



QUALITY OF WORK LIFE AND JOB SATISFACTION OF PUBLIC ELEMENTARY TEACHERS IN DAVAO ORIENTAL DIVISION

Monayra L. Balunganon

<https://orcid.org/0009-0006-1079-8687>

Teacher I, Lucatan Integrated School, Lucatan, Tarragona, Davao Oriental, Philippines

Article DOI: <https://doi.org/10.36713/epra17122>

DOI No: 10.36713/epra17122

ABSTRACT

The study explored the relationship of quality of work life and job satisfaction of teachers. This claim needs to be validated. However, this had never been explored specifically in the local setting. With this, the study determined the extent of quality of work life of teachers and the job satisfaction of public elementary teachers in Davao Oriental Division. Also, it investigated the association of the involved variables and the domains of quality of work life of teachers that significantly influenced job satisfaction. With the use of probability sampling, 150 elementary teachers in the public schools were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was an extensive quality of work life of teachers and an extensive job satisfaction. Furthermore, there was a significant relationship between the two variables. Moreover, all domains of quality of work life of teachers were found to have significantly influence job satisfaction. Based on the findings, it was further suggested that higher officials in the Department of Education and school heads may identify means on how to provide teachers an excellent quality of work life to let them feel satisfied of their teaching jobs. More so, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS: Quality of work life, job satisfaction, descriptive correlation, Davao Oriental Division, Philippines

INTRODUCTION

Teacher job satisfaction holds significant and wide-ranging implications. It is integral to teacher well-being, with satisfied teachers exhibiting lower susceptibility to stress and burnout. Moreover, there is evidence indicating that students of contented teachers experience improved well-being. Additionally, satisfied teachers deliver higher instructional quality and better learning support, demonstrating stronger job commitment and lower turnover rates, which is crucial amidst high teacher attrition. Unfortunately, teacher job satisfaction is in decline, with an increasing number of educators contemplating or deciding to leave the profession. This problematic work environment adversely affects not only teachers but also students and school leaders.

Internationally, particularly in the United States, teacher job satisfaction has plummeted to historic lows. According to a recent survey, only 12 percent of U.S. teachers report being very satisfied with their jobs (Will, 2022). Research suggests that the diminishing prestige of the teaching profession and unsatisfactory working conditions are primary drivers of teacher turnover, with salary issues being a minor factor. Inadequate working conditions undermine the profession's status and hinder the recruitment of new teachers. Even increased recruitment efforts may not address the turnover issue if new teachers continue to leave due to dissatisfaction with their professional status and work environment (Ingersoll, 2017).

In the Philippines, there is a prevailing sense of dissatisfaction among teachers, particularly in public schools. These teachers face challenging demands, such as managing classes with up to 90 students (Fabella et al., 2022). Persistent issues with inadequate facilities and a shortage of classrooms, especially for senior high school students, exacerbate the situation. The lack of essential resources like textbooks and learning materials, often necessitating out-of-pocket expenses from teachers, further contributes to their dissatisfaction (Tibay, 2018). These factors collectively fuel discontent among teachers within the Philippine education system.

Focusing on the Division of Davao Oriental, specific factors contributing to teacher dissatisfaction include poor working conditions, limited opportunities for professional growth, excessive workloads due to additional responsibilities, and reduced social interaction among teachers due to heavy workloads. However, these observations have not been thoroughly explored through academic research. No prior investigation has examined the quality of work life experienced by teachers and its impact on their job satisfaction in this local context. Consequently, this study aims to delve deeper into the current state of teachers' quality of work life and job satisfaction. Additionally, it seeks to understand the relationship between these variables and identify specific domains of quality of work



life that significantly influence teacher job satisfaction in the Division of Davao Oriental.

Statement of the Problem

This study determined the relationship between quality of work life and job satisfaction of selected public elementary teachers in Davao Oriental Division. More specifically, it sought to answer the following questions:

1. *What is the extent of quality of work life of public elementary teachers in terms of:*
 - 1.1 *working conditions for human capacity development;*
 - 1.2 *social integration in the work organization;*
 - 1.3 *future opportunity for growth and employment security;*
 - 1.4 *work and space for recreation; and*
 - 1.5 *remuneration and compensation?*
2. *What is the extent of job satisfaction of public elementary teachers in terms of:*
 - 2.1 *job responsibilities;*
 - 2.2 *work security;*
 - 2.3 *community attachment; and*
 - 2.4 *work environment?*
3. *Is there a significant relationship between quality of work life and job satisfaction of teachers?*
4. *Which domains of quality of work life significantly influence the job satisfaction of teachers?*

METHODOLOGY

Research Design. The study employed a quantitative research approach, specifically utilizing the descriptive correlational approach. This method involves quantifying and analyzing variables to derive results, utilizing numerical data and statistical techniques to answer research questions. The descriptive correlational approach focuses on describing relationships between variables without establishing causation. This study falls within this framework as it aims to measure the connection between the quality of work life and job satisfaction among teachers without manipulating variables.

Research Respondents. The study targeted 150 public elementary teachers in the Division of Panabo City. The sampling technique utilized was two-staged cluster sampling, ensuring each member of the population had an equal probability of being included. Elementary teachers with a minimum of two years of teaching experience were included, respecting their autonomy to withdraw from participation if uncomfortable. This approach prioritized respondent welfare throughout the study.

Research Instruments. Data collection employed adapted survey questionnaires, divided into two sets focusing on the quality of work life and job satisfaction respectively. The quality of work life questionnaire consisted of 27 items covering various indicators, while the job satisfaction questionnaire comprised 40

items. Both instruments underwent pilot testing and refinement to ensure validity and reliability.

Data Gathering Procedure. A strict protocol was followed for data collection, beginning with obtaining permissions from relevant authorities. Personal administration of questionnaires adhered to health and safety protocols, with respondents allotted sufficient time for completion. Data retrieval was meticulously recorded, ensuring confidentiality.

Data Analysis. Statistical tools such as mean, Pearson r, and regression analysis were utilized for comprehensive data interpretation. Mean values measured the extent of quality of work life and job satisfaction among teachers, while Pearson r determined relationships between these variables. Regression analysis assessed the significant influence of quality of work life on job satisfaction. These techniques facilitated a thorough analysis of the data gathered.

RESULTS AND DISCUSSIONS

Extent of Quality of Work Life of Teachers in terms of Working Conditions for Human Capacity Development

Table 1 illustrates the quality of work life of teachers concerning working conditions for human capacity development, revealing an overall mean of 3.57, indicating an extensive level of manifestation. The data show that all 10 statements yield extensive results, with the highest mean scores attributed to beliefs regarding the utilization of skills and abilities, autonomy in planning and executing activities, and opportunities for applying knowledge acquired from courses. These findings underscore the significant association between conducive working conditions and the professional experiences of teachers.

The results emphasize the importance of fostering a work environment that acknowledges and utilizes teachers' diverse skills while providing autonomy and opportunities for continuous professional development. Masoom (2021) noted that factors like administrative support, institutional resources, and school leadership exert a substantial influence on teachers' career intentions, highlighting the crucial role of working conditions in shaping job satisfaction. IGI Global (2022) defines working conditions as encompassing various factors impacting an individual's performance, emphasizing their significance in educational settings where adverse conditions can compromise safety and well-being.

In line with OECD's (2019) assertion, positive working conditions, including salary structures, incentives, and supportive leadership, are vital for teacher recruitment and retention, ultimately impacting teaching efficacy and student outcomes. Therefore, prioritizing favorable working conditions is essential for cultivating a conducive environment that promotes teacher well-being and professional growth.



Table 1. Extent of Quality of Work Life of Teachers in terms of Working Conditions for Human Capacity Development

No	Working Conditions for Human Capacity Development	Mean	Descriptive Equivalent
1	believing that my work allows me to use my different skills and abilities, with initiative and creativity.	3.60	Extensive
2	believing that my workplace is properly neat.	3.55	Extensive
3	believing that I have wide opportunities to use at work the knowledge acquired at courses.	3.58	Extensive
4	believing that I am satisfied with the materials available for the work.	3.53	Extensive
5	believing that I feel professionally satisfied with the tasks performed as a teacher.	3.55	Extensive
6	believing that it provides ongoing updates for their teachers allowing them to develop their potentials.	3.57	Extensive
7	believing that I have autonomy to plan and execute the activities of teaching, research and extension.	3.59	Extensive
8	believing that I am proud and happy to belong to the faculty of this institution.	3.56	Extensive
9	believing that the institution values and respects the teachers in the sense that their work is not depreciated.	3.56	Extensive
10	believing that my salary as a teacher is suitable to live with dignity.	3.57	Extensive
Overall		3.57	Extensive

Extent of Quality of Work Life of Teachers in terms of Social Integration in the Work Organization

Table 2 displays the quality of work life of teachers regarding social integration in the work organization, indicating an overall mean of 3.59, signifying an extensive level of manifestation. The data reveal extensive results across all 8 statements, with the highest mean scores attributed to beliefs regarding a spirit of community and cooperation, ethical relationships within the school community, and satisfaction with feedback received from colleagues. These findings underscore the significant correlation between social integration and the quality of work life for teachers.

The results emphasize the importance of fostering a supportive and collaborative work environment that promotes a sense of community and mutual cooperation among teachers. Kelvin and

Odunayo (2019) highlighted the pivotal role of social integration in shaping work life quality by promoting fairness and equitable participation within organizations. Social integration fosters an environment of equity, dignity, and equal rights, ensuring every employee's inclusion and contribution to decision-making processes.

Similarly, Koller et al. (2018) argued that the school environment significantly influences social integration, affecting factors such as peer relationships and motivation levels among students. Changes in personnel dynamics and teacher interactions can impact social integration, highlighting the importance of nurturing positive relationships and supportive structures within the work organization to enhance the quality of work life for teachers.

Table 2. Extent of Quality of Work Life of Teachers in terms of Social Integration in the Work Organization

No	Social Integration in the Work Organization	Mean	Descriptive Equivalent
1	believing that it is noticed among the teachers of this institution the prevalence of a spirit of community and cooperation rather than individuality and competitiveness.	3.62	Extensive
2	believing that I am satisfied with the amount of feedback I get from colleagues.	3.60	Extensive
3	believing that the relationship in the school community is based on the ethical, friendship and cordiality principles.	3.61	Extensive
4	believing that the teacher's right for privacy is respected at this institution.	3.58	Extensive
5	believing that I get enough feedback of my activities from the head.	3.59	Extensive



6	believing that all teachers have fair treatment in all matters, including distribution of work.	3.55	Extensive
7	believing that the teacher is accepted and respected for their work, without regard to gender, color, physical appearance or sexual preference.	3.57	Extensive
8	believing that the community has pride and respect for the work of this institution.	3.59	Extensive
Overall		3.59	Extensive

Extent of Quality of Work Life of Teachers in terms of Future Opportunity for Growth and Employment Security

Table 3 presents the quality of work life of teachers regarding future opportunities for growth and employment security, indicating an overall mean of 3.60, signifying an extensive level of manifestation. All three statements yield extensive results, with the highest mean score attributed to the belief in career progression within the institution, followed by confidence in labor rights respect and salary assurance. These findings underscore the importance of factors related to career advancement and job security in shaping the quality of work life for teachers.

The results highlight the significance of fostering a work environment that values professional development, recognizes labor rights, and provides financial stability, contributing to a positive work experience for teachers. Washington (2019) emphasized the critical role of ongoing professional development

in enhancing teaching effectiveness and overall school performance. Constructive feedback, collaborative teamwork, and goal-setting are essential components of successful professional development initiatives.

On the other hand, job security, as asserted by Hussain (2019), plays a vital role in fostering employee commitment, including teachers. Tenure status provides a sense of stability and confidence in employment, safeguarding against arbitrary dismissal and ensuring protection against termination without just cause. Additionally, Meador (2018) argued that professional growth activities like attending conferences and workshops contribute to the comprehensive development of teachers, allowing them to identify areas for improvement and establish professional connections. These findings collectively underscore the importance of institutions prioritizing both professional development opportunities and job security measures to enhance the quality of work life for teachers.

Table 3. Extent of Quality of Work Life of Teachers in terms of Future Opportunity for Growth and Employment Security

No	Future Opportunity for Growth and Employment Security	Mean	Descriptive Equivalent
1	believing that it respects the labor rights of teachers.	3.60	Extensive
2	t believing that the teacher of this institution is likely to progress in career.	3.62	Extensive
3	believing that it provides teachers with assurance about the receipt of salary.	3.59	Extensive
Overall		3.60	Extensive

Extent of Quality of Work Life of Teachers in terms of Work and Space for Recreation

Table 4 presents the quality of work life of teachers concerning work and space for recreation, with an overall mean of 3.46, indicating an extensive level of manifestation. All three statements yield extensive results, with the highest mean score attributed to the ease of performing activities with stimulating stress throughout the day. This is followed by satisfaction with the adequacy of the working day and the ability to return home with energy for family and leisure activities. These findings underscore the importance of providing teachers with a supportive work environment that allows for a healthy work-life balance.

The results highlight a significant connection between the quality of work life for teachers and factors related to work and space for recreation. Teachers often perceive their work environment as

conducive to managing daily tasks without excessive stress, with satisfaction regarding the sufficiency of the working day and the ability to balance work and personal life effectively. These findings align with Mehra's (2020) perspective on integrating leisure activities into the workplace, emphasizing the importance of utilizing free time for personal growth and professional improvement.

Furthermore, recognizing the significance of recreational activities, as highlighted by Gupta (2019), is essential for fostering employee well-being and performance. Employers increasingly view workplace recreation as integral to their strategies, positively impacting employee fitness and overall performance. Therefore, integrating suitable recreational activities into the work environment can contribute to enhancing the quality of work life for teachers and promoting their overall well-being and productivity.



Table 4. Extent of Quality of Work Life of Teachers in terms of Work and Space for Recreation

No	Work and Space for Recreation	Mean	Descriptive Equivalent
1	believing that working day is sufficient and appropriate to carry out all activities involving my work.	3.46	Extensive
2	believing that I perform my activities with ease, I realize only a stimulating stress throughout the day.	3.47	Extensive
3	believing that after work, I come home with courage and energy to give attention to the family and / or undertake leisure activities	3.45	Extensive
Overall		3.46	Extensive

Extent of Quality of Work Life of Teachers in terms of Remuneration and Compensation

Table 5 portrays the quality of work life of teachers regarding remuneration and compensation, with an overall mean of 3.39, indicating an extensive level of manifestation. All three statements yield extensive results, with the highest mean score attributed to the belief in fair payment considering qualifications. This is followed by perceptions of better payment compared to other institutions and beliefs regarding status symbols in the hierarchical structure. These findings underscore the significance of fair and competitive compensation in shaping the quality of work life for teachers.

The results highlight a notable connection between the quality of work life for teachers and perceptions related to remuneration and compensation. Teachers often perceive their payment as equitable in relation to their qualifications, with beliefs in receiving better payment compared to other institutions and considerations of status symbols within the hierarchical structure. These findings

reinforce the importance of providing fair compensation and transparency in the institutional hierarchy to promote a positive work environment.

This outcome aligns with Allegretto and Mishel's (2020) perspective, emphasizing that teacher compensation is pivotal for retaining qualified educators and maintaining teaching as an attractive career choice. To enhance student outcomes and economic performance, it is essential to provide teachers with a stable middle-class lifestyle comparable to other professions requiring similar education levels. UNESCO-IIEP (2021) underscores the importance of setting a minimum wage for teachers to ensure a respectable standard of living and attract skilled individuals to the profession. Additionally, offering competitive compensation and long-term incentives is crucial to compete with other sectors for educated and skilled workers, ultimately contributing to the development of a skilled and valued teaching workforce.

Table 5. Extent of Quality of Work Life of Teachers in terms of Remuneration and Compensation

No	Remuneration and Compensation Development	Mean	Descriptive Equivalent
1	believing that my payment is fair considering my qualifications.	3.40	Extensive
2	believing that teachers have a better payment than the ones of other institutions.	3.39	Extensive
3	believing that there are status symbols and / or sharp steps in the hierarchical structure.	3.38	Extensive
Overall		3.39	Extensive

Summary on the Extent of Quality of Work Life of Teachers

Table 6 summarizes the extent of the quality of work life of teachers, with an overall mean of 3.52, indicating an extensive level. Data reveal that all five indicators are in an extensive level, with future opportunity for growth and employment security receiving the highest mean score (3.60), followed by social integration in the work organization (3.59), working conditions for human capacity development (3.57), work and space for recreation (3.46), and remuneration and compensation (3.39).

The comprehensive examination of these indicators suggests that the quality of work life for teachers is frequently evident across various dimensions. Teachers perceive favorable prospects for career advancement and job security, along with positive

interpersonal relationships and a collaborative work culture. Factors such as working conditions, opportunities for recreation, and compensation also contribute to the overall work experience positively.

These findings underscore the importance of addressing various aspects, including professional growth opportunities, social dynamics, and work environment conditions, to enhance and maintain a positive quality of work life for educators. This reaffirms the viewpoint that achieving work-life balance and ensuring employee well-being are crucial for organizational success, as highlighted by Nguyen and Pham (2020). Quality of Work Life (QWL) programs aimed at improving productivity and enhancing employee satisfaction, as emphasized by Aryeetey and



Sanda (2012), play a significant role in shaping employee perceptions and organizational outcomes. Ultimately, fostering a supportive work environment that promotes employee commitment and satisfaction contributes not only to individual

well-being but also to overall business performance and societal well-being, as highlighted by Kara et al. (2018) and Winarmo and Hermana (2019).

Table 6. Summary on the Extent of Quality of Work Life of Teachers

No	Indicators	Mean	Descriptive Equivalent
1	Working Conditions for Human Capacity Development	3.57	Extensive
2	Social Integration in the Work Organization	3.59	Extensive
3	Future Opportunity for Growth and Employment Security	3.60	Extensive
4	Work and Space for Recreation	3.46	Extensive
5	Remuneration and Compensation	3.39	Extensive
Overall		3.52	Extensive

Extent of Job Satisfaction in terms of Job Responsibilities

Table 7 presents the extent of job satisfaction concerning job responsibilities, with an overall mean of 3.49, indicating an extensive level of satisfaction. All ten statements reveal extensive results, with the highest mean scores attributed to tasks promoting teamwork, an open communication environment, and opportunities for employees to utilize their abilities effectively. These findings underscore the frequent manifestation of job satisfaction among surveyed individuals regarding their job responsibilities.

The data analysis indicates extensive satisfaction across all statements, emphasizing the importance of a positive and collaborative work environment in fostering job satisfaction. Employees value mutual respect, teamwork, and opportunities for meaningful tasks that align with their skills and talents. These results affirm the significance of creating a supportive and inclusive workplace culture, where employees feel empowered and engaged in their responsibilities, ultimately contributing to their overall job satisfaction and well-being. Despite potential challenges such as workload and time constraints, prioritizing a positive work environment and meaningful tasks is essential for enhancing job satisfaction among employees.

Table 7. Extent of Job Satisfaction in terms of Job Responsibilities

No	Job Responsibilities	Mean	Descriptive Equivalent
1	having the chance to “rub elbows” with important people in my school through my immediate supervisor’s help.	3.35	Moderately Extensive
2	being able to do things that concur with my conscience.	3.33	Moderately Extensive
3	having the opportunity to do a work that is well suited to my abilities.	3.50	Extensive
4	having an open working environment where I can tell to my co-workers how to do things.	3.55	Extensive
5	having the chance to try something new and different in my job.	3.52	Extensive
6	having the chance to do something that makes use of my abilities.	3.54	Extensive
7	having the chance to develop new and better ways to do my job.	3.53	Extensive
8	doing things that don’t harm my other co- workers.	3.56	Extensive
9	being given the freedom to use my own judgment at work.	3.53	Extensive
10	performing my tasks without guilt of cheating anyone.	3.53	Extensive
Overall		3.49	Extensive

Extent of Job Satisfaction in terms of Work Security

Table 8 illustrates the extent of job satisfaction regarding work security, with an overall mean of 3.42, indicating an extensive level of satisfaction. All ten statements yield extensive results, with the highest mean scores attributed to items emphasizing confidence in job stability, satisfaction with benefits, and pride in job performance. These findings suggest that job satisfaction related to work security is frequently observed among surveyed individuals.

The data analysis reveals extensive satisfaction across all statements, highlighting various aspects contributing to job satisfaction concerning work security. Notably, employees value a sense of security in their job, comprehensive benefits, and recognition for their work. Confidence in job stability reflects the significance of feeling secure in one's employment for overall satisfaction. Satisfaction with benefits comparable to those offered by other institutions underscores the importance of



competitive compensation packages. Furthermore, pride in job performance indicates the significance of recognition and accomplishment in fostering job satisfaction in the context of work security.

These results emphasize the importance of creating a work environment that provides employees with stability, competitive benefits, and opportunities for recognition, ultimately enhancing

overall job satisfaction regarding work security. This aligns with recommendations from Taylor and Taylor (2011) and Das and Baruah (2013) to prioritize job security to improve employee well-being and effectiveness. Implementing supportive work environments, providing autonomy, and conducting regular evaluations can further enhance teachers' job security and commitment to the profession, as suggested by Yucel (2012) and Gu and Day (2014).

Table 8. Extent of Job Satisfaction in terms of Work Security

No	Work Security	Mean	Descriptive Equivalent
1	being happy with my compensation relative to the amount of work I do in school.	3.30	Moderately Extensive
2	having a fair chance of being reclassified or be promoted in my school.	3.46	Extensive
3	being satisfied with the benefits I receive comparable to what other schools can offer.	3.49	Extensive
4	being rewarded accordingly in my school for all my efforts.	3.34	Moderately Extensive
5	being confident that my job could provide me a secured future.	3.50	Extensive
6	being able to get a full credit for the work I do.	3.33	Moderately Extensive
7	being able to be proud and take pride for a job well done.	3.48	Extensive
8	having a competitive pay with the same jobs in other schools.	3.32	Moderately Extensive
9	having a reasonable pay in comparison to other teachers and workers in my school.	3.46	Extensive
10	having fair opportunities for professional growth and advancement from my school.	3.47	Extensive
Overall		3.42	Extensive

Extent of Job Satisfaction in terms of Community Attachment

Table 9 indicates the extent of job satisfaction concerning community attachment, with an overall mean of 3.73, indicating an extensive level of satisfaction. All ten statements yield extensive results, with the highest mean scores attributed to items emphasizing contributions to community strengthening, participation in outreach programs, and service to others. These findings suggest that job satisfaction related to community attachment is frequently observed among surveyed individuals. The data analysis reveals extensive satisfaction across all statements, highlighting various aspects contributing to job satisfaction concerning community engagement. Notably, employees value opportunities to contribute to broader community initiatives and make a positive impact beyond the workplace. Satisfaction in helping the school strengthen its linkages and networks emphasizes the importance of professional

involvement in community-building efforts. Additionally, participation in community outreach programs and service to others reflects a sense of purpose and social responsibility, contributing to overall job satisfaction.

These findings underscore the significance of fostering a work environment that encourages community involvement, providing employees with opportunities to connect with and contribute to the broader community. This aligns with perspectives emphasizing the importance of a positive and supportive school environment, where members feel connected and integral to a professional community dedicated to effective teaching. By prioritizing community attachment, schools can enhance employee job satisfaction, well-being, and performance, ultimately fostering a more cohesive and supportive educational environment.



Table 9. Extent of Job Satisfaction in terms of Community Attachment

No	Community Attachment	Mean	Descriptive Equivalent
1	having the chance to build a connection in the community.	3.50	Extensive
2	having the chance to be in service to other people.	4.20	Very Extensive
3	helping in encouraging the school's stakeholders to participate in all school-related activities.	3.56	Extensive
4	having the chance to be somebody in the community.	3.52	Extensive
5	having the chance to participate in community outreach programs (i.e. linis barangay, coastal clean-up, tree planting).	4.21	Very Extensive
6	helping find solutions to the problems of people and communities.	3.54	Extensive
7	helping the school strengthens its linkages and networks.	4.22	Very Extensive
8	being supported by my immediate head in taking care of the complaints of the parents in the community.	3.51	Extensive
9	feeling the pleasantness of the school administrators towards external stakeholders.	3.52	Extensive
10	having the chance to have a social position in the community which goes with my teaching job.	3.56	Extensive
Overall		3.73	Extensive

Extent of Job Satisfaction in terms of Work Environment

Table 10 presents the extent of job satisfaction regarding the work environment, with an overall mean of 3.55, indicating an extensive level of satisfaction. All ten statements yield extensive results, with the highest mean scores attributed to items emphasizing mechanisms that show concern for all members, a sense of accomplishment from teaching, and promotion of teamwork and collaboration among teachers and heads.

The data analysis reveals extensive satisfaction across all statements, shedding light on various aspects contributing to job satisfaction related to the work environment. Employees value a workplace that prioritizes concern and inclusivity, recognizing achievements, and fostering teamwork and collaboration. Mechanisms demonstrating care for all members of the school community are particularly significant, emphasizing the

importance of a caring and inclusive environment. Recognition of accomplishments in teaching and promotion of teamwork underscore the significance of valuing educators' contributions and fostering a collaborative work culture.

These findings collectively underscore the importance of cultivating a positive and supportive work environment that prioritizes employee well-being, recognizes achievements, and encourages teamwork. This aligns with research emphasizing the positive impact of a supportive organizational culture on teachers' performance and motivation. By enhancing the work environment and fostering effective communication and collaboration, organizations can improve employee satisfaction, motivation, and ultimately, performance.

Table 10. Extent of Job Satisfaction in terms of Work Environment

No	Work Environment	Mean	Descriptive Equivalent
1	having fair policies and practices towards employees.	3.50	Extensive
2	having clear communication channel between school heads and teachers.	3.55	Extensive
3	promoting teamwork and collaboration among teachers and heads.	4.10	Extensive
4	having a conducive work environment and spaces with good air-conditioning system, lighting, and ventilation among others.	3.52	Extensive
5	promoting friendships and good relations among teachers.	3.56	Extensive
6	offering an environment that nurtures positive experiences with my colleagues in the profession.	3.54	Extensive
7	providing a feeling of accomplishment from teaching.	4.21	Very Extensive
8	providing mechanisms that show concern and love for all members of the school.	4.22	Very Extensive
9	providing feeling of pleasantness towards work, school and co-teachers.	3.56	Extensive
10	giving support in times of need or difficulty to teachers, students and the community.	3.56	Extensive
Overall		3.73	Extensive



Summary on the Extent of Job Satisfaction

Table 11 presents a summary of job satisfaction, indicating an overall mean of 3.59, signifying an extensive level of satisfaction across all four indicators. Both community attachment and the work environment emerge with the highest mean score, followed by job responsibilities and work security.

The analysis suggests that job satisfaction is frequently observed among the surveyed individuals, with extensive results across all indicators. The high mean scores for community attachment and the work environment underscore the significant impact of community engagement and a positive workplace atmosphere on overall satisfaction. The close ranking of job responsibilities emphasizes the importance of fulfilling tasks, while the slightly lower mean score for work security still indicates its relevance in influencing satisfaction.

These findings highlight the multifaceted nature of factors contributing to job satisfaction, including community connection, the work environment, fulfilling responsibilities, and work security. This balanced emphasis underscores the importance of taking a holistic approach to enhance job satisfaction.

These results align with previous research emphasizing the pivotal role of job satisfaction in influencing teachers' commitment and productivity within a school organization. Positive job experiences contribute to teachers' dedication and responsibility in fulfilling their duties, ultimately benefiting students' learning experiences. Additionally, job satisfaction is perceived as essential for personal success and well-being, characterized by passion, enjoyment, and fulfillment in one's work. Ultimately, fostering job satisfaction contributes to a positive work environment and enhances overall organizational performance.

Table 11. Summary on the Extent of Job Satisfaction

No	Indicators	Mean	Descriptive Equivalent
1	Job Responsibilities	3.49	Extensive
2	Work Security	3.42	Extensive
3	Community Attachment	3.73	Extensive
4	Work Environment	3.73	Extensive
Overall		3.59	Extensive

Significance of the Relationship Between the Extent of Quality of Work Life of Teachers and Job Satisfaction

The data presented in Table 12 underscore the significant relationship between the quality of work life of teachers and their job satisfaction. The overall r-value of .467 with a p-value of <0.05 indicates the rejection of the null hypothesis, providing compelling evidence of this relationship. Pairwise correlation among the indicators further supports this, revealing computed r-values ranging from 0.461 to 0.472, all with p-values below 0.05. This implies that as aspects such as working conditions, social integration, future opportunities, and compensation improve, job satisfaction among teachers also increases.

These findings emphasize the nuanced connection between various dimensions of the work environment and teachers' satisfaction, offering valuable insights for institutions seeking to enhance the well-being of their teaching staff.

This aligns with prior research by Nair and Subash (2019), which highlights the significance of employee satisfaction for organizational stability. Quality of work life encompasses not only job satisfaction but also overall contentment in non-work domains and subjective well-being. Addressing factors contributing to organizational effectiveness and growth is crucial for promoting job satisfaction and enhancing the quality of work life. Similarly, studies by Usha and Rohini (2018) and Bhavani and Jegadeeshwaran (2014) emphasize the impact of various factors such as working conditions, compensation, and career growth on the quality of work life and job satisfaction among teachers, further underscoring the importance of addressing these aspects to foster a positive work environment and enhance overall satisfaction.

Table 12. Significance of the Relationship Between Quality of Work Life of Teachers and Job Satisfaction

Quality of Work Life of Teachers Indicators	Dependent Variable	r-value	p-value	Decision on Ho
Working Conditions for Human Capacity Development		0.469	0.000	Rejected
Social Integration in the Work Organization		0.470	0.000	Rejected



Future Opportunity for Growth and Employment Security	Job Satisfaction	0.472	0.000	Rejected
Work and Space for Recreation		0.465	0.000	Rejected
Remuneration and Compensation		0.461	0.000	Rejected
Overall		0.467*	0.000	Rejected

*Significant at 0.05 significance level.

Regression Analysis on the Influence of Quality of Work Life of Teachers and Job Satisfaction

The regression analysis presented in Table 13 highlights the significant influence of the quality of work life of teachers on their job satisfaction. With an overall p-value of <0.05, it's evident that various domains of teachers' work life significantly predict their satisfaction levels. The B values for each domain further quantify this influence, with future opportunities for growth and employment security demonstrating the highest impact. These findings align with Walton's Quality of Work Life Model, which identifies key factors impacting overall work satisfaction, emphasizing the importance of factors like fair compensation, safe working conditions, and opportunities for growth.

Moreover, the coefficient of determination reveals that nearly half of job satisfaction (43.4%) is explained by these domains, underlining their substantial impact. This comprehensive analysis offers empirical support for rejecting the hypothesis that no domain significantly influences job satisfaction. By addressing factors such as working conditions, social integration, and compensation, organizations can enhance teacher well-being and job satisfaction, ultimately improving overall performance and effectiveness. Therefore, ensuring favorable working conditions and opportunities for growth is essential not only for individual teachers but also for organizational success and effectiveness.

Table 13. Regression Analysis on the Influence of Quality of Work Life of Teachers and Job Satisfaction

Quality of Work Life of Teacher	Job Satisfaction			
	B (Standardized Coefficients)	B (Unstandardized Coefficients)	T	Sig.
Constant	0.711	0.141	6.321	0.000
Working Conditions for Human Capacity Development	0.458	0.429	12.629	0.000
Social Integration in the Work Organization	0.463	0.432	12.639	0.000
Future Opportunity for Growth and Employment Security	0.468	0.434	12.642	0.000
Work and Space for Recreation	0.455	0.427	12.618	0.000
Remuneration and Compensation	0.448	0.424	12.595	0.000
R	0.467			
R²	0.434			
F	24.083			
p	0.000			



Conclusions

The study reveals that the quality of work life of teachers is frequently evident across various dimensions, including working conditions, social integration, growth opportunities, recreational spaces, and compensation. Similarly, job satisfaction among teachers is notably high, particularly concerning job responsibilities, work security, community attachment, and the work environment. Importantly, the study establishes a significant relationship between the quality of work life and job satisfaction of teachers across all domains examined.

Moreover, the findings indicate that each domain of teachers' work life significantly influences their job satisfaction, with a rejection of the null hypothesis. Specifically, improvements in working conditions, social integration, growth opportunities, recreational facilities, and compensation positively correlate with increased job satisfaction. This underscores the importance of addressing these domains to enhance overall teacher well-being and satisfaction.

Recommendations

Based on the study's conclusions, several recommendations are proposed:

Department of Education Initiatives: DepEd should prioritize initiatives aimed at improving the overall work environment for educators. This may involve targeted policies and interventions addressing specific domains identified in the study, such as professional development opportunities, positive relationships, and supportive work conditions.

Proactive Measures by School Heads: School administrators should proactively prioritize the well-being of teaching staff by implementing policies addressing workload management, recognition of achievements, and professional growth opportunities. Establishing regular channels of communication and fostering a collaborative school culture can further enhance job satisfaction.

Teacher Self-Care and Advocacy: Teachers should prioritize self-care, seek professional development opportunities, and engage in open communication with school administrators. By articulating their needs and concerns and actively contributing to a positive work environment, teachers can enhance their job satisfaction and well-being.

Future Research Directions: Future research should explore additional factors influencing the quality of work life and job satisfaction of teachers. Utilizing alternative research approaches and investigating relevant variables can provide further insights into enhancing teacher satisfaction and well-being.

By implementing these recommendations, educational institutions can foster a supportive and fulfilling work environment for teachers, ultimately enhancing their job satisfaction and contributing to improved educational outcomes.

REFERENCES

1. Allegretto, S., & Mishel, L. (2020). *Teacher pay penalty dips but persists in 2019: Public school teachers earn about 20% less in weekly wages than nonteacher college graduates*. Economic Policy Institute. <https://www.epi.org/publication/teacher-pay-penalty-dips-but-persists-in-2019-public-school-teachers-earn-about-20-less-in-weekly-wages-than-nonteacher-college-graduates/>
2. Aryeetey, E., & Sanda, M. A. (2012). *Understanding employees' perspectives on organizational communication*. *European Journal of Business and Management*, 4(7), 142-152.
3. Bhavani, G., & Jegadeeshwaran, M. (2014). *A study on quality of work life among the employees of public and private banks in Dindigul*. *International Journal of Economic Research*, 11(3), 731-743.
4. Das, S., & Baruah, M. (2013). *Employee retention: A review of literature*. *IOSR Journal of Business and Management*, 14(2), 8-16. <https://doi.org/10.9790/487X-1420816>
5. Fabella, V., Garcia, P., & Manzanilla, C. (2022). *Challenges in public school teaching: A case study*. In M. Lopez & S. Cruz (Eds.), *Education in the Philippines: Issues and trends* (pp. 45-67). Education Press.
6. Gu, Q., & Day, C. (2014). *Teachers' resilience: A necessary condition for effectiveness*. *Teaching and Teacher Education*, 44, 47-59. <https://doi.org/10.1016/j.tate.2014.08.002>
7. Gupta, S. (2019). *Impact of recreational activities on employee well-being*. *Journal of Organizational Behavior*, 23(1), 72-89.
8. Hussain, S. (2019). *Job security and its impact on employee performance: A study on public sector teachers*. *Journal of Management Research*, 21(4), 102-118.
9. IGI Global. (2022). *Definition of working conditions*. In *Encyclopedia of Information Science and Technology* (5th ed.). IGI Global. <https://www.igi-global.com/dictionary/working-conditions/62113>
10. Ingersoll, R. M. (2017). *Teacher turnover and teacher shortages: An organizational analysis*. In T. Smith & A. Brown (Eds.), *Teaching and school administration* (pp. 89-104). Academic Press.
11. Kelvoin, E., & Odunayo, S. (2019). *Social integration and work life quality: An examination of organizational participation*. *Journal of Social Sciences*, 10(1), 56-72.
12. Koller, D., Maier, J., & Weller, M. (2018). *Peer relationships and social integration in school settings*. *Journal of Educational Psychology*, 110(3), 315-329. <https://doi.org/10.1037/edu0000236>
13. Masoom, M. (2021). *The impact of working conditions on teachers' job satisfaction: A review*. *Journal of Educational Research and Practice*, 11(3), 195-210. <https://doi.org/10.5590/JERAP.2021.11.3.15>
14. Meador, D. (2018). *Professional development for teachers: The key to school improvement*. *Educational Leadership*, 75(3), 22-28.
15. Mehra, P. (2020). *Integrating leisure activities into the workplace: Enhancing employee well-being and productivity*. *Journal of Occupational Health*, 29(2), 147-162.
16. Nair, S., & Subash, M. (2019). *Employee satisfaction and organizational stability: A critical review*. *International Journal of Human Resource Management*, 30(12), 1895-1920.



17. Nguyen, T. D., & Pham, L. M. (2020). *Achieving work-life balance: Strategies for personal and organizational success*. *Journal of Business Research*, 112, 213-222.
<https://doi.org/10.1016/j.jbusres.2020.02.021>
18. OECD. (2019). *Working conditions, teacher job satisfaction and retention*. In *OECD Education Policy Perspectives* (pp. 45-67). OECD Publishing.
<https://doi.org/10.1787/9789264264165-en>
19. Taylor, J., & Taylor, R. (2011). *Working conditions and employee commitment: A case study in a manufacturing organization*. *Journal of Human Resource Management*, 22(2), 34-45.
20. Tibay, J. (2018). *Resource allocation and teacher satisfaction in Philippine schools*. In P. Reyes (Ed.), *Resource management in education* (pp. 102-118). *Learning Solutions*.
21. UNESCO-IIEP. (2021). *Setting a minimum wage for teachers: A policy guide*. UNESCO International Institute for Educational Planning.
22. Usha, S., & Rohini, R. (2018). *Quality of work life and job satisfaction among teachers*. *Journal of Organizational Behavior*, 19(3), 230-241.
23. Will, M. (2022, March 15). *Teacher job satisfaction hits an all-time low in the U.S.* *Education Week*.
<https://www.edweek.org/teaching-learning/teacher-job-satisfaction-hits-an-all-time-low-survey-finds/2022/03>
24. Winarmo, R., & Hermana, H. (2019). *Enhancing organizational performance through employee well-being programs*. *Journal of Business Ethics*, 159(2), 543-558.
<https://doi.org/10.1007/s10551-018-3855-9>
25. Yucel, I. (2012). *Examining the relationships among job satisfaction, organizational commitment, and turnover intention: An empirical study*. *International Journal of Business and Management*, 7(20), 44-58.
<https://doi.org/10.5539/ijbm.v7n20p44>