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MEDIATING EFFECT OF JOB SATISFACTION ON WORK ENVIRONMENT AND TEACHER'S PROCRASTINATION OF RIZAL MEMORIAL COLLEGES, INC.

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ABSTRACT
Teachers play a crucial role in shaping students' futures. However, they often delay tasks such as lesson planning, assessments, grading, and other clerical duties, which can negatively affect the quality of education. Teacher procrastination has become a significant issue in educational institutions, impacting not only individual educators' performance but also the organization's overall effectiveness. This study aims to explore the mediating effect of job satisfaction on the relationship between the work environment and teachers' procrastination at Rizal Memorial Colleges, Inc. (RMCI). A quantitative, non-experimental research design was used, employing a descriptive correlational and mediation approach. The sample included 107 full-time teachers with at least one year of experience, selected through a universal sampling technique. The study utilized a validated and reliable survey questionnaire to measure work environment, teacher procrastination, and job satisfaction. Data were analyzed using mean, Pearson r, and mediation analysis. Results revealed that job satisfaction fully mediates the relationship between work environment and teacher procrastination. This implies that job satisfaction mediates between the work environment and teacher procrastination. A favorable work environment alone is insufficient without internal job satisfaction, essential for reducing procrastination. Future researchers are encouraged to explore procrastination in public schools and other regions, focusing on external factors like work pressure and organizational culture. Investigating stress, burnout, and motivation as mediators may provide deeper insights. Longitudinal studies could also help understand the long-term effects of work environment changes on teacher behavior.

KEYWORDS- *Job Satisfaction, Work Environment, Teacher's Procrastination, Mediation, Rizal Memorial Colleges, Inc.*

INTRODUCTION
Teachers play a crucial role in shaping the students' future and often delay tasks such as lesson planning, assessments, grading, and even other clerical duties that have undesirable effects on the quality of education. Teacher procrastination is now one of the major issues in educational organizations, affecting not only the individual educator's performance but also the overall performance of the institution. The tendency to procrastinate might indeed be influenced by these factors: the work environment and job satisfaction. In a dynamic and highly pressurized context of education, it becomes necessary to know how exactly job satisfaction mediates the connection between the work environment and teacher procrastination. Understanding this connection can provide insights into both teacher well-being and student learning.

In Germany, the study conducted by Laybourn et al. (2019) demonstrated that teachers delay a variety of workplace assignments, including administrative and organizational roles and reviewing student corrections. According to the data collected, teachers took their time with these efforts for multiple reasons, but primarily because of the dislike involved. Teachers indicated a main causality of negative feelings when they delayed work and saw their procrastination as being moderately upsetting.

Similarly, a study in Virginia, USA, shows that teachers experience significant procrastination due to external pressure, like performing numerous tasks they regard as unimportant, which limits their availability for innovative teaching methods. Due to a structured curriculum that limits options, teachers frequently find it challenging to teach freely, further worsening their procrastination (Rudra & Boicu, 2023).

Moreover, research in Ukraine by Vozniuk (2022) showed a great relationship between the level of procrastination of teaching staff and such organizational and professional features as effectiveness in planning, success motivation, the fear of failure, organizational abilities, and professional burnout. However, there is no statistically significant relationship between levels of procrastination and the self-organization of pedagogical activities. It is found that higher levels of procrastination negatively affect educators' professional motivation and the timely fulfillment of duties and cause emotional exhaustion, resulting in a lower level of optimism and a reduced positive attitude towards work and colleagues.

In the Philippine setting, a study conducted in Ilocos Norte proved that most of the future elementary teachers procrastinate and often delay their assignments as well as their responsibilities. The results highlighted that both

internal and external factors, together with the school and the family in a given cast, influence this behavior. While these upcoming educators understand the negative consequences of postponing tasks, they do not exhibit control over themselves, motivation, and responsibility that would ensure they cease procrastinating. This poses a very crucial need to work on procrastination as it has become an invariant issue in education (Dela Cruz & Alzate, 2022).

Further, in Olongapo City, Asio (2022) noted that though academic staff do engage in procrastination quite often, they feel active. The findings show that concerning procrastination and work productivity, there were statistically significant differences depending on sex, civil status, and years of service. The direct association between procrastination and productivity was identified as weak and negative; significance was identified with civil status, which directly affected procrastination, and also years of service, which affected productivity. From these findings, it could be deduced that procrastination affects efficiency to some optimal level, thus making institutions factor them in when dealing with staff efficiency. The study also envisages further research that entails cross-sectional research across many institutions to gain deeper insights into these dynamics.

Additionally, research conducted in Himamaylan, Negros Occidental, found that teacher procrastination affects teachers' occupational stress and hence stated that procrastination affects stress in working places. In actuality, as teachers' procrastination reduces, their chance of developing stress also reduces, indicating the prognosis of timely work completion. However, higher procrastination is associated with enhanced occupational stress, probably because work piles up and there is a need to complete these tasks within a short time. This relationship shows that procrastination is not only a problem in completing tasks but also has general effects on teachers' psychological and emotional health, which provides an implication that optimization of this factor can be of great importance in the process of decreasing stress in the teaching profession (Cabatac et al., 2023).

In Tagum City, Davao del Norte, Sumaoy & Regidor, 2023 show that there was moderate total perfectionism and the fear of failure, but the highest score was rigid perfectionism, followed by moderate self-critical perfectionism but low egotistical perfectionism. While participants reported a moderate level of fear of failure indicators, procrastination was considerably low, with little cyberslapping and soldiering reported. The study also found a very strong correlation between perceived perfectionism and fear of failure, as well as procrastination. Nevertheless, the regression analysis showed that none of the perfectionism areas were associated with procrastination, but rejection fear concerning important others losing interest and self-estimate devaluation were found to be predictors of procrastination.

The consequences of teacher procrastination are serious and may manifest themselves far beyond the scope of individual performance. When key teaching tasks are not carried out in a timely fashion, education standards may begin to suffer and eventually affect students. Furthermore, teachers who frequently procrastinate may experience increased stress and burnout, leading to job dissatisfaction and resulting in higher turnover rates. If this problem persists, it could cripple many of the foundations of educational organizations and hinder student advancement. This work therefore sets out to explore the mediating effect of job satisfaction on the relationship between the work environment and teacher procrastination and to suggest practical means of improving teacher well-being and improving student education.

The present study aims to analyzing the mediating effect of job satisfaction in the relationship between work environment and teacher's procrastination. This topic is relevant in education since there are numerous challenges facing educators in the current society as better education demands are placed. Knowledge of this relationship is valuable for improving teacher performance and by a process of assumption, students' performance. Given the fact that educational institutions are eager to improve their performance through the application of efficiency measures, bringing up issues connected with the determinants of teacher productivity has never been more important.

LITERATURE REVIEW

Work Environment

The school work environment significantly influences teacher motivation and performance. Studies in Indonesia and the Philippines highlight how conducive physical spaces, collegial relationships, administrative support, and development opportunities enhance instructional quality and job satisfaction (Widhianingrum et al., 2024; Alonzo et al., 2023). In Nigeria and Davao City, supportive organizational values and physical facilities were also found to positively impact service delivery and teaching effectiveness (Aladetan, 2023; Lerio & Bandiola, 2023).

Organizational values play a crucial role in shaping teachers' behaviors and productivity. A shared set of values, beliefs, and supportive leadership leads to increased motivation and job satisfaction (Lakshmi et al., 2024; Kanuto, 2024). Similarly, studies in the Philippines link school culture and demographic factors to work values, commitment, and satisfaction (Laurenio Jr. & Cabal, 2023; De Leon et al., 2022).

Team support and collaboration alleviate stress and promote teacher well-being. Facilitator guidance, administrative assistance, and transformational leadership have been positively associated with performance and adaptability (Post et al., 2022; Kilag et al., 2023; Yacon & Cabayan, 2023).

Relationships with colleagues enhance psychological well-being and reduce professional isolation. Strong interpersonal ties contribute to morale, performance, and professional growth (Macovei, 2024; Anwar et al., 2021).

In international and local contexts, these relationships facilitate mutual learning, instructional improvement, and increased commitment (Blair et al., 2023; Saada, 2024).

Conversely, job constraints such as excessive workload, lack of autonomy, and poor time management contribute to stress, reduced productivity, and procrastination (Haruna, 2023; Wang et al., 2024). Supportive environments and improved time-management skills can mitigate these effects (Ma et al., 2020; Gabayoyo et al., 2024).

Teacher's Procrastination

Teacher procrastination adversely affects instructional quality, student performance, and institutional efficiency. It is linked to poor time management, stress, and job dissatisfaction (Eren & Yalız Solmaz, 2019; Sánchez Sarria, 2024). In the Philippine context, delays in fulfilling responsibilities harm teachers' well-being and professional efficacy (Ancho & Bongco, 2019; Jumdani, 2024).

Soldiering, a form of willful task delay, is driven by boredom, low motivation, and cognitive biases, which hinder job satisfaction and performance (Mosquera et al., 2022; Samayoa & Fazio, 2024). Cyberslacking, or internet misuse during work, reflects stress and emotional burnout. While it often reduces productivity, some studies suggest its impact may vary depending on the context (Durak & Saritepeci, 2019; Syah & Sudirman, 2024).

Job Satisfaction

Job satisfaction mediates the relationship between work environment and performance. Financial stability, recognition, collegiality, and professional growth opportunities contribute significantly to satisfaction (Assaf & Antoun, 2024; Salameh & Benkohila, 2024). Satisfied teachers exhibit more substantial commitment, lower turnover, and higher performance (Anog et al., 2024; Pretorius et al., 2023).

Workplace factors like classroom resources, leadership support, and conducive physical settings enhance psychological wellness and retention (Ichdan, 2024; Achiri, 2024). Professional development, primarily through platforms like MOOCs and structured plans like IPPD, encourages growth, efficacy, and innovation in teaching (Dey & Panda, 2024; Kilag et al., 2023). Salary remains a key motivator, particularly when paired with intrinsic rewards like purpose and recognition (Rotich et al., 2023; Domnena et al., 2024).

Interrelations and Mediating Role

The interplay between work environment, procrastination, and job satisfaction underscores the need for supportive structures and intrinsic motivators. Positive organizational cultures reduce procrastination through enhanced self-regulation and clarity (Adu & Shenge, 2024; Bajcar, 2024). In the Philippines and beyond, evidence shows that job satisfaction mediates the impact of work conditions on performance, especially under high workload or stress (Putra et al., 2024; Duran et al., 2024).

Effective mediation through support systems and conflict resolution skills strengthens interpersonal relations and institutional performance (Ścieranka, 2022; Yuferova et al., 2021). Therefore, understanding and optimizing job satisfaction as a mediating factor can significantly reduce procrastination and enhance educational outcomes.

Statement of the Problem

The problem of teacher procrastination is a matter of great concern since it directly impacts educational performance and students' achievement. This study seeks to establish how the work environment affects teachers' procrastination behavior, particularly emphasizing job satisfaction as a mediator. Knowledge of these associations offers ways of improving the working conditions of teachers, their affective states, and therefore their practices, as well as the performance of their learners. Specifically, this study will answer the following questions:

1. What is the level of work environment of teachers at the Rizal Memorial Colleges, Inc., in terms of:
   1.1. Organizational Values;
   1.2. Team Support;
   1.3. Relationships with Colleagues; and
   1.4. Job Constraints?
2. What is the level of teacher's procrastination at the Rizal Memorial Colleges, Inc., in terms of:
   2.1. Soldiering; and
   2.2. Cyberslacking?
3. What is the level of job satisfaction of teachers at the Rizal Memorial Colleges, Inc., in terms of:
   3.1. Workplace;
   3.2. Training/Professional Development; and
   3.3. Salary?
4. Is there a significant relationship between the work environment and teacher's procrastination at the Rizal Memorial Colleges, Inc.?
5. Is there a significant relationship between work environment and job satisfaction of teachers at the Rizal Memorial Colleges, Inc.?
6. Is there a significant relationship between job satisfaction and teacher's procrastination at the Rizal Memorial Colleges, Inc.?
7. Is there a significant mediating effect of job satisfaction between work environment and teacher's procrastination at the Rizal Memorial Colleges, Inc.?

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Hypotheses

The study will be tested at the 0.05 level of significance.

H_{01}: There is no significant relationship between the work environment and teacher's procrastination at the Rizal Memorial Colleges, Inc.

H_{02}: There is no significant relationship between work environment and job satisfaction of teachers at the Rizal Memorial Colleges, Inc.

H_{03}: There is no significant relationship between job satisfaction and teacher's procrastination at the Rizal Memorial Colleges, Inc.

H_{04}: There is no significant mediating effect of job satisfaction between work environment and teacher's procrastination at the Rizal Memorial Colleges, Inc.

METHODOLOGY

Research Design

This study employed a non-experimental, descriptive-correlational research design to examine the relationships among work environment, job satisfaction, and teachers' procrastination at Rizal Memorial Colleges, Inc. As Creswell and Creswell (2018) noted, non-experimental designs assess naturally occurring variables without manipulation. The design identified associations among variables without implying causality (Guia et al., 2024). A mediation analysis tested whether job satisfaction mediated the relationship between work environment and teacher procrastination. According to Alvarez-Bartolo and MacKinnon (2024), this approach distinguishes between direct and indirect effects, thereby clarifying the mechanisms through which the work environment may influence procrastination behavior.

Research Respondents

The respondents of this study were the teachers of Rizal Memorial Colleges, Inc., main branch. A total of 107 teachers were included as the sample size. The study employed universal sampling for quantitative data collection; therefore, all full-time teaching staff with at least one year of experience at the institution were included as respondents. This ensured that every qualified teacher had the opportunity to participate, allowing the researcher to capture a comprehensive picture of the factors influencing work environment, job satisfaction, and teachers' procrastination within the institution. This method was deemed appropriate since the target population was relatively small, making it feasible to include all eligible respondents for analysis.

Research Instrument

A structured survey questionnaire comprising 68 items was developed to measure work environment, job satisfaction, and teacher procrastination. Content validity was established by three field experts, yielding an average rating of 4.55, indicating outstanding validity. A pilot test involving 35 faculty members from Rizal Memorial Colleges Inc. (Tagum branch) was conducted to refine the instrument. Reliability testing using Cronbach's alpha revealed excellent internal consistency: work environment (α = .999), job satisfaction (α = .988), teacher procrastination (α = .948), and the overall instrument (α = .991).

Part one of the survey assessed the work environment using 30 items adopted from Maassen et al. (2024), covering four dimensions: organizational values (12 items), team support (11 items), relationships with colleagues (4 items), and job constraints (3 items). Responses were rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Range of Means	Descriptive Equivalent	Descriptive Interpretation
4.20 – 5.00	Very High	The work environment of teachers of Rizal Memorial College, Inc. is consistently evident.
3.40 – 4.19	High	The work environment of teachers of Rizal Memorial College, Inc. is often evident.
2.60 – 3.39	Moderate	The work environment of teachers of Rizal Memorial College, Inc. is occasionally evident.
1.80 – 2.59	Low	The work environment of teachers is rarely evident.
1.00 – 1.79	Very Low	The work environment of teachers of Rizal Memorial College, Inc. is never evident.

Part two of the survey measured teacher procrastination using 12 items adapted from Metin et al. (2019), with minor rewording to convert negative phrasing to positive while maintaining content integrity. The construct included two dimensions: soldiering (8 items) and cyberslacking (4 items). Responses were rated on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

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Range of Means	Descriptive Equivalent	Descriptive Interpretation
4.20 – 5.00	Very High	Teachers' procrastination of the Rizal Memorial College, Inc. is consistently exhibited.
3.40 – 4.19	High	Teachers' procrastination of the Rizal Memorial College, Inc. is frequently exhibited.
2.60 – 3.39	Moderate	Teachers' procrastination of the Rizal Memorial College, Inc. is occasionally exhibited.
1.80 – 2.59	Low	Teachers' procrastination of the Rizal Memorial College, Inc. is rarely exhibited.
1.00 – 1.79	Very Low	Teachers' procrastination of the Rizal Memorial College, Inc. is never exhibited.

Part three of the survey assessed job satisfaction, adopted from Gomez and Tantiado (2024). It encompassed three dimensions: workplace (10 items), training/professional development (10 items), and salary (6 items), totaling 26 items. Respondents rated their satisfaction on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

Range of Means	Descriptive Equivalent	Descriptive Interpretation
4.20 – 5.00	Very High	Teachers' job satisfaction of Rizal Memorial Colleges, Inc. is consistently demonstrated.
3.40 – 4.19	High	Teachers' job satisfaction of Rizal Memorial Colleges, Inc. is frequently demonstrated.
2.60 – 3.39	Moderate	Teachers' job satisfaction of Rizal Memorial Colleges, Inc. is occasionally demonstrated.
1.80 – 2.59	Low	Teachers' job satisfaction of Rizal Memorial Colleges, Inc. is rarely demonstrated.
1.00 – 1.79	Very Low	Teachers' job satisfaction of Rizal Memorial Colleges, Inc. is never demonstrated.

Data Analysis

The findings of this study were analyzed and explained using the following statistical tools and the Jamovi 2.3.28 version application.

Weighted Mean

Descriptive statistics were used to assess the levels of work environment, teacher procrastination, and job satisfaction at Rizal Memorial Colleges, Inc., addressing questions one, two, and three from the problem statement.

Pearson Product-Moment Coefficient

This inferential statistical tool examined the correlations among work environment, teacher procrastination, and job satisfaction at Rizal Memorial Colleges, Inc., addressing questions four, five, and six from the problem statement.

Mediating Analysis

Mediation analysis (Alvarez-Bartolo & MacKinnon, 2024) was used to assess the direct and indirect effects of the work environment on teacher procrastination through job satisfaction. The direct effect measured the influence of the work environment on procrastination, while the indirect effect examined how job satisfaction mediated this relationship. This analysis addressed question seven from the study's problem statement.

RESULTS AND DISCUSSION

The Level of Work Environment of Teachers in Rizal Memorial Colleges, Inc.

The first statement is to determine the level of work environment of teachers in Rizal Memorial Colleges, Inc. Table 1 presents the answer to this question. The work environment has 4 indicators which are organizational values, team work, relationship with colleagues, and job constraints. This table presents the mean results along with the descriptive equivalent for each indicator.

Table 1. ***The Level of Work Environment of Teachers in Rizal Memorial Colleges, Inc.***

Financial Literacy	Mean	Descriptive Equivalent
Organizational Values	3.93	High
Team Work	4.09	High
Relationships with Colleagues	4.17	High
Job Constraints	4.02	High
OVERALL	**4.05**	**High**

The study found in Table 1 that the teachers' work environment at Rizal Memorial Colleges, Inc. received a mean score of 4.05, categorized as "High," indicating a generally positive and supportive atmosphere. This environment,

marked by teamwork, positive colleague interactions, and minimal job constraints, fosters job satisfaction and professional growth. The highest mean score (4.17) was attributed to "Relationships with Colleagues," highlighting strong professional bonds that enhance motivation and performance. In contrast, the lowest mean score (3.93) pertained to "Organizational Values," suggesting the need for improved value integration within the workplace.

Research supports the link between a positive work environment and enhanced productivity (Lakshmi et al., 2024). Positive organizational culture promotes teamwork and commitment (Bhattacharya, 2023) and reduces turnover (Macovei, 2024). Additionally, strong collegial relationships bolster teacher resilience and well-being (Blair et al., 2023). While the work environment is favorable, strengthening organizational values would promote a more cohesive and motivated workforce, enhancing overall performance (Kanuto, 2024).

The Level of Teacher's Procrastination in Rizal Memorial Colleges, Inc.
The second statement is to determine the level of teacher's procrastination in Rizal Memorial Colleges, Inc. Table 2 presents the answer to this question. The teacher's procrastination has 2 indicators which are soldiering and cyberslacking. This table presents the mean results along with the descriptive equivalent for each indicator.

Table 2. ***The Level of Teacher's Procrastination in Rizal Memorial Colleges, Inc.***

Teacher's Procrastination	Mean	Descriptive Equivalent
Soldiering	3.66	High
Cyberslacking	3.36	Moderate
OVERALL	**3.51**	**High**

Table 2 found that teacher procrastination had an overall mean score of 3.51, indicating a "High" level. This suggests that procrastination behaviors, such as soldiering and cyberslacking, are frequently observed, potentially reducing productivity and instructional quality. The highest mean score (3.66) was for soldiering, highlighting deliberate task delays often associated with workplace dissatisfaction or low motivation. Conversely, cyberslacking scored a mean of 3.36, categorized as "Moderate," indicating occasional online distractions that do not significantly hinder productivity.

Research supports these findings, as workplace boredom (Mosquera et al., 2022) and negative perceptions of tasks (Samayoa & Fazio, 2024) are linked to procrastination, while emotional burnout can lead to cyberslacking (Durak & Saritepeci, 2019). Addressing job satisfaction and work engagement is essential to reducing procrastination and improving teacher performance (Gulati & Beri, 2023). Although moderate cyberslacking does not always harm productivity (Syah & Sudirman, 2024), minimizing such behaviors through better time management and professional support is crucial for maintaining efficiency.

The Level of Job Satisfaction of Teachers in Rizal Memorial Colleges, Inc.
The third statement is to determine the level of job satisfaction of teachers in Rizal Memorial Colleges, Inc. Table 3 presents the answer to this question. The job satisfaction has 3 indicators which are workplace, training/professional development, and salary. This table presents the mean results along with the descriptive equivalent for each indicator.

Table 3. ***The Level of Job Satisfaction of Teachers in Rizal Memorial Colleges, Inc.***

Job Satisfaction	Mean	Descriptive Equivalent
Workplace	4.04	High
Training/Professional Development	3.71	High
Salary	3.68	High
OVERALL	**3.74**	**High**

The overall mean job satisfaction level among Rizal Memorial Colleges, Inc. teachers was 3.74, classified as "High," indicating generally favorable work conditions, including a supportive environment and satisfactory compensation. The highest mean score (4.04) for "Workplace" reflects a positive and motivating environment, while the lowest mean score (3.68) for "Salary" indicates relative satisfaction but highlights an area for improvement. Strengthening career advancement, communication, and compensation could enhance long-term commitment and job satisfaction.

Research highlights that job satisfaction significantly influences teacher performance and well-being. Factors such as income stability, collegial relationships, and supportive work environments are key determinants (Assaf & Antoun, 2024). Satisfied teachers demonstrate higher engagement and performance, positively affecting educational quality (Salameh & Benkohila, 2024). Additionally, a supportive workplace fosters motivation (Ichdan, 2024), while fair compensation reduces turnover and promotes retention (Rotich et al., 2023; Mondejar & Asio, 2022). Addressing these aspects is crucial to sustaining teacher morale and effectiveness.

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Significant Relationship Between Work Environment and Teacher's Procrastination in Rizal Memorial Colleges, Inc.

The fourth statement aims to determine the significant relationship between the work environment and teacher's procrastination in Rizal Memorial Colleges, Inc. Table 4 presents the findings related to this question. This table shows the Pearson product-moment correlation coefficient (r), the p-value, and the decision at a significance level of 0.05.

Table 4. ***Significant Relationship Between Work Environment and Teacher's Procrastination in Rizal Memorial Colleges, Inc.***

Variables	r	P-Value	Decision on H_0
Work Environment and Teacher's Procrastination	-0.099	0.310	Accept H_0

*Note. *p<.05*

The study found no significant relationship between the work environment and teacher procrastination at Rizal Memorial Colleges, Inc. (r = -0.099, p = 0.310), indicating that the work environment does not strongly influence procrastination behaviors. The weak negative correlation suggests a slight decrease in procrastination with improved work conditions, but this effect is statistically insignificant. This implies that factors beyond the work environment, such as personal traits, motivation, and self-regulation, may be more influential in determining procrastination among teachers.

Research supports this perspective, as work environment factors like motivation and structural support can affect procrastination, but individual differences often moderate this influence (Bajcar, 2024). Additionally, Adu and Shenge (2024) emphasize that self-efficacy and self-regulation are crucial in minimizing procrastination, highlighting the need for targeted interventions beyond environmental improvements.

Significant Relationship Between Work Environment and Job Satisfaction of Teachers in Rizal Memorial Colleges, Inc.

The fifth statement aims to determine the significant relationship between the work environment and job satisfaction of teachers in Rizal Memorial Colleges, Inc. Table 5 presents the findings related to this question. This table shows the Pearson product-moment correlation coefficient (r), the p-value, and the decision at a significance level of 0.05.

Table 5. Significant Relationship Between Work Environment and Job Satisfaction of Teachers in Rizal Memorial Colleges, Inc.

Variables	r	P-Value	Decision on H_0
Work Environment and Job Satisfaction	0.813***	<.001	Reject H_0

*Note. *p<.05*

The study found a strong positive correlation between work environment and job satisfaction among teachers at Rizal Memorial Colleges, Inc. (r = 0.813, p < 0.001), indicating that improved work conditions significantly enhance job satisfaction. The high r-value suggests that as the work environment becomes more supportive and structured, teachers' job satisfaction increases.

Research supports this finding, as a positive work environment with professional support, recognition, and work-life balance directly contributes to job fulfillment (Mahmood & Tao, 2024). Additionally, Duran et al. (2024) emphasize that workplace resources and emotional support positively impact teacher welfare, further boosting job satisfaction and performance. Investing in a conducive work environment is essential to promoting teacher engagement and morale.

Significant Relationship Between Job Satisfaction and Teacher's Procrastination in Rizal Memorial Colleges, Inc.

The sixth statement aims to determine the significant relationship between the job satisfaction and teacher's procrastination in Rizal Memorial Colleges, Inc. Table 6 presents the findings related to this question. This table shows the Pearson product-moment correlation coefficient (r), the p-value, and the decision at a significance level of 0.05.

Table 6. ***Significant Relationship Between Job Satisfaction and Teacher's Procrastination in Rizal Memorial Colleges, Inc.***

Variables	r	P-Value	Decision on H_0
Job Satisfaction and Teacher's Procrastination	-0.239*	0.013	Reject H_0

*Note. *p<.05, **p<0.01, ***p<.001*

The study found a statistically significant negative correlation between job satisfaction and teacher procrastination at Rizal Memorial Colleges, Inc. (r = −0.239, p = 0.013), indicating that higher job satisfaction is associated with lower procrastination. This suggests that satisfied teachers, driven by intrinsic motivation and professional engagement, are less likely to delay tasks, while lower satisfaction may lead to increased procrastination.

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Research supports this finding, as job satisfaction enhances commitment and reduces procrastination (Bindra et al., 2023). Similarly, intrinsic motivation linked to job satisfaction lowers procrastination by fostering commitment and autonomy (Cabahug-Fugoso, 2019). These insights highlight the importance of promoting job satisfaction to minimize procrastination and improve teacher performance.

Significance of Mediating Effect of Job Satisfaction on the Relationship Between Work Environment and Teacher's Procrastination in Rizal Memorial Colleges, Inc.

The seventh statement aims to determine the significance of mediating effect of job satisfaction on the relationship between work environment and procrastination in Rizal Memorial Colleges, Inc. Table 7 presents the findings related to this question. This table show the direct, indirect, and total effects, along with key statistical values such as path coefficients (B), standard errors (SE), z-values, and p-values.

Table 7. ***Significance of Mediating Effect of Job Satisfaction on the Relationship Between Work Environment and Teacher's Procrastination in Rizal Memorial Colleges, Inc.***

Effect	Path	B	SE	p-value	Decision on H_0
	WE → JS	0.956	0.066	< .001	Significant
	JS→TP	-0.483	0.164	0.003	Significant
Indirect	WE→JS→TP	-0.462	0.160	0.004	Significant
Direct	WE→TP	0.342	0.193	0.075	Not Significant
Total	WE→TP	-0.120	0.116	0.304	Not Significant
		Sobel	**Z**	**p-value**	**Decision on H_0**
			-2.886	0.004	Significant

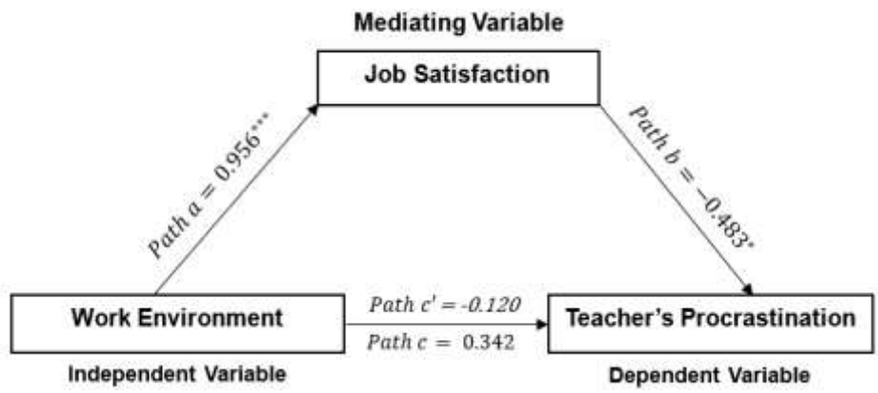
*Note. *p<.05*
Legends: WE = Work Environment
TP = Teacher's Procrastination
JS = Job Satisfaction

The study found a significant positive relationship between work environment and job satisfaction among teachers at Rizal Memorial Colleges, Inc. (B = 0.956, SE = 0.066, p < 0.001), indicating that an improved work environment enhances job satisfaction. This supports Herzberg's Two-Factor Theory, linking favorable working conditions to increased motivation and satisfaction (Maulidiyah & Ilahi, 2020).

Additionally, job satisfaction negatively correlated with teacher procrastination (B = -0.483, SE = 0.164, p = 0.003), indicating that higher job satisfaction reduces procrastination, aligning with Temporal Motivation Theory. The indirect effect of the work environment on procrastination through job satisfaction was significant (B = -0.462, SE = 0.160, p = 0.004), confirming that job satisfaction mediates this relationship. The Sobel test result (Z = -2.886, p = 0.004) further validated the mediation effect, confirming that job satisfaction fully mediates the link between work environment and teacher procrastination.

However, the direct effect of the work environment on procrastination was not significant (B = 0.342, SE = 0.193, p = 0.075), indicating that the work environment alone does not directly influence procrastination. These findings support the mediation model, highlighting job satisfaction as a crucial factor in reducing procrastination. This is consistent with the findings of Putra et al. (2024) and Ścieranka (2022), which emphasize the importance of fostering job satisfaction to mitigate procrastination and improve teacher performance.

As shown in Figure 2, the Path Diagram of the Mediating Effect of Job Satisfaction on the Relationship Between Work Environment and Teacher's Procrastination at Rizal Memorial Colleges, Inc., visually confirms the significant mediation role of job satisfaction in this relationship.



Result: Full Mediation

Figure 2: Path Diagram of the Mediating Effect of Job Satisfaction on the Relationship Between Work Environment and Teacher's Procrastination of Rizal Memorial Colleges, Inc.

CONCLUSIONS

From the data that have been collected and documented, the researcher can draw the following conclusions. The conclusions are based on and grounded within the different theories that are relevant and applicable to the present research.

The study reveals that teachers at Rizal Memorial Colleges, Inc. generally perceive their work environment as positive and supportive, with strong collegial relationships contributing to motivation and a sense of belonging. This finding aligns with Bandura's Social Learning Theory, suggesting that cooperative and positive peer interactions foster teacher engagement and commitment. Despite this, teachers still exhibit procrastination, particularly task delays, which may stem from intrinsic motivational issues. The Temporal Motivation Theory explains this, proposing that procrastination occurs when task value and urgency are misaligned, regardless of external environmental factors.

Teachers report overall positive job satisfaction, particularly regarding the work environment and professional development opportunities. However, compensation remains an area for improvement. Herzberg's Two-Factor Theory distinguishes between hygiene factors, like salary, and motivators, like professional growth, indicating that while compensation prevents dissatisfaction, true job satisfaction arises from intrinsic factors. A strong relationship between work environment and job satisfaction supports Herzberg's theory, emphasizing that a supportive organizational culture enhances teacher morale and institutional effectiveness.

Additionally, job satisfaction is inversely related to procrastination, with satisfied teachers being more engaged and less likely to procrastinate. This finding reinforces Herzberg's and Temporal Motivation Theory, which suggest that satisfaction enhances motivation and time management. However, the work environment alone did not directly correlate with procrastination, indicating that job satisfaction mediates the relationship between work environment and procrastination. This highlights the role of intrinsic motivation in driving performance outcomes.

In conclusion, the study suggests that a supportive work environment contributes to job satisfaction, which in turn reduces procrastination. This mediation underscores the importance of addressing both structural and psychological factors in teacher well-being. Integrating insights from Social Learning Theory, Temporal Motivation Theory, and Herzberg's Two-Factor Theory, the findings emphasize that fostering job satisfaction is essential for improving teacher engagement and reducing procrastination.

RECOMMENDATIONS

To address teacher procrastination and enhance job satisfaction, targeted professional development, improved support systems, and a conducive work environment are suggested. These strategies could help foster purpose, belonging, and motivation, ultimately reducing procrastination and increasing job satisfaction among educators.

Teachers

Teachers are encouraged to adopt time management and self-regulation techniques, set realistic goals, and participate in training that nurtures intrinsic motivation. This approach may help maintain focus on instructional tasks and support professional growth.

School Administrators

Administrators may create a supportive work environment by improving facilities, providing technological resources, and offering incentives. Regular feedback and recognition of exemplary performance can boost morale, while professional development emphasizing productivity may mitigate procrastination.

Department Heads

Department heads are advised to provide mentorship, encourage open communication, and support workload management to reduce stress and procrastination. Promoting professional development within departments could help sustain motivation and engagement.

Educational Authorities (DepEd, CHED, TESDA)

These agencies might focus on developing policies prioritizing teacher well-being and job satisfaction. Standardized training programs to foster positive school culture and psychological support could contribute to building a resilient and motivated teaching workforce.

Future Researchers

Future researchers are encouraged to explore procrastination in public schools and other regions, focusing on external factors like work pressure and organizational culture. Investigating stress, burnout, and motivation as mediators may provide deeper insights. Longitudinal studies could also help understand the long-term effects of work environment changes on teacher behavior.

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