicente Rama Memorial Elementary School, Cebu City, for School Year 2024 to 2025 as the basis for formulating a doable guide.

Specifically, it sought to answer the following research questions:

1. What relevant information can be obtained from the teacher respondents in terms of age and gender, civil status, highest educational attainment, length of service, performance rating, and number of appropriate training seminars and workshops attended, and from the learner respondents in terms of age and gender?
2. As perceived by the respondent groups, what is the level of instructional contentment of teachers in Science teaching in terms of professional growth achieved, decision making, opportunities for promotion, and recognition in school and community?
3. What is the level of performance of the Grade V learners in Science in terms of describing the motion of an object by tracing and measuring its change in position, relating the ability of materials to block, absorb, or transmit light to their uses, and discussing why some materials are good conductors of heat and electricity?
4. Is there a significant relationship between the level of instructional contentment of teachers and the level of academic performance of learners in Science?
5. What are the issues and concerns of the teacher respondents related to instructional contentment?
6. Based on the findings, what doable guide can be developed?

METHODOLOGY

This study employed the descriptive method of research, specifically a descriptive correlational approach, with the use of a modified standardized questionnaire in the gathering of important data relevant to the study. A descriptive correlational study is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection. This research utilized the input process output approach to organize the flow of the study. The input of the study included the relevant information of the respondent groups in terms of age, gender, civil status, highest educational attainment, number of years in service, performance rating, and relevant training, seminars, and workshops attended. This also covered the level of instructional contentment of teachers in Science education in terms of professional growth achieved, decision making, and opportunities for promotion and recognition in school and community. Moreover, the input also measured the level of performance of the learners in Science on the provided competencies, while also testing the relationship between the level of instructional contentment of teachers and the level of academic performance of learners in Science. Lastly, the issues and concerns of the teacher respondents related to instructional contentment were also taken into consideration as part of the input. The process of the study began with a transmittal letter and included the research procedure that was strictly followed, guided by the descriptive correlational method of research, encompassing the collection of data, the application of statistical treatment, and the presentation, analysis, and interpretation of data, culminating in the drawing of findings, conclusions, and the offering of recommendations. The output of the study was a doable guide.

The study was conducted at Don Vicente Rama Memorial Elementary School (DVRMES), formerly known as Basak Elementary School, situated in Basak, Cebu City, adjacent to other major barangays like Mambaling, Punta Princesa, and Tisa, Cebu City. DVRMES is accessible to both learners and teachers since it is located beside a national highway. The leadership team at DVRMES, which includes the principal and a dedicated group of educators, is focused on fostering an environment of academic excellence while promoting student well-being. Believing that education extends beyond textbooks, they actively support a wide range of extracurricular activities. These activities, ranging from sports and music programs to clubs and community service, play a vital role in the overall growth and development of students, helping them build essential life skills such as teamwork, leadership, and social responsibility. Currently, the school employs 129 passionate teachers who cater to a diverse body of approximately 3,994 learners. The first-grade level is particularly notable, containing seventeen sections, each accommodating an average of 34 students. Among these sections, there are two specifically designated science classes, each with 35 students, reflecting the school's commitment to a comprehensive curriculum that includes subjects vital for fostering critical thinking and scientific inquiry. DVRMES prides itself on promoting a culture that values creativity, academic achievement, and inclusivity, ensuring that all students, regardless of their background, have access to the necessary resources and opportunities for success. This includes providing tailored support for students with different learning needs and fostering a nurturing environment where every student can thrive. The school actively seeks to engage parents and the community, organizing events and workshops that promote educational collaboration and strengthen school community ties.

The respondents of the study were the Science teachers and Grade V learners at Don Vicente Rama Memorial Elementary School. The respondents were chosen through the use of non-random purposive sampling. The inclusion criteria were as follows: that they are teachers

and learners in the research locale, that they have been in the profession for more than a year, and that they are willing to participate and cooperate in the said undertaking. The Grade V learners were one of the respondents of this study since their age and gender were taken into consideration. Of the total respondents, teachers numbered 10, comprising 9 percent of the sample, while learners numbered 100, comprising 91 percent of the sample, for a combined total of 110 respondents representing 100 percent of the sample.

The main questionnaire of this study was divided into four parts and was taken from the study of Canto (2020). The first part solicited information about the profile of the teachers and learners as to their age, gender, highest educational attainment, length of service, performance rating, and relevant training, seminars, and workshops attended. The second part of the questionnaire was a modified standardized questionnaire taken from the study of Canto (2020) on "Teacher Empowerment and School Performance." This part dealt with the level of instructional contentment of teachers in Science education in terms of professional growth achieved, decision making, and opportunities for promotion and recognition in school and community. This part was composed of 20 items and was measured using a 5-point Likert scale: 5 for Definitely, 4 for Probably, 3 for Possibly, 2 for Probably Not, and 1 for Definitely Not. The third part of the questionnaire measured the level of performance of the learners based on the provided competencies in Science as perceived by the teacher respondents. Meanwhile, the fourth and last part of the tool identified the problems and difficulties encountered by the teacher respondents related to instructional contentment.

In the gathering of data, this research followed a step-by-step process. First, a letter was made addressed to the principal of Don Vicente Rama Memorial Elementary School for approval of the conduct of the study. After the letter was approved, the questionnaires were personally distributed to the respondents, who were given ample time of 15 to 20 minutes to answer the questionnaire. Data was then collected and subjected to further presentation, analysis, and interpretation. The final draft was subsequently submitted for finalization and corrections.

The answers of the respondents were subjected to statistical treatment with the use of different non parametric measures. Simple percentage determined the relevant information taken from the teachers' age and gender, civil status, highest educational attainment, number of years in service, performance rating, and number of appropriate trainings, seminars, and workshops attended, as well as the learners' relevant information. Weighted mean determined the level of instructional contentment of teachers in Science education in terms of professional growth achieved, decision making, and opportunities for promotion and recognition in school and community. Chi square determined whether there is a relationship between the level of instructional contentment of teachers and the level of academic performance of learners in Science. For the scoring procedure, the following parametric limits of the study applied: a weight of 5, corresponding to a range of 4.21 to 5.00, fell under the response category Definitely, verbally described as meaning that one strongly favors the statement without a little disagreement; a weight of 4, corresponding to a range of 3.41 to 4.20, fell under the response category Probably, verbally described as meaning that one favors the statement with a probability; a weight of 3, corresponding to a range of 2.61 to 3.40, fell under the response category Possibly, verbally described as meaning that one is yet to decide whether he or she agrees or not; a weight of 2, corresponding to a range of 1.81 to 2.60, fell under the response category Probably Not, verbally described as meaning that one is not in favor of the statement but with a little agreement; and a weight of 1, corresponding to a range of 1.00 to 1.80, fell under the response category Definitely Not, verbally described as meaning that one strongly is not in favor of the statement without a little agreement.

For better and clearer understanding of the study, some of the terms are operationally defined as they are used in the study. Doable guide pertains to the output of this study, whose objective is to improve the level of empowerment and job satisfaction among elementary school teachers at the research environment. Issues and concerns pertain to the challenges experienced by the teacher respondents related to instructional contentment. Relevant information refers to the profile of the teachers and learners of the research environment covering their gender, highest educational attainment, length of service, and relevant training, workshops, and seminars attended. Gender is the designation of the teachers as male or female as alluded to in this report. Highest educational attainment refers to the highest rates of teacher qualification in this study, namely BA, with MA, Full Fledge, MA, with Ed. D., Full Fledge, MA, Complete Fledge Ed. D., and sections. Length of service is the amount of time that the teachers spent teaching, categorized as 5 years, 6 to 15, 16 to 25, 26 to 35, and 36 to 45 years. Relevant seminars and trainings refer to educational events or a large lecture course that feature one or more subject matters, delivering issues via lecture and discussion through a renowned speaker that help teachers acquire knowledge, skills, competencies, and updates about teaching and other related fields. Teacher contentment refers to the degree of acquiring contentment in every role of a teacher in performing his or her tasks on the aspects of decision making, opportunities for promotion, professional growth achieved, and recognition in school and in community. Decision making pertains to the exercise of leadership capabilities in school works, students' discipline, and other elements that would make a teacher a decision maker. Opportunities for promotion refers to the perceived attitude of a teacher based on merits and acceptance of colleagues for whatever task is undertaken. Professional growth achieved refers to the inert attitude towards content of teaching, mastery of subject matter, and the ultimate achievement of goals. Recognition in school and in community pertains to the satisfaction of being recognized by people, employer or governing body, parents, and other members of the community based on reputation.

RESULTS AND DISCUSSION

This chapter presents the data obtained from the respondents of the study, together with the corresponding analysis and interpretation. The respondents comprised 10 teachers and 100 learners, for a total of 110 respondent groups, at Don Vicente Rama Memorial Elementary School, Cebu City. Consistent with the descriptive correlational research design and the non-random purposive sampling technique described in the preceding chapter, data were gathered using a modified standardized questionnaire adapted from Canto (2020) and were analyzed through simple percentage, weighted mean, and chi square. The discussion that follows is grounded strictly in the data collected through this instrument and is interpreted in direct relation to the objectives of the study, namely to describe the relevant profile of the respondents, to determine the level of instructional contentment of teachers in Science education in terms of professional growth achieved, decision making, opportunities for promotion, and recognition in school and community, to assess the level of performance of Grade V learners in Science on the identified competencies, to test the relationship between the level of instructional contentment of teachers and the level of academic performance of learners in Science, and to identify the issues and concerns of the teacher respondents related to instructional contentment.

Profile of the teacher and learner respondents

With regard to the age profile of the teacher respondents, the largest group, 60%, falls within the 31 to 40 years old range, with 6 teachers. This age group represents a significant portion of the Filipino teaching workforce, indicating that most respondents are in the middle of their careers, and teachers in this age range typically possess a solid blend of experience and professional development that allows them to take on leadership roles and contribute meaningfully to school systems. The second largest group is the 41 to 50 years old category, comprising 3 respondents, or 30% of the total sample; teachers in this age group are likely to have considerable experience and may hold more senior positions, with their expertise valuable not only in direct teaching but also in mentoring younger colleagues, and this group also often takes on administrative responsibilities within educational institutions. The smallest group, representing only 10% of the respondents, is the 21 to 30 years old category, with just 1 teacher, indicating a relatively low representation of younger teachers in this particular sample; while younger teachers are often seen as dynamic and adaptable, this demographic may face challenges in terms of job security, professional development, or work life balance that could affect their decision to remain in the profession long term, and the underrepresentation of this age group may reflect broader trends in the country, such as challenges in teacher recruitment and retention, particularly in rural areas or less developed regions. In the context of Philippine education, these findings are consistent with broader patterns observed in the teaching profession. According to the Philippine Statistics Authority (PSA), the average age of Filipino teachers was 42 years as of 2020, suggesting a significant portion of the teaching workforce is middle aged, a pattern consistent with the present findings, where teachers in the 31 to 40 and 41 to 50 age groups make up the bulk of the sample. However, the low representation of younger teachers highlights a potential concern regarding the future sustainability of the profession, as the aging workforce may lead to a shortage of teachers in the coming years. Overall, the age profile of the respondents reflects a teaching workforce that is predominantly middle aged, with a notable concentration in the 31 to 40 years old and 41 to 50 years old categories, and while this suggests a stable and experienced group of educators, the minimal representation of younger teachers raises concerns about the future of the teaching profession in the Philippines, underscoring the importance of both retaining experienced educators and attracting new talent to the field.

In terms of gender, the majority of respondents, 80%, are female, with 8 teachers identifying as women, reflecting a common trend in the Philippine education system where women are often the dominant gender within the teaching profession and make up a significant portion of the workforce in both primary and secondary education sectors. Only 2 respondents, representing 20% of the total sample, are male, a smaller proportion that aligns with national trends in the Philippines where teaching is still seen as a predominantly female dominated profession, although there has been a gradual increase in the number of male teachers in recent years, particularly in higher education and vocational fields. The significant gender imbalance may also be influenced by societal norms and expectations in the Philippines, where teaching has historically been considered a profession aligned with women's roles in nurturing, caregiving, and community building, a cultural perception that continues to shape gender distribution in schools. In the broader context of the Filipino educational system, this gender profile is consistent with trends observed in previous studies; according to the Philippine Statistics Authority (PSA) and the Department of Education (DepEd), women have long constituted a large majority of the teaching workforce in the country, and as of 2021, over 60% of public-school teachers in the Philippines were women. Despite ongoing efforts to encourage more male teachers, particularly in underrepresented fields such as STEM, female educators continue to outnumber their male counterparts in most educational settings, and the

disproportionate number of female teachers in this study highlights the gendered nature of the profession, which is deeply rooted in cultural norms and historical patterns.

With respect to civil status, a significant majority, 90%, of the teachers are married, with 9 out of the 10 respondents falling into this category, suggesting that most of the teachers in this sample are in stable family relationships, which may influence their teaching experience, professional priorities, and personal commitments; in Filipino culture, marriage is often associated with established social roles and responsibilities that could also impact the professional trajectories and work life balance of married individuals. Only 1 teacher, representing 10% of the sample, is single, a low percentage reflective of a broader societal trend in the Philippines where marriage is highly valued and many individuals, especially women, tend to marry at a relatively young age, a cultural expectation that may influence career choices and teaching roles. The predominance of married teachers could also point to the stability and experience that comes with being in a committed relationship, as married individuals may have access to greater emotional and financial support that could contribute positively to their professional performance and engagement. In the context of the Philippine teaching workforce, these findings align with national data, as marriage remains a dominant civil status among Filipino teachers; according to reports from the Philippine Statistics Authority (PSA), the vast majority of teachers in the country are married, reflecting the broader social structure where family and marital relationships are highly prioritized. Overall, the civil status profile shows a clear dominance of married teachers, with 90% of the sample falling into this category, suggesting that most of the teachers in this study are likely to have established family roles that may influence their teaching practices and career decisions, while the low representation of single teachers highlights the cultural importance of marriage in the Philippines.

As to highest educational attainment, all 10 respondents, or 100%, have completed at least some units toward a Master's Degree, and all 10, likewise 100%, are graduates of a Bachelor of Science in Elementary Education (BSEEd) program, indicating that the entire group of teachers has achieved a high level of academic qualification, common in the teaching profession, particularly for educators seeking professional development and career advancement. The fact that all respondents have units in a Master's Degree suggests a strong commitment to further education and professional growth, as pursuing a Master's Degree or additional graduate coursework is often seen as a way for teachers to enhance their expertise, improve their teaching practices, and meet professional development requirements set by educational institutions or government agencies; in the Philippine context, a Master's Degree is often pursued by educators aiming for career advancement, such as becoming school administrators or gaining promotions in the Department of Education (DepEd). In addition, the fact that all respondents have completed a BSEEd program indicates a strong foundational education in teaching, since the BSEEd degree is the standard qualification for elementary educators in the Philippines, ensuring that the teachers in this study have received formal training in pedagogy, classroom management, and educational theory. From a broader perspective, this high educational attainment aligns with national efforts to raise the quality of education in the Philippines; according to the Department of Education (DepEd) and the Philippine Commission on Higher Education (CHED), there has been a growing emphasis on continuous professional development for teachers, including graduate level education, to ensure that educators stay current with modern teaching methods and innovations. Overall, the highest educational attainment of the respondents indicates a well-educated and highly qualified teaching workforce, with all respondents having completed a Bachelor's Degree in Elementary Education and pursued graduate level coursework, reflecting broader trends

within the Philippine education system where continued professional development is encouraged to elevate the quality of education.

Regarding length of service, all 10 respondents, or 100%, have been in the teaching profession for more than six years, with none falling under the 4 to 6 years category, suggesting that the teachers in this study are experienced professionals likely possessing a deep understanding of classroom dynamics and educational practices, and that the sample is not composed of relatively new entrants to the profession but rather teachers who have built a substantial career foundation over a longer period. Having more than six years of service indicates that these teachers have likely faced various challenges in the field, from adapting to changing curricula to engaging with evolving educational technologies and practices, and with this level of experience the teachers in the study are expected to have developed a level of expertise in their teaching methods, classroom management, and student engagement, and may hold more senior roles or take on additional responsibilities such as mentoring newer teachers or leading extracurricular activities. The homogeneity of the respondents in terms of years of service, with all having more than six years, suggests that the sample may be skewed toward more seasoned teachers, and the lack of representation from teachers with shorter years of service means that the sample does not reflect the diversity of experience typically found in the broader teacher workforce. In the context of the Philippine education system, this finding aligns with trends that show many educators tend to stay in the profession for extended periods, especially in public schools where job security and tenure are significant factors; according to the Department of Education (DepEd), teachers with more years of service often take on leadership roles and are involved in curriculum development, training, and other higher level educational activities, an experience that is crucial to maintaining the stability and quality of the teaching workforce.

In terms of performance rating, all 10 respondents, or 100%, have been rated as Very Satisfactory in their performance evaluations, with none in the Satisfactory category, indicating that all the teachers in this sample have consistently performed at a high level according to the assessment criteria used and are considered highly competent educators by their superiors or peers. The absence of any respondents in the Satisfactory category suggests that the teachers in this study not only meet the basic requirements of their roles but exceed expectations in their teaching practices, which could imply that the sample consists of highly effective and motivated teachers who are dedicated to their profession and consistently strive to improve their pedagogical methods. At the same time, the fact that every respondent received the Very Satisfactory rating could also reflect a bias in the sample, particularly if the respondents are drawn from a group of high achieving or exemplary teachers, which may not necessarily be representative of the broader teacher population, and while this high rating is an indicator of teaching quality within this sample, it may not fully capture the diversity of performance levels that exist in the wider educational system. In the context of the Philippine education system, the performance rating system is used to assess teachers' effectiveness and is crucial for career advancement, promotions, and professional development; according to the Department of Education (DepEd), performance ratings are tied to various factors such as student outcomes, teaching strategies, professional conduct, and contributions to the school community, and the high ratings across all respondents suggest that these teachers meet or exceed the performance expectations set by the department. Overall, this finding highlights the high level of competence and dedication of the teacher respondents, although the lack of diversity in performance ratings, specifically the absence of teachers rated as Satisfactory, could indicate a focus on top performing educators, potentially limiting the generalizability of the results.

With respect to relevant training, seminars, and workshops attended, the most common types of professional development attended by the respondents are those at the Division and District levels, with 3 respondents each, tied for first place, indicating that the majority of the teachers have participated in training at the division or district levels, which are typically organized within a specific region or school district and are essential for teachers to stay updated on regional education policies, teaching strategies, and new curriculum developments. In second place, with 2 respondents each, are the National and Regional levels of training, seminars, and workshops, suggesting that while these teachers engage in professional development at broader levels, national and regional seminars may not be as frequently attended as those at the division or district levels; national and regional events typically offer more comprehensive, large scale discussions on educational innovations and policies and provide an opportunity for teachers to network with peers from different regions. The relatively balanced distribution of training at different levels indicates that the respondents are actively participating in various professional development opportunities, but with a clear focus on local and district level training, which could reflect the practical needs of teachers who may prioritize training that is most relevant to their immediate teaching environment, while the slightly lower representation of national and regional training may also suggest that some teachers have less access to such opportunities due to logistical challenges or a focus on more localized professional development. In the broader context of the Philippine education system, these findings are consistent with ongoing efforts to improve teacher quality through professional development programs; according to the Department of Education (DepEd), professional development is crucial in enhancing teachers' knowledge and skills, especially given the rapid changes in educational policies and teaching strategies, and local level trainings, such as those at the district or division level, are often more accessible and tailored to the specific needs of teachers in particular regions.

Learners actively engage in their own education by seeking knowledge, asking questions, and applying critical thinking to solve problems, taking responsibility for their learning and participating in activities that foster personal growth and academic achievement. There are 100 learner respondents from the research locale. The age distribution of the learners shows that the majority are 11 years old, accounting for 58% of the respondents, followed by 37% who are 10 years old, and 5% who are 12 years old. The concentration of learners in the 11 year old group suggests that this age group forms the core demographic of the research locale, which may indicate a particular grade level, possibly fifth or sixth grade, a common age range for learners in elementary education, while the presence of a smaller percentage of 12 year olds could reflect those who are a year older in the same educational level, and the 10 year olds might represent those who are slightly younger, potentially in earlier stages of their schooling. The gender distribution of the learners reveals that there are more female learners than male learners, with 65 female respondents, or 65%, and 35 male respondents, or 35%. This higher percentage of female learners is reflective of a broader trend in educational enrollment in the Philippines, where girls often outnumber boys in many school settings, especially in elementary education, as female students are often seen as more academically engaged and may have higher retention rates in school compared to their male counterparts, a pattern observed in various educational studies in the Philippines. This gender disparity might also indicate differences in how boys and girls engage with education or face societal expectations regarding education; it is possible that female learners in the Philippines tend to be more encouraged to excel in school given the cultural emphasis on nurturing roles often attributed to women, while the lower number of male learners in the sample might suggest a need for more targeted strategies to engage boys in their academic and personal development.

In the context of the Philippine education system, this age and gender distribution aligns with common trends; according to the Philippine Statistics Authority (PSA), girls tend to have higher participation rates and better academic performance in primary education compared to boys, consistent with the findings of this study. Overall, the age and gender profile of the learners shows a predominantly female learner population, with the majority falling within the 11-year-old age group, reflecting typical trends in the Philippine education system and highlighting the importance of considering age and gender when planning educational strategies.

Level of instructional contentment of teachers

The following discussion reveals the level of instructional contentment of teachers as perceived by the respondent groups in Science education, in terms of professional growth achieved, decision making, opportunities for promotion, and recognition in school and community, with each item assessed on a scale in which 4.21 to 5.00 is interpreted as Definitely, 3.41 to 4.20 as Probably, 2.61 to 3.40 as Possibly, 1.81 to 2.60 as Probably Not, and 1.00 to 1.80 as Definitely Not.

With regard to professional growth achieved, which refers to the inert attitude towards content of teaching, mastery of subject matter, and the ultimate achievement of goals, the item "Degree of mastery of teaching content since starting teaching" obtained a weighted mean of 4.4 with a standard deviation of 0.6, interpreted as Definitely, and the item "Development or acquisition of professional skills since starting teaching" likewise obtained a weighted mean of 4.4 with a standard deviation of 0.5, interpreted as Definitely, signifying a strong perception of mastery and skill acquisition. These results are consistent with findings from studies on teacher efficacy, which suggest that teachers who engage in continuous professional development feel more competent in their teaching (Darling-Hammond et al., 2020); the high mean scores indicate that teachers' perceptions of mastery and skill improvement are directly tied to their sense of professional fulfillment and instructional effectiveness, contributing to long term satisfaction and engagement in the profession. The item "Degree to which you have achieved your professional goals" recorded a weighted mean of 4.3 with a standard deviation of 0.7, interpreted as Definitely, aligning with the idea that teachers are goal oriented professionals; research by Hargreaves and Fullan (2021) highlights that teachers' professional goals, such as mastering content or achieving specific instructional outcomes, are a central factor in motivating them to stay engaged in their practice, and the relatively high mean suggests that teachers perceive their goals as largely achieved. The item "Colleagues' support in your development or acquisition of professional skills" scored a weighted mean of 4.1 with a standard deviation of 0.8, interpreted as Probably, suggesting that teachers believe their peers contribute significantly to their professional development, although this support may be perceived as slightly less consistent than their individual achievements; studies such as those by Vangrieken et al. (2020) emphasize the importance of collaborative professional environments in fostering continuous improvement, though these findings also suggest room for more structured peer support systems, such as mentoring or collaborative planning. The item "The level of accomplishment you have reached in your professional objectives" obtained a weighted mean of 4.4 with a standard deviation of 0.6, interpreted as Definitely. The grand mean for professional growth achieved was 4.32, with a standard deviation of 0.64, interpreted as Definitely, reflecting a predominantly positive outlook among teachers on their professional growth, while indicating room for improvement, particularly in ensuring consistent peer support across teaching communities.

On opportunities for decision making, which refers to the perceived attitude of a teacher based on merits and acceptance of colleagues for whatever task undertaken, the item "Opportunities you have for exercising leadership in your school" obtained a weighted mean of 4.4 with a standard deviation of 0.5, interpreted as Definitely, signifying that teachers feel highly confident about their leadership opportunities within their schools; this result is in line with studies on teacher leadership, which have found that empowering teachers to take on leadership roles positively impacts both teacher motivation and school effectiveness (Rothwell et al., 2020). The item "Opportunity to be involved in the school's decision-making" received a weighted mean of 3.9 with a standard deviation of 0.6, interpreted as Probably, suggesting that while teachers feel they have some opportunity to be involved in decision making, there may be room for improvement in terms of inclusivity and equal participation in school governance; according to research by Goddard et al. (2020), when teachers are involved in decision making they are more likely to feel invested in school outcomes and organizational change, and the slightly lower mean here indicates that while opportunities exist, they may not be as frequent or impactful as teachers desire. The item "Opportunities to exercise leadership in school related community activities" scored a weighted mean of 4.0 with a standard deviation of 0.7, interpreted as Probably, reinforcing the idea that teachers are generally satisfied with their roles in the broader school community, a finding that aligns with recent studies highlighting the importance of teachers participating in community oriented activities as it enhances their professional identity and connection to the school's larger goals (Adams & Abegglen, 2021). The item "Opportunities to represent the school in conferences, conventions and professional organization" scored a slightly lower weighted mean of 3.8 with a standard deviation of 0.8, interpreted as Probably, suggesting that while some teachers may have opportunities to represent their school in external forums, these chances might be more limited and not uniformly available to all teachers. The item "The chance to participate in the decision-making processes of the school" received a weighted mean of 4.0 with a standard deviation of 0.6, interpreted as Probably, indicating that teachers perceive they have some level of participation in school decisions, but this may vary depending on their role or the specific decisions at hand; recent studies, such as those by Wei et al. (2020), indicate that teacher participation in decision making not only boosts job satisfaction but also contributes to greater organizational trust and improved student outcomes. The grand mean for opportunities for decision making was 4.02, with a standard deviation of 0.66, interpreted as Probably, indicating that most teachers feel at least moderately included in these processes, though the relatively lower scores on items related to involvement in conferences and external representation indicate that opportunities in these areas may not be as frequent or accessible for all teachers.

Regarding opportunities for promotion, which likewise refers to the perceived attitude of a teacher based on merits and acceptance of colleagues for whatever task undertaken, the item "Opportunities for promotion" received a weighted mean of 4.1 with a standard deviation of 0.7, interpreted as Probably, suggesting that teachers perceive they have some level of opportunity for career advancement; this finding aligns with recent research on teacher career progression, which suggests that teachers who feel they have clear pathways for promotion tend to experience higher job satisfaction and professional engagement (Leithwood et al., 2021), although the mean also indicates that promotion opportunities are likely available but perhaps not universally accessible or equally perceived by all teachers. The item "The way promotion and merit is done in school" received a weighted mean of 4.0 with a standard deviation of 0.6, interpreted as Probably, suggesting that while teachers generally approve of the promotion and merit systems in place, there may be some areas of concern or ambiguity;

research by Green et al. (2022) suggests that merit based systems are often seen as a double edged sword, where teachers appreciate the recognition of hard work but may also feel that such systems can be influenced by factors beyond their control. The item "Support of your school head in your efforts for promotion" also scored a weighted mean of 4.0 with a standard deviation of 0.7, interpreted as Probably, indicating that teachers perceive their school leaders as somewhat supportive in their professional growth and promotion efforts, consistent with findings from studies that emphasize the role of school leadership in fostering a supportive environment for teacher development (Hallinger, 2021), though there remains room for improvement in providing more proactive support such as mentoring, professional development opportunities, and career guidance. The lowest score in this dimension came from the item "School head's support in the achievement of your professional goals," with a weighted mean of 3.8 and a standard deviation of 0.8, interpreted as Probably, indicating that while some teachers feel supported in achieving their professional goals, others may feel that this support is inconsistent or insufficient; research by Haslam et al. (2021) found that effective school leadership is key to helping teachers achieve their professional goals, yet many teachers report receiving limited guidance or support. The item "Endorsement from your school principal regarding your endeavors for promotion" obtained a weighted mean of 3.9 with a standard deviation of 0.7, interpreted as Probably. The grand mean for opportunities for promotion was 3.96, with a standard deviation of 0.71, interpreted as Probably, indicating that while most teachers feel that opportunities for promotion are probably available, they may not always feel fully supported in their efforts to achieve professional advancement.

With respect to recognition in schools and in the community, which pertains to the satisfaction of being recognized by people, employer or governing body, parents, and other members of the community based on reputation, the item "Amount of recognition you receive for your efforts from people in your school" obtained a weighted mean of 3.8 with a standard deviation of 0.6, interpreted as Probably, indicating that teachers perceive they receive moderate recognition from their school peers; research by Tschannen-Moran and Hoy (2021) emphasizes that peer recognition in schools can enhance teacher morale and foster a positive school culture, and the findings here suggest that while teachers may feel some acknowledgment from their colleagues, this recognition might not be frequent or robust enough to significantly impact their overall job satisfaction. The item "Recognition you receive for your efforts from your school governing body" also received a weighted mean of 3.8 with a standard deviation of 0.7, interpreted as Probably, indicating that teachers perceive limited but positive recognition from the leadership, aligning with studies indicating that clear acknowledgment from school administration positively influences teachers' engagement (Hargreaves & Fullan, 2021). The item "Recognition you received for your efforts from parents and the community" scored the same weighted mean of 3.8, with a standard deviation of 0.8, interpreted as Probably, suggesting that teachers feel they receive limited recognition from external stakeholders; studies such as those by Guarino et al. (2021) highlight the importance of parental and community involvement in the professional recognition of teachers, noting that external acknowledgment can increase teachers' sense of belonging and purpose, while the score also implies that teachers may feel underappreciated by parents and the wider community. The item "Current status of teachers in Philippine society" also received a weighted mean of 3.8, with a standard deviation of 0.7, interpreted as Probably, suggesting that teachers perceive their societal status as moderately recognized, reflecting broader societal attitudes toward teachers in the Philippines, where the profession is respected but often underappreciated in terms of compensation and status (Torres, 2021). The final item, "Acknowledgment you garnered from parents and the community for your diligent work," scored a slightly higher weighted mean of 3.9, with a standard deviation of 0.6, interpreted as Probably, indicating that while teachers feel somewhat more recognized by parents and the

community for their efforts, this acknowledgment is still not overwhelmingly positive; research by Adams and Krogstad (2021) indicates that increased community and parental involvement in acknowledging teachers' hard work leads to stronger community bonds and enhanced teacher motivation. The grand mean for recognition in schools and in the community was 3.82, with a standard deviation of 0.68, interpreted as Probably, indicating that this recognition is not as strong or consistent as it could be, particularly from parents and the broader community.

Taken together, the summary on the level of instructional contentment of teachers, as perceived by the respondent groups in Science education, shows that Professional Growths Achieved obtained the highest weighted mean of 4.32, with a standard deviation of 0.64, interpreted as Probably, followed by Opportunities for Decision Making with a weighted mean of 4.02 and a standard deviation of 0.66, interpreted as Probably, Opportunities for Promotion with a weighted mean of 3.96 and a standard deviation of 0.71, interpreted as Probably, and Recognition in Schools and in Community with the lowest weighted mean of 3.82 and a standard deviation of 0.68, interpreted as Probably. The overall grand mean across the four dimensions was 4.03, with a standard deviation of 0.45, interpreted as Probably. The highest weighted mean, for Professional Growths Achieved, indicates that teachers generally feel they have made significant progress in their professional development, including mastering their teaching content and achieving their professional goals, a result that aligns with research by Kara and Lee (2021), which found that teachers who perceive growth in their professional skills are more likely to report higher job satisfaction. Opportunities for Decision Making, with its weighted mean of 4.02, suggests that while teachers generally feel they have a moderate level of involvement in decision making processes, there is still some room for improvement; research by Wilson et al. (2022) suggests that when teachers have a role in decision making, they feel more empowered and engaged in the school environment. Opportunities for Promotion, with a weighted mean of 3.96, indicates moderate perceived opportunities for career advancement that might not be equally available to all, consistent with studies by Gill and Wong (2021), which noted that teachers often feel limited in their career advancement prospects due to rigid promotion systems or lack of support from school leadership. Recognition in Schools and in the Community, with the lowest weighted mean of 3.82, indicates that while teachers feel they receive some recognition for their efforts, it may not be as significant or widespread as they would desire, consistent with research by Lee et al. (2021), which highlighted the importance of community and school recognition in teacher satisfaction, and noted that teachers who perceive a lack of recognition may feel undervalued, negatively impacting their motivation and commitment to the profession. The overall grand mean of 4.03 indicates that teachers in the study probably experience contentment in the areas of professional growth, decision making, promotion opportunities, and recognition, though the results also reveal areas for improvement, especially in terms of recognition and promotion, and enhancing these areas could significantly improve teachers' instructional contentment, job satisfaction, motivation, and effectiveness in the classroom.

Level of science performance of learners

The level of science performance of Grade V learners in the research environment was assessed across three key competencies, namely describing the motion of an object by tracing and measuring its change in position, relating the ability of the material to block, absorb, or transmit light to its use, and discussing why some materials are good conductors of heat and electricity, with learner performance categorized into four levels: Attained Mastery (90-100),

Near Mastery (80-89), Lack Mastery (75-79), and No Mastery (60-74). For the first competency, describing motion of an object by tracing and measuring its change in position, 60% of learners attained mastery, indicating a strong understanding of how motion can be described and measured, while 30% of the learners were at near mastery, showing they are close to achieving a full grasp of the concept but may need additional support, and only 10% of students fell into the Lack Mastery category, with no students in the No Mastery category. This outcome is in line with studies showing that students typically perform better in tasks that involve concrete measurement and observation, such as tracking motion, where hands on activities can enhance understanding (Smetana & Bell, 2021). For the second competency, relating the ability of the material to block, absorb, or transmit light to its use, 75% of learners attained mastery, suggesting that most learners have a good understanding of how materials interact with light and how this affects their practical applications; 25% of the students fell under near mastery, and 10% showed lack of mastery, with no students in the No Mastery category, a pattern that could indicate that light and material properties are concepts students can grasp relatively easily, possibly due to their frequent use in everyday life. Research by Bennett et al. (2022) supports this notion, suggesting that students find it easier to understand light related concepts when real world applications are integrated into the curriculum. For the third competency, discussing why some materials are good conductors of heat and electricity, results were similar to the previous competency, with 75% of learners attaining mastery, indicating that most students have a solid understanding of materials and their properties, such as conductivity; the remaining 25% were categorized as near mastery, while 10% showed a lack of mastery, with no students falling into the No Mastery range. This competency likely benefits from students' familiarity with the concepts of heat and electricity in practical contexts, which can make the learning process more tangible and understandable (Hodson, 2021), and the ease of linking these concepts to everyday experiences might contribute to the higher mastery levels observed. Across the three competencies, the general trend shows that the majority of students have reached mastery or near mastery, and the consistent lack of students in the No Mastery category could reflect effective teaching practices that provide foundational support for learners, ensuring that all students achieve at least some level of understanding; these results align with findings from a study by García et al. (2021), which suggests that science teaching that emphasizes active learning and real world applications tends to improve student performance and comprehension of complex concepts. Overall, the performance levels of Grade V learners in the science competencies studied indicate a generally high level of understanding, with most students achieving mastery or near mastery in all three competencies, and while the lack of students in the No Mastery category and the relatively small proportion in the Lack Mastery category suggest that instructional methods may be effectively addressing the learning needs of most students, continued focus on targeted interventions for those under near mastery or lack mastery remains essential.

Testing of significant relationships

The relationship between the level of instructional contentment of teachers and the level of performance of the Grade V learners in Science competencies was tested using chi square. The computed chi square value was 10.25, with a critical p value of 0.037, which is below the threshold of 0.05 level of significance; on this basis, the null hypothesis was rejected, indicating a significant relationship between the level of instructional contentment and the level of Science performance. The chi square value of 10.25 represents the statistical difference between the observed and expected frequencies, reflecting how much the variables deviate from what would be expected if there were no relationship between them, and a larger chi square value typically suggests a stronger relationship; in this case, the result indicates a

substantial connection between the level of teacher contentment and students' success in science, implying that teachers who are more content with their teaching practices might foster environments that promote better student engagement and understanding, which ultimately enhances performance in subjects like science. Moreover, the critical p value of 0.037, being lower than the conventional significance level of 0.05, suggests that the observed relationship is unlikely to have occurred by chance, and in statistical hypothesis testing a p value below 0.05 is considered evidence strong enough to reject the null hypothesis, confirming that there is indeed a significant relationship between the variables being tested. Recent studies in educational psychology support these findings; research by Anwar et al. (2021) and Davis et al. (2022) has shown that teacher contentment is closely linked to improved student outcomes, as teachers who report higher levels of job satisfaction tend to engage more with their students, implement innovative teaching methods, and create a more supportive classroom atmosphere, factors known to directly influence students' academic achievements, particularly in subjects that require conceptual understanding such as science. The rejection of the null hypothesis and the significant p value of 0.037 provide strong evidence of a relationship between instructional contentment and science performance, suggesting that fostering a positive and supportive environment for teachers is crucial for improving student outcomes.

Issues and concerns

In terms of the issues and concerns experienced by the teacher respondents related to instructional contentment, the most pressing concern is large class sizes affecting effective instruction, which ranked first with a frequency of 8, suggesting that many teachers face difficulty in providing individualized attention and maintaining classroom discipline in overcrowded classrooms; large class sizes have long been a source of frustration for educators, as they often limit the ability to deliver quality education and effectively address the needs of every student (Chung & Reigeluth, 2020). The second ranking issues, tied at a frequency of 7 each, are difficulty in addressing diverse student learning needs and low salary and insufficient incentives for teachers. The challenge of catering to a wide variety of student learning styles and abilities is a concern for many teachers, particularly in increasingly diverse classrooms, where such varied needs often leave teachers feeling unprepared to deliver personalized instruction to all students, which can lead to burnout and job dissatisfaction; moreover, the low salary and lack of financial incentives are recurring problems in the teaching profession that negatively affect teacher morale and retention rates, as studies such as those by Perez et al. (2021) highlight how financial concerns can lead to high turnover rates and reduced teaching effectiveness. The third ranking issues, each with a frequency of 6, are limited access to technology and digital tools for teaching and a lack of sufficient teaching resources and instructional materials. In the modern educational landscape, the integration of technology is essential for effective teaching and student engagement, yet many teachers still report inadequate access to digital tools and resources, which hampers their ability to provide interactive and up to date lessons, while the lack of instructional materials also presents a significant barrier to effective teaching, forcing teachers to work with outdated or insufficient resources that impact the quality of instruction (Harris & Hofer, 2020); these challenges were exacerbated during the COVID-19 pandemic, when many schools struggled to transition to online learning due to a lack of proper infrastructure. The fourth ranking issues, tied at a frequency of 5 each, are inadequate professional development and training opportunities, challenges in implementing new curriculum and policies, and limited opportunities for career growth and advancement. Professional development is essential for teachers to stay updated

on best practices and new teaching methods, yet many teachers report limited access to relevant training programs that would help them improve their teaching skills; similarly, the frequent introduction of new curricula and educational policies without adequate support and training can overwhelm teachers, making it difficult for them to effectively implement these changes, and the lack of clear pathways for career advancement leaves many teachers feeling stagnant in their positions, which can contribute to job dissatisfaction and lower levels of engagement in the classroom (Smith & Johnson, 2022). These issues and concerns reflect the complex challenges that teachers face in the education system, and addressing them is crucial for improving teacher satisfaction and instructional quality; by providing better support in terms of resources, professional development, and incentives, educational institutions can help alleviate some of these challenges, ultimately leading to more empowered and content teachers, which in turn would enhance student outcomes.

Taken together, the findings presented in this chapter form a coherent picture that directly addresses the objectives of the study. The teacher respondents, predominantly female, married, middle aged, holding at least units in a Master's Degree and a BSEEd qualification, with more than six years of service and a Very Satisfactory performance rating, reported an overall level of instructional contentment falling under the Probably category, with a grand mean of 4.03, highest in professional growth achieved (4.32) and lowest in recognition in schools and in the community (3.82). At the same time, the Grade V learners, predominantly 11 years old and female, demonstrated generally strong performance across the three targeted Science competencies, with mastery levels of 60% for describing motion, and 75% each for relating the properties of materials to light and to heat and electrical conductivity, and with no learners falling into the No Mastery category in any competency. The chi square test of relationship, yielding a computed value of 10.25 and a critical p value of 0.037 at the 0.05 level of significance, confirmed a statistically significant relationship between the level of instructional contentment of teachers and the level of academic performance of learners in Science, leading to the rejection of the null hypothesis and supporting the interpretation that teacher contentment and student achievement in Science are meaningfully connected. These results are further contextualized by the issues and concerns raised by the teacher respondents, foremost among them large class sizes, difficulty addressing diverse learning needs, low salary and insufficient incentives, limited access to technology and instructional materials, and inadequate professional development, curriculum support, and career advancement opportunities, all of which help explain the specific areas, particularly recognition and promotion, where instructional contentment was comparatively lower. Collectively, these findings contribute to the field by providing empirical, context specific evidence from a Philippine public elementary school that teacher instructional contentment, especially in the domains of professional growth, decision making, promotion, and recognition, is significantly associated with learners' Science performance, and that persistent structural and resource related concerns continue to constrain the full realization of teacher contentment. These results provide the empirical foundation for the development of a doable guide aimed at improving the level of empowerment and job satisfaction among elementary school teachers at the research environment, which is presented and discussed in the succeeding chapter.

CONCLUSION

In conclusion, the findings indicate that teachers are generally satisfied with their professional growth, decision-making opportunities, and recognition within the school and community, though there are areas for improvement, particularly in opportunities for promotion. Their contentment is somewhat influenced by their ability to engage in meaningful decision-making and professional development, but the challenges they face, such as large

class sizes and limited resources, continue to impact their overall satisfaction. These factors, along with concerns about inadequate technology access and insufficient incentives, suggest that addressing these issues could further enhance instructional contentment and effectiveness.

The learners' science performance reveals that most students have mastered key competencies, with most showing strong understanding in areas like motion, light, and material conductivity. The significant relationship between teachers' instructional contentment and learners' performance suggests that a positive and supportive teaching environment may contribute to better academic outcomes for students. However, the ongoing challenges teachers face, such as limited professional development and career growth opportunities, must be addressed to sustain and improve this relationship, ultimately benefiting both teachers and students in the educational setting.

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