

Work Environment and Job Satisfaction of Teachers

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Abstract

The study aimed to determine the level of work environment and job satisfaction of teachers, the relationship between the level of work environment and job satisfaction and the extent to which independent variables influence singly or in combination the teachers' job satisfaction. The study was conducted in the West - 3 District in the Division of Gingoog City among the 116 teachers who were taken as respondents through population and percentage sampling procedure. Such that, an adapted and modified questionnaire was used to obtain the necessary data from the respondents. It utilized the correlational and causal research design. Validity and reliability of the questionnaire were tested. Inferential and simple descriptive statistics, mean, frequency, percentage and pearson-product moment correlation were utilized. Results revealed that teachers' work environment, specifically role clarity, teamwork and socio-emotional support are always observed. Teachers are satisfied with their jobs. Work environment and job satisfaction have significant relationship. Specifically, role clarity is a good predictor for teachers' job satisfaction in terms of workplace, training/professional growth and salary while teamwork is the opposite. Thus, school heads may ensure that teachers have cleared roles so that they may foster quality and excellent performance and productivity align with the educational goals. The more satisfied the employees are, the better the results.

Keywords: job satisfaction, role clarity, work environment

1. Introduction

Positivity is a key requirement for a teacher in the educational field. To feel fulfillment from their work, teachers must have the capacity and the intention to perform their duties with utmost devotion. Such that, teachers are essential in order to fulfill the goals of the educational system's vision and mission.

Educators across the world believes to be the unsung heroes of the modern day. It has been of great influence across all walks of life particularly the younger generation in the society. They have been the source of multifaceted sets of experiences and even wholesome learnings. Fortunate enough to be among these hundreds and thousands of education service providers that not only builds hope for the children but also help them to become responsive and responsible citizens in the country and in the world.

Based on DepED Order No. 036 s. 2013, the Philippines has the capacity to produce holistic learners who are steeped in moral principles, gifted with 21st-century skills, and capable of advancing the nation through excellent teaching. This fit aiming to create Filipinos who are passionate about their country and whose beliefs and skills enable them to fulfill their full potential and meaningfully contribute to the nation's building.

For the early years of its career, new teachers will be deployed in a classroom. A safe classroom environment makes teaching more enjoyable and motivating. One of their needs is to be able to teach in a safe environment since teachers are highly motivated at work and can be more productive. One of the goals of educational system that should be considered and given the highest priority is considering their work environment is important for performance and enjoyable work life. However, if this need is not meet, teachers

are more likely to become less productive, which has a detrimental impact on their well-being and productivity at work. Thus, prioritizing employees' fundamental needs, creating a suitable work environment, and encouraging innovation and growth fields at work have very beneficial and significant results (Duplon et al., 2022).

The hardest time for all teachers is their first year of teaching. These difficulties and irritations include a variety of students' actions, goals, and feeling overburdened by the demands of the curriculum, classroom management, student learning assessment (Nemenzo, 2018), being unsupported by others and having trouble finding work or submitting transfer or promotion applications (Duplon et al 2022), are some of the things that new teachers experience. Subsequently, teachers' morale and performance are negatively impacted by the environment, and many of them are forced to leave the teaching profession as a result of their difficult experiences. According to Basalamah et al. (2021), teachers job satisfaction will rise if there is great motivation and a positive work environment. Additionally, employees who are satisfied with their jobs work harder than those who are not.

In addition to this, Republic Act No. 4670, known as the Magna Carta for the Public Teacher of 1966, reaffirms that the purpose of the act is to advance and improve public school teachers' social and economic standing, as well as their living and working conditions, terms of employment, and career prospects, allowing them to compare the opportunities currently available to them favorably with other career options and ultimately inspire and keep them in the teaching profession.

This study aimed to determine the significant relationship between work environment and job satisfaction among the public-school teachers of West - 3 District in the Division of Gingoog City. The researcher is in depth interest to conduct the study mentioned to actually determine its significance in the present time so with the newly-hired teachers in the Department of Education. Perhaps, assess as to what extent is the level of their job satisfaction despite having various educational changes in the country.

This study was anchored on Herzberg Two-dimensional Paradigm Factor Theory, a two-dimensional model of variables affecting individuals' attitudes towards their jobs (Alshmemri et al, 2017). There are two opposite ends, it says job satisfaction and dissatisfaction (Baluyos et al., 2019).

According to Herzberg's two-factor theory, persons are driven by both motivators and hygienic considerations. Both of these elements are essential to motivation: motivators promote job satisfaction while hygiene elements guard against job dissatisfaction. Thus, motivational factors are said to be elements connected to job happiness. They address needs that are innate, like success, recognition, and advancement. Employees contentment and career advancement are made possible by motivational factors. Hence, hygiene variables are elements that don't necessarily affect workplace satisfaction but are necessary to keep employees satisfied. Extrinsic requirements such as pay grade, workplace policies, and interactions with peers are covered by hygiene elements (Kurt, 2022).

Article 14, Section 1 of the 1987 Constitution provides that "the state shall protect and promote the rights of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all". This means that Filipino children should be afforded with quality education, and that particularly emphasizes the roles of teachers in education. Thus, quality education can only be attained only when teachers are satisfied and motivated with their job in order to produced positive working performance.

In addition to this, the study is also in accordance to Republic Act No. 4670, known as the Magna Carta for the Public Teacher of 1966, reaffirms that the purpose of the act is to advance and improve public school teachers' social and economic standing, as well as their living and working conditions, terms of employment, and career prospects, allowing them to compare the opportunities currently available to them favorably with other career options and ultimately inspire and keep them in the teaching profession.

2. Methodology

The researcher used correlational and causal research design. Correlational research design is a type

of research in which researchers collect data on two or more variables and examine the relationship between them. The data is analyzed to determine whether there is a statistical relationship or association between the variables. Such that, Causal research design, is a type of research that aims to establish a cause-and-effect relationship between variables. However, both research designs are useful in different contexts and can provide valuable insights into different aspects of a research question (Evers et al., 2018).

Additionally, quantitative method is used and employed on data that has been gathered for analysis. In this particular method, researchers collect data using standardized instruments or tools, such as surveys and questionnaires. The data collected is often numerical in nature and is analyzed using statistical techniques such as correlation, regression, and analysis of variance which deemed fitted to the study in determining the relationships of work environment to the extent of job satisfaction of teachers in the West – 3 District of Gingoog City Division.

The quantitative data were collected, computed, analyzed, and interpreted with the use of statistical procedures. Inferential and simple descriptive statistics such as mean and standard deviation (SD) was employed in problem 1 and 2. Such that, Pearson-Product Moment Correlation was used in problem 3 and 4. Subsequently, Pearson-Product Moment Correlation was utilized to ascertain significant relationship between the level of work environment with the extent of job satisfaction of teachers. Moreover, a multiple linear regression was used to determine which of the independent variables singly or in combination influence the dependent variable.

3. Results and Discussion

Problem 1. What is the level of work environment the teachers have in terms of:

- 1.1 Role Clarity;
- 1.2 Teamwork; and
- 1.3 Socio-emotional Support?

Table 1

Work Environment of Teachers in terms of Role Clarity

Indicators	Mean	SD	Description	Interpretation
1. My responsibilities as a teacher have been clearly explained to me during Teachers' Induction Program.	4.66	0.57	Strongly Agree	Highly Observed
2. I understand my role in our school organization.	4.78	0.42	Strongly Agree	Highly Observed
3. My school head has clearly explained his/her expectations of me.	4.47	0.66	Strongly Agree	Highly Observed
4. My school head is available if I have questions about my work.	4.70	0.53	Strongly Agree	Highly Observed
5. The duties that I perform are essential for the success of the school.	4.78	0.44	Strongly Agree	Highly Observed
6. In most situations, I feel that my workload is manageable.	4.47	0.75	Strongly Agree	Highly Observed
7. I understand what most teachers do in this school.	4.54	0.65	Strongly Agree	Highly Observed
8. My fellow teachers and I have ancillary tasks.	4.72	0.45	Strongly Agree	Highly Observed
9. We need to have 6 hours of teaching and 2 hours of preparation, paper works, and other ancillary works.	4.70	0.59	Strongly Agree	Highly Observed
10. My school head rarely puts me under excessive work pressure.	4.03	0.97	Agree	Moderately Observed
Overall	4.58	0.60	Strongly Agree	Highly Observed

Note: 1.00-1.80= Least Observed; 1.81-2.60=Less Observed; 2.61-3.40= Rarely Observed.; 3.41-4.20=Moderately Observed; 4.21- 5.00= Highly Observed

Table 1 shows the Work Environment of Teachers in terms of Role Clarity. It reveals that it has an overall Mean of 4.58 with SD = 0.60 which is described as Strongly Agree and interpreted as Highly Observed. This means that majority of the teachers are oriented on their specific duties, responsibilities, and

role in the school. For instance, the Teachers Induction Program has served as the blueprint on what to do and develop their ideas on their crucial role as education service provider among the children. That their duties, responsibilities, and roles have been clearly explained to them prior to deployment. Hence, as stated by Taghavi and Woo (2017), individuals need to be aware of the tasks they must carry out in order to fulfill their commitments. It means that awareness and knowledge about the job description is vital for the employees. This will help them navigate their direction alongside the purpose, mission, and vision of the organization in general. Thus, knowing one's duties, goals, and top priorities increases employee engagement (Predictiveindex, 2023). With this statement, it can be attested that clarity of role is evident in employee engagement. Knowing their roles enables them to perform better on their job and maximize their full potentials.

Moreover, the indicator, *I understand my role in our school organization, and, the duties that I perform are essential for the success of the school*, have the highest Mean of 4.78 with SD = 0.42 and 0.44 which is described as Strongly Agree and interpreted as Highly Observed. It means that teachers are most likely aware of their roles, duties and responsibilities in the organization because primarily they play a crucial factor to the success of the school as a whole. It is understood that teachers have vital roles in the attainment of the school educational goals and without being able to understand schools' direction may lead to failure. According to Taghavi and Woo (2017), understanding the expectations of one's role is a prerequisite. Thus, Zavvy (2021) stressed that by outlining the employees' major roles in detail and offering context, this may assist them comprehend how their specific obligations fit into the larger scheme of the company. It means that complete clarity is significant and that should be the priority of each and every employer to their employee. With the knowledge of the employee it will eventually employ a responsive and relevant performance on their roles, duties, and responsibilities which are aligned with the general goals of the organization. Such that, it will foster better results on achievements, therefore, employee with high understanding of its role is deemed successful in carrying out duties on a day-to-day basis.

On the other hand, the indicator, *my school head rarely puts me under excessive work pressure*, got the lowest Mean of 4.03 with SD = 0.97 and described as Agree and interpreted as Moderately Observed. This means that most teachers are satisfied with their school head. It implies that school heads have good working frameworks and timelines for the teachers. It does not put so much pressure among the teachers working in the field which has a positive effect on teachers especially on their performance considering their significant role in the classroom. The social support of managers and coworkers as well as the description of roles are critical elements in influencing workplace happiness, according to Orgambdez and Almeida (2020). Therefore, teachers with flexible supervision from their school head without being pressured and into excessive works are most likely satisfied on their workplace and more importantly achieve higher on their tasks.

Table 2 shows the Work Environment of Teachers in terms of Teamwork. It reveals that it has an overall Mean of 4.65 with SD = 0.52 which is described as Strongly Agree and interpreted as Highly Observed. It means that teachers are very satisfied on their work environment in terms of teamwork. This implies that teamwork is also vital in the workforce. It not just promotes collaboration and sense of togetherness but as well as an avenue to discover good working relationships within and among the group. Tan (2021) underlined the significance of schools and educational institutions creating a climate that encourages teacher cooperation and teamwork in order to ultimately improve teaching practices. It simply means that educational institutions should promote an inclusive working environment where teachers across different level areas have the benefit to work together to enable them to seek out for better teaching practices and opportunity for professional growth.

Table 2*Work Environment of Teachers in terms of Teamwork*

Indicators	Mean	SD	Description	Interpretation
1. My school head organizes us into grade level groups and subject groups.	4.61	0.57	Strongly Agree	Highly Observed
2. My fellow teachers and I support each other's activities, projects and programs.	4.65	0.51	Strongly Agree	Highly Observed
3. We support each other's personal growth and professional development.	4.67	0.49	Strongly Agree	Highly Observed
4. I seek common understanding prior to making decisions.	4.59	0.56	Strongly Agree	Highly Observed
5. We can seek each other's ideas and opinions for the success of our work.	4.68	0.48	Strongly Agree	Highly Observed
6. We foster good working relationship.	4.71	0.53	Strongly Agree	Highly Observed
Overall	4.65	0.52	Strongly Agree	Highly Observed

Note: 1.00-1.80= Least Observed; 1.81-2.60=Less Observed; 2.61-3.40= Rarely Observed.; 3.41-4.20=Moderately Observed; 4.21- 5.00= Highly Observed

Moreover, the indicator, *we foster good working relationship*, has the highest Mean of 4.71 with SD = 0.53 which is described as Strongly Agree and interpreted as Highly Observed. This means that teachers are very satisfied. It implies that teachers have good working relationship with one another being able to work and promote a common goal for everyone. It also shows that most of the teachers fosters respect as it has been proven to be a positive tool towards a good working relation. Tan (2021) placed a great emphasis on the idea that through cooperating, teachers may share resources, encourage one another, and exchange ideas, thereby improving their teaching methods and the learning experiences of their students as a whole. In addition, Santiago and Aquino (2018) confirmed that teachers' collaborative effort benefited students' critical thinking, problem-solving, and communication skills in a good way. It means that good working relationship among other teachers have a positive impact professionally. It does not only enhance critical thinking but also improve communication within and among teachers and students.

On the other hand, the indicator, *I seek common understanding prior to making decisions*, got the lowest Mean of 4.59 with SD = 0.56 and described as Strongly Agree and still interpreted as Highly Observed. It means that most of the teachers seek the general understanding prior to stressed-out a particular decision. It is however positive to seek common understanding in order to significantly promote inclusive decision making, especially those that needs to be decided by the group. Moreover, According to Alfonso and Santos (2019), elements including open communication, common goals, trust, respect, and a healthy work atmosphere can help teachers collaborate and work together effectively. It means that there is a positive difference when teachers have clear communication because perhaps it facilitates collaboration and teamwork in an organization which has a significant contribution to better achievement results.

Table 3 shows the Work Environment of Teachers in terms of Socio-emotional Support. It reveals that it has an overall Mean of 4.43 with SD = 0.62 which is described as Strongly Agree and interpreted as Highly Observed. The results imply that teachers are socio-emotionally supported by not only the teachers but also from the head. Supportive work environment enables the teacher to positively attract energy which are best in developing self-esteem and confidence. This is understood, that teachers who have strong socio-emotional support are most likely enjoy their duties, responsibilities, and roles. Understanding teacher well-being is crucial, according to Acedera and Bernardo (2017), as it is related to teacher productivity and student results. Therefore, teachers who have strong socio-emotional support are more likely to be far from burnout and stress.

Table 3*Work Environment of Teachers in terms of Socio-emotional Support*

Indicators	Mean	SD	Description	Interpretation
1. I feel respected by my fellow teachers.	4.59	0.54	Strongly Agree	Highly Observed
2. I can talk to my fellow teachers about my problems.	4.30	0.73	Strongly Agree	Highly Observed
3. My fellow teachers respect my needs, choices and decisions in life.	4.53	0.55	Strongly Agree	Highly Observed
4. My fellow teachers are willing to be flexible to meet the needs of one another.	4.41	0.57	Strongly Agree	Highly Observed
5. My fellow teachers are sensitive enough in their actions and words towards one another.	4.28	0.65	Strongly Agree	Highly Observed
6. My fellow teachers always try to comfort other teachers who need comfort	4.46	0.62	Strongly Agree	Highly Observed
7. The faculty club value its members.	4.47	0.64	Strongly Agree	Highly Observed
Overall	4.43	0.62	Strongly Agree	Highly Observed

Note: 1.00-1.80= Least Observed; 1.81-2.60=Less Observed; 2.61-3.40= Rarely Observed.; 3.41-4.20=Moderately Observed; 4.21- 5.00= Highly Observed

Moreover, the indicator, *I feel respected by my fellow teachers*, has the highest Mean of 4.59 with SD = 0.54 which is described as Strongly Agree and interpreted as Highly Observed. It means that most teachers are well respected by their workmates in school. They feel the benefit of being respected which boost their morale, confidence, and self-worth. According to Alampay and Viray (2018), teachers who indicated they received more social and emotional support also expressed less stress. Subsequently, according to Sandoval (2018), teachers who have access to encouraging coworkers are more likely to manage stress and keep their mental health. It means that socio-emotional support is very essential for teachers. It does not only maintain good state of mental health but also sustainable coping mechanism to paved away from stress and burnout in work.

On the other hand, the indicator, *my fellow teachers are sensitive enough in their actions and words towards one another*, got the lowest Mean of 4.28 with SD = 0.65 which is described as Strongly Agree and interpreted as Highly Observed. It means that most of their workmates have the sense of sensitivity towards other teachers. They know their limitations and most importantly to be empathetic. According to Bocaney (2021), recognizing each employee's worth, dignity, and value benefits both the employee and the company. This means that teacher who are respected are most likely feels dignified and valued which has a positive impact on their work and colleagues. Therefore, teachers with sensitive workmates fosters good working relations to other teachers and eventually on their respective roles, duties, and responsibilities. Hence, it is right and just to promote sensitive environment for all, so that motivation, self-esteem, and confidence will always have a place in the attainment of educational success.

Table 4 on the next page, shows the Work Environment the Teachers have. It revealed that it has an overall Mean of 4.55 with SD = 0.58 which is described as Strongly Agree and interpreted as Highly Observed. It means that teachers have a positive work environment which has a significant impact on their day-to-day undertakings. Thus, work environment has always been an essential factor to teachers in order to sustain its core purpose in the school. Hence, it is understood that good working environment fosters resiliency and good relations to every personnel in school which can be attributed and benefitted by the students, stakeholders, and staff. Menlo (2022) claims that the company's work environment is the best factor influencing employee satisfaction. It means that a satisfying work environment enhances teacher's satisfaction on its job. It's being able to carry out roles, duties, and responsibilities with utmost confidence and competence. Thus, Villanueva and Gaspillo (2019) attested that, cultivating a healthy workplace culture can significantly affect employees' attitudes and behaviors, resulting in a more motivated and engaged workforce.

Table 4*Overall Level of Work Environment the Teacher have.*

Work environment of teachers	Mean	SD	Description	Interpretation
Role Clarity	4.58	0.60	Strongly Agree	Highly Observed
Teamwork	4.65	0.52	Strongly Agree	Highly Observed
Socio-emotional Support	4.43	0.62	Strongly Agree	Highly Observed
Overall	4.55	0.58	Strongly Agree	Highly Observed

Note: 1.00-1.80= Least Observed; 1.81-2.60=Less Observed; 2.61-3.40= Rarely Observed.; 3.41-4.20=Moderately Observed; 4.21- 5.00= Highly Observed

Additionally, Pawirosumarto et al. (2017), a nice work environment will increase the likelihood that an employee will stay employed, whereas a unfavorable work environment will decrease productivity. Therefore, teachers are technically very satisfied on their respective work environment at present. Such that, favorable work environment has a positive effect to employee.

Moreover, the work environment of teachers as to *Teamwork*, has the highest Mean of 4.65 with SD = 0.52 and described as Strongly agree and interpreted as Highly Observed. It means that teamwork has always been a factor for better work environment. Teamwork pave away the borderless tasks which the researcher believe that two heads are better than one. That by working as team, countless tasks can be achieve and done more easily without pressure. Teamwork and collaboration are crucial for success in a variety of disciplines, according to the American Psychological Association (2017). It means teamwork and collaboration are key factor across different field of expertise in the world. It significantly impacts the community of employee in general because teamwork has salient features that positively contribute to better outcomes. In addition, according to ARIAS (2020), team members can benefit from one another's successes and mistakes while cooperating in a productive environment. Additionally, cooperation allows workers to share knowledge without incurring unneeded risks. Therefore, teamwork is more than just essential in the workplace or environment. It means a lot to each and every staffs of the organization for better productivity.

On the other hand, the work environment of teachers in terms of, *Socio-emotional Support*, got the lowest Mean of 4.43 with SD = 0.62 and described as Strongly Agree and interpreted as Highly Observed. This means that socio-emotional support has also an important role in the work environment. It implies that teachers are most likely have feel supported by their workmates across different adversity. That together they feel self-worth and self-esteem despite boundless tasks. Moreover, Chen et al. (2020), when people think they are receiving greater support from social networks, they are more inclined to reconsider difficult circumstances, are more self-assured, and are less likely to have emotional reactions like anxiety and dread. This encourages the creation of sensible coping mechanisms. It means that having supportive workmates enables to positively cope up with mechanism that will foster resilience to radically stepped out with situations that may lower teachers' morale. Thus, understanding teacher well-being is crucial since it is related to teacher effectiveness and student outcomes, according to Acedera and Bernardo (2017). Therefore, teachers with supportive working environment are most likely positive and satisfied on their job. The healthier the mental state of the teacher, the more the teacher does its tasks which have a strong correlation to students' achievements and outcomes. It means that socio-emotional support is more than just essential but rather of great contribution to teachers in their day-to-day undertakings.

Problem 2. What is the teachers' level of job satisfaction in terms of:

2.1 Workplace;

2.2 Training/Professional Development; and

2.3 Salary?

Table 5 on the next page, shows the Teachers' Job Satisfaction in terms of Workplace. It reveals that it has an overall Mean of 4.25 with SD = 0.65 which is described as Strongly Agree and interpreted as Very

Highly Satisfied. It means that teachers are very satisfied in their workplace. That they are afforded with a very satisfying workplace in general which are essential in their tasks. Workplace that fosters self-contentment will eventually lead to a more chances of productivity among the teachers. In connection to this, Sofyan et al. (2020) attested that, a person's attitude toward their work is closely related to their level of job satisfaction. The more satisfied a person is with their work, the more likely they are to look for more effective ways to fulfill their tasks. It means that higher contentment of the employees will most likely seek out for better results and productivity on their respective task which contributes to both the school and students. Moreover, O'Rourke (2021) claims that companies who are successful in raising employee happiness may notice improvements in their workplace's performance across a variety of different performance indicators. It implies that positive workplace has always been an impact to the employees and should therefore be ensured by the employers in order to achieve better results.

Table 5*Teachers' Job Satisfaction in terms of Workplace*

Indicators	Mean	SD	Description	Interpretation
<i>On my present work, there is/are...</i>				
1. Availability of pleasant physical environment for work.	4.36	0.62	Strongly Agree	Very Highly Satisfied
2. Classrooms equipped with lighting and ventilation facilities.	4.23	0.72	Strongly Agree	Very Highly Satisfied
3. Adequate working (floor) area to work efficiently.	4.21	0.76	Strongly Agree	Very Highly Satisfied
4. Comfort of the working hours.	4.34	0.60	Strongly Agree	Very Highly Satisfied
5. Efficiency of the equipment and tools at the work place.	3.99	0.73	Agree	Highly Satisfied
6. Implementation of safety norms in the school.	4.40	0.56	Strongly Agree	Very Highly Satisfied
7. Comfort working under the existing environment.	4.37	0.52	Strongly Agree	Very Highly Satisfied
8. Provision of sanitary facilities are available.	4.09	0.74	Agree	Highly Satisfied
9. Provision of safety appliances at work place.	4.10	0.67	Agree	Highly Satisfied
10. Trust and confidence with the people I work.	4.37	0.58	Strongly Agree	Very Highly Satisfied
Ov	4.25	0.65	Strongly Agree	Very Highly Satisfied

Note: 1.00-1.80= Very Dissatisfied; 1.81-2.60=Dissatisfied; 2.61-3.40= Moderately Satisfied; 3.41-4.20= Highly Satisfied; 4.21- 5.00= Very Highly Satisfied

Moreover, the indicator, *implementation of safety norms in the school*, has the highest Mean of 4.40 with SD = 0.56 which is described as Strongly Agree and interpreted as Very Highly Satisfied. It means that teachers are very satisfied on the school safety norms which indicates that most likely they are more than just satisfied. It is evident that the head of their school seek out better ways to improve the general welfare of the teachers as well as for the students. According to Villanueva and Gaspillo's (2019), among other things, characteristics like a clean and safe physical space are significant in influencing how employees perceive their working environment. This implies that teachers job satisfaction is not only limited to working relationships but also to a safe physical space for teachers, students and stakeholders. implementation of the safety norms to perceive employees job happiness. Additionally, Pawirosumarto et al. (2017) attested that, a work-friendly environment will have a beneficial impact on the continuation of employment, whilst a work-unfriendly environment will have the opposite effect. It implies that, creating a work-friendly environment can improve employee morale, productivity, and overall job satisfaction. When employees feel supported, valued, and comfortable in their work environment, they are more likely to stay with the company long-term and perform well in their roles

On the other hand, the indicator., *efficiency of the equipment and tools at the work place*, got the lowest Mean of 3.99 with SD = 0.73 and described as Agree and interpreted as Highly Satisfied. It means that teachers are satisfied with the efficiency of the equipment and tools in the work place. The totality of the instruments utilized, in addition to the nature of the job itself, is a factor that, according to Akob et al. (2020), has a significant influence on how individuals feel about their jobs. It means that efficient equipment and tools

are significant among the day-to-day task of teachers. This equipment is most likely enhancing teachers' performance and foster better results on students learning.

Table 6*Teachers' Job Satisfaction in terms of Training/Professional Development*

Indicators <i>On my present job, there is/are...</i>	Mean	SD	Description	Interpretation
1. Sufficiency of imparting training program by the HRD.	4.16	0.64	Agree	Highly Satisfied
2. Usefulness of the training to acquire knowledge and skill.	4.41	0.57	Strongly Agree	Very Highly Satisfied
3. Sufficiency of the duration of the training program.	4.15	0.66	Agree	Highly Satisfied
4. Selection criteria followed for imparting training program.	4.25	0.51	Strongly Agree	Very Highly Satisfied
5. Equal opportunity for all to further professional competence and expertise.	4.03	0.82	Agree	Highly Satisfied
6. Encouragement to participate in the external training courses.	4.30	0.60	Strongly Agree	Very Highly Satisfied
7. Trainings which are relevant to the current trends and issues in education.	4.34	0.67	Strongly Agree	Very Highly Satisfied
8. Opportunity provided to implement the knowledge secured during training.	4.36	0.55	Strongly Agree	Very Highly Satisfied
9. Objectives aligned with the needs of each trainee.	4.41	0.60	Strongly Agree	Very Highly Satisfied
10. Opportunity provided to implement new methods and apply creative ideas secured	4.35	0.65	Strongly Agree	Very Highly Satisfied
Overall	4.28	0.63	Strongly Agree	Very Highly Satisfied

Note: 1.00-1.80= Very Dissatisfied; 1.81-2.60=Dissatisfied; 2.61-3.40= Moderately Satisfied; 3.41-4.20= Highly Satisfied; 4.21- 5.00= Very Highly Satisfied

Table 6 shows the Teachers' level of Job Satisfaction in terms of Training/Professional Development. It reveals that it has an overall Mean of 4.28 with SD = 0.63 which is described as Strongly Agree and interpreted as Very Highly Satisfied. It means that most teachers are very satisfied on the training or professional development provided by the employers. It is however deemed significant to the roles, duties, and responsibilities of the teachers across different areas of expertise. According to He et al. (2020), teachers who participated in ongoing professional development had a stronger impact on students' academic performance than those who did not. With this statement, it can be concluded that the extent of continuous professional development enhances teachers' ability, expertise, and growth which can benefit student's outcome. Moreover, Professional Learning Communities (PLCs) can give teachers the chance to participate in collaborative learning, discuss best practices, and advance their teaching abilities, according to Almudarra and Alharbi (2019). It means that teachers are not only capable of developing its profession but will also foster learning collaboration including but not limited to best practices in the pursuit of improving teaching skills of the teachers.

Moreover, the indicator, *usefulness of the training to acquire knowledge and skill, and, objectives aligned with the needs of each trainee*, has the highest Mean of 4.41 with SD = 0.57 and 0.60 which is described as Strongly agree and interpreted as Very Highly Satisfied. It means that teachers are very satisfied on the usefulness of the training to acquire knowledge and skill, and, objectives aligned with the needs of each trainee. This implies that training or professional development has a deemed significance to the teachers as it helps them to improve, enhance, and develop their teaching skills and competence. Teachers who took part in professional development programs reportedly felt more secure in their ability to instruct and better prepared to handle difficulties they encountered in the classroom, according to David et al. (2018). It means that the knowledge obtain from the training are of great help especially in establishing confidence in teaching as well as composure amidst classroom adversity. In addition, Philippine Department of Education (2018) places a strong emphasis on the Teacher Induction Program (TIP) to give new teachers the assistance and training they

need to start their careers as teachers. With this program and initiative of the DepEd, teachers are given due technical assistance to ensure that they are capable of taking their roles, duties, and responsibilities which contribute to better teaching and learning outcomes among the students.

On the other hand, the indicator, *Equal opportunity for all to further professional competence and expertise*, got the lowest Mean of 4.03 with SD = 0.82 and described as Agree and Highly Satisfied. It means that teachers are satisfied on the opportunity to further professional competence and expertise. This implies that they are likely to take part opportunity for professional competence despite the number of teachers in the school. According to Limjap and Alegria (2019), teacher training has become an integral part of the K-12 program. It means that continuous various trainings are significant in the K-12 Program to ensure that they are equipped with the knowledge and skills to teach the new curriculum effectively. With this opportunity, both skills and knowledge of the teachers can be more develop especially the core features of the K-12 Curriculum as well as on how to effectively assess, teach, and communicate with the 21st Century students.

Table 7 on the next page, shows the Teachers' Job Satisfaction in terms of Salary. It reveals that it has an overall Mean of 4.06 with SD = 0.84 which described as Agree and interpreted as Highly Satisfied. It means that teachers are satisfied on their salary. This implies that they are confident on the compensation they received in return to the service performed. According to Nodalo and Acala (2018), teacher compensation is a significant factor in attracting and retaining high-quality teachers. It means that compensation is an essential factor to consider in order to maximize teacher's potential. Having a favorable compensation ignites employee to be satisfied on their job and eventually attract and retain quality teachers in the field. With this statement, teacher's performance will significantly improve which has a positive impact to student outcomes. Moreover, Beteille et al (2018), rising teacher wages led to better teacher quality, which in turn improved student performance.

Table 7**Teachers' Job Satisfaction in terms of Salary**

Indicator	Mean	SD	Description	Interpretation
<i>On my present job, there is/are...</i>				
1. Decent income for the job I perform.	4.22	0.77	Strongly Agree	Very Highly Satisfied
2. Sufficiency of income to meet family expenses.	3.88	0.97	Agree	Highly Satisfied
3. Clarity and ability to understand the pay and allowance system followed by the management.	4.14	0.74	Agree	Highly Satisfied
4. Link between performance and rewards maintained by the existing system.	4.09	0.79	Agree	Highly Satisfied
5. Provision of chances to gain something through the pay and incentive system.	4.14	0.82	Agree	Highly Satisfied
6. My base pay is competitive compared to similar positions in other companies.	3.89	0.97	Agree	Highly Satisfied
Overall	4.06	0.84	Agree	Highly Satisfied

Note: 1.00-1.80= Very Dissatisfied; 1.81-2.60=Dissatisfied; 2.61-3.40= Moderately Satisfied; 3.41-4.20= Highly Satisfied; 4.21- 5.00= Very Highly Satisfied

Moreover, the indicator, *decent income for the job I perform*, has the highest Mean of 4.22 with SD = 0.77 which is described as Strongly Agree and interpreted as Very Highly Satisfied. It means that teachers are most likely very satisfied on their income. This implies that their duties that they perform is enough to the income they have actually received. The National Center for Education Statistics (2018) found that teachers who expressed greater job satisfaction were more likely to believe their pay reflected the value of their work. It means that employees with a reasonable compensation are most likely feels satisfaction and job security. For instance, decent salary established motivation to the employees to achieve and perform more on their job and to maximize their full potential in order to sustain significance between and among the students and school.

On the other hand, the indicator, *sufficiency of income to meet family expenses*, got the lowest Mean

of 3.88 with SD = 0.97 and described as Agree and interpreted as Highly Satisfied. It means that teachers are satisfied on the sufficiency of income to meet family expenses. This implies that their salary is sufficient to the needs and demand of their family. That the basic family needs are well sustain considering the amount of their income. It is however implied that they are more likely confident that their income is enough for the family. Thus, having satisfied with their income as to the needs of their family, means that teachers are more likely to stay longer on the job. According to Nodalo and Acala (2018), teacher pay plays a big role in getting and keeping high-caliber teachers. It means that there is higher probability of the teacher to stay on their current job because basically it addressed the basic needs and demand of their family. In addition, National Center for Education Statistics analysis from 2018, teachers who expressed greater levels of work satisfaction were more likely to believe that their pay was fair. It means that teacher will always have the sense of fulfillment despite uncertainties on the job because perhaps the needs of their family has been secured which ultimately contribute to better performance.

Table 8*Overall Teachers' Job Satisfaction*

Teachers' level of job satisfaction	Mean	SD	Description	Interpretation
Workplace	4.25	0.65	Strongly Agree	Very Highly Satisfied
Training/Professional Development	4.28	0.63	Strongly Agree	Very Highly Satisfied
Salary	4.06	0.84	Agree	Highly Satisfied
Overall	4.19	0.70	Agree	Highly Satisfied

Note: 1.00-1.80= Very Dissatisfied; 1.81-2.60=Dissatisfied; 2.61-3.40= Moderately Satisfied; 3.41-4.20= Highly Satisfied; 4.21- 5.00= Very Highly Satisfied

Table 8 shows the Overall Teachers' Job Satisfaction. It reveals that it has an overall Mean of 4.19 with SD = 0.70 which is described as Agree and interpreted as Highly Satisfied. It means that most teachers are highly satisfied on their job. This implies that they feel fulfillment despite the adversity in the workplace. That the employer continuously improves their system to better foster compassionate and competitive benefits for the employees. Thus, according to Sofyan et al. (2020), a person's level of job satisfaction is closely related to their attitude toward their employment. This implies that employees' attitude on their job is influenced by the degree of their satisfaction. It means that, when teachers are satisfied across different areas, then employer will always have to expect quality and excellent performance. Thus, their motivation is driven which also has a positive impact on their day-to-day duties. The degree of productivity is somehow influence on how satisfied the employees are, this is in accordance to Maslow's Hierarchy of needs theory, that one has to fulfil the basic or the lowest before the other on top, to ultimately realized personal contentment. This is by far the same as to the teachers, when they feel being satisfied, then truly we can expect better results, improved performance, and higher productivity.

Moreover, the teachers' job satisfaction, *Training/Professional Development*, has the highest Mean of 4.28 with SD = 0.63, which is described as Strongly Agree and interpreted as Very Highly Satisfied. It means that teachers are very highly satisfied on the training/professional development programs offered. This simply implies that the trainings are deemed significant to their duties, meaning the knowledge obtained are useful and meaningfully contribute to the teaching practice. Teachers' active participation enables them to hone their professional competence and eventually foster positive teaching and learning outcomes. Ince (2018) claims that coaching and mentoring can aid teachers in enhancing their pedagogical knowledge and abilities as well as their self-assurance in their teaching abilities. It means that training has always have an impact to the duties and perhaps significantly contribute to the attainment of the educational goals. With this statement, it simply implies that if teachers are trained across different pedagogical skills and knowledge, an increase in competence and confidence is evident in their performance. The more they involve themselves for professional development, the higher they will achieve for the tasks. Therefore, it has been attested that training/professional development plays an essential contribution to each and every teacher. Having this

program, teachers may achieve and maximize their full potential especially in dealing students diversity as well as the advent of the new curriculum in the future.

On the other hand, the teachers' job satisfaction, *Salary*, got the lowest Mean of 4.06 with SD = 0.84 and described as Agree and interpreted as Highly Satisfied. It means that most of the teachers are highly satisfied on their salary. They feel contented that the amount of their compensation will most likely covers their day-to-day needs. It also implies that they are good at budgeting such that they also know their priorities to be exact. Likewise, when they feel that they are compensated well in the job they perform, most likely they are happy and contented on the job. This consideration is a factor for an employee to stay and retain on their current job. Investments in teacher compensation, according to Darling-Hammond et al. (2019), can help to address teacher shortages and enhance teacher quality. It means that if the government will increase the compensation of the teachers, it will significantly address teacher shortages as well improve the quality of teacher. With this statement, more and more quality teachers will be retained. Hence, more teachers will also feel job satisfaction and will hope for staying longer on their job at present. And because they are satisfied, they will also feel secured and personal contentment, in return teachers feels the excitement to achieve more on the tasks, therefore this will contribute to better teaching performance as well as student learning outcomes. Moreover, this will also ignite motivation to the new breed of the generation to take up education degree for future consumption. And in the future will get to achieve higher outcomes in the workforce.

Problem 3. Is there a significant relationship between the teachers' level of work environment and job satisfaction?

Table 9

Pearson's Correlation Test between Teachers' Level of Work Environment and Job Satisfaction.

Pearson's Correlation Test between Teachers' Level of Work Environment and Job Satisfaction								
Work Environment	Job Satisfaction						Description	Interpretation
	Workplace		Training/Professional Development		Salary			
	r-value	p-value	r-value	p-value	r-value	p-value		
Role Clarity	0.46	0.00	0.49	0.00	0.38	0.00	MPC	Significant
Teamwork	0.34	0.00	0.39	0.00	0.39	0.00	MPC	Significant
Socio-emotional Support	0.35	0.00	0.32	0.02	0.47	0.00	MPC	Significant

MPC = Moderate Positive Correlation

Significant when computed p-value <0.05

The table 9 shows Pearson's correlation test between Teachers' level of Work Environment and Job Satisfaction. The test reveals a moderate positive correlation between all the variables, wherein, if the work environment variables change its direction all job satisfaction of teachers also changes in the same direction. This means that when the quality of the working environment for teachers increases, so too does their degree of job satisfaction. Teachers may become less satisfied with their jobs if the quality of the workplace degrades, on the other hand. It's crucial to remember that a correlation does not always imply causation. In other words, even while these two factors might be connected, it doesn't always follow that one of them causes the other. Such that, it's crucial to take them into account as there may be more variables or aspects that could be having an impact on both the work environment and job satisfaction. According to Bocaney (2021), cultivating a positive workplace atmosphere is essential to an organization's success. If employees enjoy their work, they are more likely to give it their all for the company's success. Hence, Sofyan et al. (2020) attested that, a person's attitude about their work is closely related to how satisfied they are with their job. Therefore, work environment plays essential role towards job satisfaction of teachers.

Moreover, it shows that the independent variable level by looking at the correlation test while

holding the dependent variable constant at a time. As it can be seen from the same table, role clarity, teamwork, and socio-emotional support vs job satisfaction factors are significant at 0.05. It means that having a clear understanding of one's role in the organization, working well with the colleagues in a team-based environment, and receiving support from peers and supervisors all have a significant impact on job satisfaction. Such that, Obeidat et al. (2020) assert that one of the most important factors in promoting job satisfaction is having a clear understanding of one's role and duties. Employees who thought that their roles are clearer were happier in their positions. Additionally, Abatayo & Bautista (2002) and Salita (2018) attest that, socio-emotional support is crucial to teachers' success in the classroom and overall well-being. These results have real-world applications for school leaders and administrators who want to develop a supportive workplace culture that promotes employee happiness and wellbeing. They may be able to boost employee work satisfaction by giving priority to these elements, which can have a number of positive effects such as increased productivity, lower turnover, and higher job commitment. In summary, taking it at the coefficient level, the level of work environment the teachers have is correlated to their job satisfaction as to workplace, training/professional development, and salary, with a p value less than 0.05. Thus, the correlation analysis yielded that the null hypothesis test (H_0) was rejected. With the following findings - moderate positive correlation.

Problem 4. Which independent variables influence singly or in combination the teachers' job satisfaction?

Table 10

Multiple Regression Analysis on Work Environment and Job Satisfaction

Variables	UC		SC	t-value	Sig. (p-value)	Decision
	B	SE	β			
Constant	0.723	0.872	2.451	0.829	0.409	
Role Clarity	0.641	0.198	1.034	3.236	0.002	Reject H_0
Teamwork	-0.121	0.232	0.339	-0.522	0.603	Accept H_0
Socio-emotional Support	0.217	0.183	0.580	1.181	0.240	Accept H_0
Model	R	R ²	Adjusted R ²	f-value	Sig. (p-value)	
	0.391	0.153	0.130	6.729	0.000	

The table 10 presents multiple regression analysis with independent variables that predict the job satisfaction of the teachers in terms of workplace. It is hypothesized that the three (3) predictors will be positively associated with workplace factor where $\beta = 0$ as null and the alternative of $\beta \neq 0$. That explains whether the independent variables are good predictor of job satisfaction. Results show that the 13% of the variance is explained by the three (3) predictors, $F(3,115) = 6.729$, $p < .001$.

Moreover, role clarity ($\beta = 1.034$, t-value = 3.236, p-value = 0.002) is positively has a relationship with the job satisfaction. It can be concluded that if the teachers' work environment in terms of role clarity by 1% it will also increase the job satisfaction of the teachers in terms of their workplace by 103%. This suggests that having cleared role as a teacher can have high job satisfaction. This means that, teachers are more likely to be satisfied with their work when they are clear about their duties and obligations. According to the study, there is statistically substantial evidence linking role clarity with job happiness. In addition, the claim says even a modest 1% improvement in teachers' understanding of their tasks and responsibilities can result in a huge 103% improvement in their job satisfaction. As a result, the degree to which instructors are content with their work might greatly vary depending on how well they understand their tasks and responsibilities. In

addition, a study by Gao et al. (2018), people who are committed to their careers are more likely to understand their obligations, which can lead to better job performance. Therefore, role clarity has a big impact towards job satisfaction of an employee which ultimately benefit the organization in general.

In conclusion, having a clear role at work is crucial for job satisfaction, thus firms should attempt to define those roles and duties for their employees. It means that, to promote job satisfaction, roles and responsibilities must be clearly defined. To help employees understand what is expected of them and to foster their job satisfaction and well-being, organizations should try to define roles and responsibilities for their staff in a clear and consistent manner. By doing this, organization may foster a great workplace culture and support their staff in feeling more content and pleased in their work. According to Taghavi and Woo (2017), employees may encounter job inconsistency if they do not have a clear knowledge of the prerequisites, responsibilities, and/or outcomes of their roles. Therefore, understanding one's role is essential to the job.

Taking it in the coefficient level, role clarity is a good predictor of teachers' job satisfaction with a p value lesser than 0.05. Hence, the multiple regression analysis yielded that the null hypothesis test (H_02) was rejected. With the following findings, a positive linear relationship exists between the variables as can be reflected and summarized with the following regression equation;

$$\text{Role Clarity, } Y = 0.641x + 0.723$$

Where;

Y = Job Satisfaction

X = Role Clarity

On the flip side, Teamwork ($\beta = 0.339$, t -value = -0.522, p -value = 0.603) and Socio-emotional support ($\beta = 0.580$, t -value = 1.181, p -value = 0.240), has no significant difference and has no relationship with teachers' job satisfaction. This suggests that teamwork and socio-emotional support are not good predictors of teachers' job satisfaction. This means that, there is no conclusive evidence linking cooperation and social and emotional support to teachers' job happiness. This implies that teachers may not always feel more content with their professions when they work well together and receive emotional support from their peers. The degree of readiness, as well as teacher motivation and self-efficacy, are all factors that affect teachers' job satisfaction, according to Jung and Woo (2022). Such that, Sofyan et al. (2020) witness to the fact that a person's attitude toward their work is closely related to their level of job satisfaction. Therefore, it may be inferred that other elements should be considered in addition to teamwork and social support.

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