WORKING CONDITION AND JOB SATISFACTION AMONG TEACHERS

Working Condition and Job Satisfaction among Teachers

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Abstract

This study aimed to determine the level of working condition and job satisfaction among teachers in Kadingilan I District, Division of Bukidnon, S.Y 2024-2025. Specifically, this study sought to determine the level of the teachers' working condition in terms of teacher to learner interaction, teacher to teacher interaction, teacher to school Head interaction and job satisfaction as to personal, organizational, working environment and work itself factor. This study used a descriptive-correlational method of research to provide a robust framework for exploring the relationship between working conditions and job satisfaction. Also, five Likert scale was used in interpreting the data. Mean and standard deviation were used to determine the level of working condition and job satisfaction and Pearson r Product-Moment Correlation Coefficient or Pearson r was utilized to find out the significant relationship between working conditions and job satisfaction. The result revealed that the level of the teachers' working condition in terms of teacher to learner interaction, teacher to teacher interaction and teacher to school Head interaction is very high level. Moreover, the level of the job satisfaction as to personal, organizational, working environment and work itself factor, indicating as very high level. The result revealed that there is a significant relationship between the teachers working condition and their job satisfaction. These suggest that schools should continue promoting open communication, professional development programs, and collaborative activities. Regular team-building exercises, mentorship programs, and leadership training can strengthen relationships among teachers, students, and school heads. Additionally, school administrators should provide continuous support and resources to maintain this positive work environment, ensuring long-term educational success.

Keywords: *working condition, job satisfaction, teacher to teacher interaction, teacher to teacher interaction, teacher to school head interaction, personal, organizational, work environment*

Introduction

Fostering a healthy and effective teaching environment requires an understanding of and commitment to improving the working conditions and job satisfaction of public elementary school teachers. In addition to being essential for their personal wellbeing, teachers' job satisfaction has a direct impact on the standard of instruction they deliver and the general efficacy of the school. In order to find insights that can guide strategies to improve working conditions and increase job satisfaction among elementary school teachers—and ultimately lead to a more rewarding and sustainable teaching profession—this research will look at a number of factors, including workload, resources, administrative support, and professional development opportunities. The quality of schooling is significantly impacted by the issues with working conditions. Effective teaching and learning can be hampered by crowded classrooms, time limits, and a diverse student body. Additionally, an overwhelming workload and a lack of teamwork can result in teacher burnout and decreased job satisfaction.

Schools may foster a more encouraging and effective learning environment for both instructors and students by tackling these issues with working conditions. In the end, this will result in better student performance, higher teacher retention, and an all-around more robust educational system (Ronquillo, 2022). Additionally, one of the most important factors influencing teachers' general well-being and the caliber of education they deliver is their level of job satisfaction. However, a number of factors, including organizational, personal, work-related, and working environment issues, might affect teacher satisfaction. Teachers who lack intrinsic drive may find it difficult to find fulfillment in their employment. They might just see teaching as a way to get money or as a means to an end, which would make them less satisfied with their jobs (Awoeyo, 2021).

According to a study by Patricia Montuori et al. (2021), a working environment issue can have a detrimental effect on teacher satisfaction if classrooms are overcrowded or badly kept. Their capacity to concentrate and provide a favorable learning environment can be impacted by elements like temperature, lighting, and noise levels. Teachers are also more likely to be dissatisfied with their jobs if they feel intimidated or dangerous at work. According to Gallup S. (2020), a few other factors may potentially have an effect on teacher satisfaction. For instance, a teacher's job satisfaction may be influenced by their pay and perks, professional development opportunities, and the degree of autonomy they have in the classroom. Lee H.J. (2018) would also contend that it's not always clear how working circumstances affect teachers' job satisfaction. For instance, if instructors believe they are improving the lives of their children, they could be prepared to put up with subpar working circumstances. On the other hand, even if their working conditions are favorable, some instructors might not be happy in their positions. Perugini C. and Vladisavlijevic M. (2019) assert that there is a complicated relationship between teacher job satisfaction and working conditions. The impact of working environment can differ from teacher to teacher, and no single factor can ensure teacher happiness. Positive working conditions, on the other hand, can serve to raise the possibility that instructors will be content with their positions and productive in the classroom. There are important policy ramifications to research on the working circumstances and job satisfaction of teachers. The results can guide the creation of programs

and policies meant to enhance teachers' working conditions.

Researchers can improve teacher well-being and the standard of education for all kids by supporting laws that encourage favorable working circumstances and high levels of job satisfaction. To comprehend the opportunities and challenges teachers encounter, it is crucial to research their working conditions and job satisfaction. Researchers may create evidence-based suggestions and regulations that foster a positive work environment and raise teacher satisfaction by determining the elements that affect their effectiveness and well-being. In the end, this study helps to build a successful educational system that is advantageous to both educators and learners.

Research Questions

This study aimed to determine the level of working condition and job satisfaction among teachers in Kadingilan I District, Division of Bukidnon, S.Y 2024-2025. Specifically, this study sought to answer the following questions:

1. What are the level of the teachers' working condition in terms of teacher to learner interaction, teacher to teacher interaction and teacher to school Head interaction?
2. What is the level of the job satisfaction as to personal, organizational, working environment and work itself factor?
3. Is there a significant relationship between the teachers working condition in terms of teacher to learner interaction, teacher to teacher interaction and teacher to school Head interaction and their job satisfaction as to personal, organizational, working environment and work itself factor?

Methodology

Research Design

In order to offer a solid framework for investigating the connection between job satisfaction and working circumstances, this study employed a descriptive-correlational research design. The study employed quantitative research techniques to collect data and analyze the results. It offers a thorough explanation of the factors and their relationships, providing insightful information for both employee well-being and organizational development. Notwithstanding its drawbacks, this design is in line with the goals of the study, lays a strong basis for further research, and establishes the importance of the connection between teachers' job satisfaction and their working conditions. In order to easily collect and tabulate the respondents' responses, a survey questionnaire was employed.

Respondents

Elementary school teachers in Kadingilan-I District, Kadingilan, Bukidnon, participated in the survey as respondents. The method used was total enumeration sampling. 133 elementary school teachers from various schools in the Kadingilan 1 district of Bukidnon participated in the training. The whole populace was employed by this. The teachers' job satisfaction and working circumstances were evaluated.

Table 1 presents the distribution of respondents by school.

Table 1. *Distribution of Respondents by School*

School	Total Population	Sample Size
Kadingilan Central Elementary School	39	39
Salvacion, Elementary School	9	9
Pay-as, Elementary School	8	8
Bagor, Elementary School	15	15
Tuburan, Elementary School	7	7
Malinao, Elementary School	7	7
Husayan, Elementary School	6	6
Kibogtok, Elementary School	6	6
Baroy, Elementary School	8	8
Sibonga, Elementary School	10	10
Total	133	133

Instrument

This study used an adapted questionnaires from Koul, (2003) and Paul E. Spector (1994). The instruments that was used in gathering the necessary data is a questionnaire composed of 2 parts. Part 1 deals on teachers working conditions in terms of teacher and learners interaction, teacher to teacher interaction and teacher to school head interaction by Koul, (2003).

Part II inquired on teacher job satisfaction as to Personal, Organizational, Work Environment and Work Itself. The questionnaire was modified from Paul E. Spector (1994) from the Department of Psychology in the University of South Florida.

Procedure

A written request was made to the Superintendent of the Schools Division of the Division of Bukidnon based on the suggestion of the Dean of the Graduate School of Valencia Colleges Inc. to float the research instrument to schools. Additionally, the researcher wrote

letters of contact to the District Supervisors with the Superintendent of the School Division's agreement. Participants will individually complete the questionnaires following completion of the required correspondence and approval. At the designated time and convenient location within the school, the respondents completed the surveys.

Given that respondents are not asked nor compelled to write their names, the researcher made sure that the responses were kept private. The same day, the questionnaires were collected. The information collected from the survey was categorized, arranged, and tallied appropriately. The data collected from the completed questionnaire was then tallied by the researcher. Findings, conclusions, and suggestions were developed with the use of data analysis and interpretation.

Data Analysis

The data from this study was analyzed and interpreted using the following statistical tools: The degree of working conditions in terms of interactions between teachers and students, between teachers and school administrators, and between teachers themselves were assessed using the mean and standard deviation.

The degree of job satisfaction with regard to personal, organizational, working environment, and work-related characteristics was assessed using the mean and standard deviation.

To determine if working conditions and job satisfaction are significantly correlated, the Pearson r Product-Moment Correlation Coefficient, or Pearson r, was used.

Ethical Considerations

These are some of the most important ethical factors that researchers need to think about when they are doing study. The investigator Giving respondents their informed permission guarantees that they are completely aware of the goals, methods, risks, and rewards of the study and that they voluntarily and voluntarily agree to take part. By making sure that respondents' personal information and data are kept private and aren't shared with third parties without their permission, the researcher safeguarded their confidentiality.

Results and Discussion

The presentation, analysis, and interpretation of the information obtained from the respondents are included in this chapter. The presenting order is determined by the order of the individual problems in the problem statement.

Table 2. *The Level of the Teachers' Working Condition in terms of Teacher to Learner Interaction*

Indicator	Mean	SD	Qualitative Interpretation
I explain things clearly.	4.92	0.276	Very High Level
I help other learners who are having trouble with their work.	4.86	0.343	Very High Level
I make friends among learners in the class.	4.78	0.414	Very High Level
I am too quick to correct learners when they break a rule.	4.77	0.420	Very High Level
I talk enthusiastically about the subject matter or the lesson.	4.76	0.429	Very High Level
Overall	4.82	0.159	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

Table 2 shows the degree of teacher-student contact in the classroom. This was assessed using a number of variables, each of which has a mean and standard deviation (SD). An overall mean of 4.82 and SD of 0.159, which indicates a very high level of interaction, indicate the level of teacher-to-learner interaction in the analysis of working conditions. With a mean score of 4.92 and a standard deviation of 0.276, the highest-rated indicator, "I explain things clearly," demonstrates teachers' excellent ability to convey teachings. The statement "I assist other students who are struggling with their assignments" also demonstrates their commitment to student support, with a mean score of 4.86 and a standard deviation of 0.343.

Despite being at a very high level, the lowest mean score, "I talk enthusiastically about the subject matter or the lesson," with a mean of 4.76 and SD of 0.429, indicates a slight variation in enthusiasm. What's All things considered, the findings show that teachers continue to have outstanding verbal interactions with their pupils, creating a positive and open learning atmosphere.

The study by Dolch and Bates (2020) supported the conclusion that meaningful verbal exchanges and other high-quality teacher-student interactions encourage pupils to learn more deeply and become more involved. Students do better academically and are more motivated when their teachers interact with them on a regular basis, offer feedback, and encourage dialogue, according to their research.

Morris's (2023) study also highlights the value of verbal engagement in the learning process, asserting that students learn best when they communicate with those who possess greater information, such teachers. This demonstrates how important it is for teachers and students to communicate verbally both frequently and well in order to foster a positive learning environment. Admiraal W. (2021) also

discovered that student growth depends on the teacher-student relationship, especially via verbal communication. According to Hattie's meta-analysis of a wide range of educational effects, learning outcomes were significantly impacted by effective teacher-student relationships, which are established through regular and meaningful verbal interactions.

Table 3. *The Level of the Teachers' Working Condition in terms of Teacher to Learner Interaction*

Indicator	Mean	SD	Qualitative Interpretation
I have sufficient opportunities to communicate and collaborate with parents/guardians regarding their children's progress and learning needs.	4.99	0.087	Very High Level
I build meaningful relationships with my learners.	4.91	0.288	Very High Level
I feel adequately supported by my school administration in creating a safe and positive learning environment where learners feel comfortable asking questions and sharing their ideas.	4.87	0.335	Very High Level
I provide individualized attention and support to each learner who needs it.	4.86	0.343	Very High Level
I am consistently able to comfort learners that promote active learner participation and engagement in my classroom	4.82	0.386	Very High Level
Overall	4.89	0.173	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

Table 3 shows the degree of teacher-student contact in the classroom. This was assessed using a number of variables, each of which has a mean and standard deviation (SD).

A variety of variables, each with its own mean and standard deviation (SD), were used to assess the instructors' working conditions, which are shown in Table 3 in terms of teacher-to-student interaction. A very high degree of support is indicated by the examination of the working conditions of instructors in terms of teacher-to-learner interaction, which shows an overall mean of 4.89 and SD of 0.173. "I have sufficient opportunities to communicate and collaborate with parents/guardians" is the highest-rated indication, with a mean score of 4.99 and a standard deviation of 0.087. This indicates that parental engagement is widely valued. "I am consistently able to comfort learners to promote engagement" is the indicator with the lowest rating, with a mean score of 4.82 and a standard deviation of 0.386. This indicates that there is room for growth in terms of encouraging student inclusion. As a whole, the findings indicate that educators provide outstanding emotional support, fostering a supportive and encouraging learning atmosphere. This implies that teachers make sure that kids feel protected, appreciated, and inspired to learn by developing close relationships with them, demonstrating empathy, and offering support. Students feel free to express themselves, take chances, and ask for assistance when necessary, because of the welcoming environment they foster.

Emotionally supportive teacher-student interactions help students succeed academically and develop social skills, according to a study by Dimaculangan and Cuenca (2018). Their results indicate that a pleasant learning environment is produced when teachers establish warm, responsive relationships with their pupils, which raises motivation and engagement levels. Similarly, Akinyemi et al. (2020) found that teachers are more likely to exhibit emotional resilience and patience in their interactions with pupils when they work in supportive school environments and with moderate workloads. Teachers are able to give students ongoing emotional support because of their emotional stability, which helps them feel valued and comfortable in the classroom.

Additionally, teachers who have a positive attitude about their working environment are more likely to connect with children in a high-quality manner, especially when providing emotional support, according to Sebastian and Fabian B. (2021). Teachers are more equipped to respond to their children's emotions when they have access to professional development, administrative assistance, and a collaborative school culture, according to the research.

Additionally, Meng Xiao et al. (2023) discovered that teachers who experience less stress and burnout are frequently influenced by better working conditions—offer more emotional support to their students in the classroom. According to these results, improving teachers' working conditions has a direct positive impact on their capacity to engage with children in constructive and emotionally supportive ways.

The level of teacher-to-teacher interaction and working conditions is shown in Table 4, which was assessed using a number of indicators, each with its own mean and standard deviation (SD).

The degree of teacher-to-teacher interaction in the working environment is shown in Table 4. The analysis shows that instructors have a strong collaborative culture, with an overall mean score of 4.83, SD, and 0.170, falling into the "Very High Level" group. With a

mean of 4.89 and a standard deviation of 0.308, the indication "I participate with my co-teacher in professional development specifically pertaining to co-teaching" has the highest mean value among the others, indicating that instructors are very involved in co-teaching professional development. On the other hand, "I communicate with my co-teacher outside of the classroom for purposes other than instructional effectiveness" has the lowest mean value (mean of 4.77, standard deviation of 0.420). This somewhat lower mean, but still classified at a "Very High Level," indicates that, despite its strength, communication outside of instructional concerns may not be given as much priority as other types of engagement. A high degree of collaboration and shared learning among teachers is also demonstrated by other noteworthy indicators, such as "I have at least 30 minutes of common planning time per week with my co-teacher" (Mean of 4.83, SD of 0.380) and "I participate in professional development activities with my colleagues where we actively learn from each other" (Mean of 4.86, SD of 0.351).

Table 4. *The Level of the Teachers' Working Condition in terms of Teacher to Teacher Interaction.*

Indicator	Mean	SD	Qualitative Interpretation
I participate with my co-teacher in professional development specifically pertaining to co-teaching.	4.89	0.308	Very High Level
I participate in professional development activities with my colleagues where we actively learn from each other.	4.86	0.351	Very High Level
I have at least 30 minutes of common planning time per week with my co-teacher.	4.83	0.380	Very High Level
I share all classroom responsibilities with my co-teacher.	4.80	0.398	Very High Level
I communicate with my co-teacher outside of the classroom for purposes other than instructional effectiveness.	4.77	0.420	Very High Level
Overall	4.83	0.170	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

According to the overall findings, teachers actively participate in professional development activities and co-teaching techniques, creating a strong and encouraging work atmosphere. Excellent teacher-to-teacher interactions create a collaborative environment that supports instructional strategies and professional development, claims Xia (2020). Her study shows that teachers had higher levels of work satisfaction and instructional effectiveness when they participate in peer mentoring, professional discourse, and collaborative decision-making.

Likewise, Admiraal W. (2021) found that schools with a strong professional collaborative culture have better student achievement because teachers are more eager to share best practices and support one another in resolving problems in the classroom. This demonstrates how positive work environments foster deep connections amongst teachers, which in turn improves the caliber of instruction. Additionally, teachers who receive strong collegial support are more likely to remain in the field and keep improving their teaching abilities, according to Sam Sims (2019). According to his research, instructors develop a sense of collective competence and improve student outcomes when they work in environments that promote cooperation, professional trust, and shared responsibilities.

Furthermore, Montuori P. et al. (2021) found that instructors who collaborate professionally are more confident in their ability to make instructional decisions and are more willing to try out novel teaching techniques. These results provide credence to the idea that professional teacher-teacher interactions are significantly enhanced in supportive work settings, which in turn contributes to overall school achievement.

Using a variety of variables, each with its own mean and standard deviation (SD), Table 5 shows the degree of the teachers' working conditions in terms of teacher-to-teacher interaction.

The degree of teacher-to-teacher interaction in the working environment is shown in Table 5. A "Very High Level" of teacher collaboration is indicated by the overall mean score of 4.84 and SD of 0.130. With a mean of 4.90 and a standard deviation of 0.298, the research reveals that the indication "I feel comfortable sharing my teaching challenges and seeking advice from my colleagues" has the greatest mean value. However, with a mean of 4.80 and SD of 0.404, the statement "I believe that my colleagues genuinely value and appreciate my contributions to the school" has the lowest mean score. Despite being at a "Very High Level," this somewhat lower score may suggest that, in comparison to other collaboration-related factors, some teachers feel their efforts are not as valued.

Other noteworthy indications include "I have regular opportunities to collaborate with other teachers on curriculum planning and development" (Mean: 4.85, SD: 0.359) and "I view my co-teacher and me as equals in the classroom" (Mean: 4.82, SD: 0.386). These findings demonstrate a strong emphasis on equality and collaboration in instructional design, both of which support productive learning environments.

Table 5. *The Level of the Teachers' Working Condition in terms of Teacher to Teacher Interaction.*

Indicator	Mean	SD	Qualitative Interpretation
I feel comfortable sharing my teaching challenges and seeking advice from my colleagues.	4.90	0.298	Very High Level
I view my co-teacher and me as equals in the classroom.	4.85	0.359	Very High Level
When I have ideas or suggestions for improving teaching practices or school policies, I feel listened to and respected by my colleagues.	4.83	0.373	Very High Level
I have regular opportunities to collaborate with other teachers on curriculum planning and development	4.82	0.386	Very High Level
Overall	4.84	0.130	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

According to the overall findings, working circumstances for teachers are generally favorable, especially when it comes to interactions amongst teachers. This demonstrates that educators place a high importance on strong professional relationships and productive teamwork. A positive school climate is likely to foster a sense of belonging, support among peers, and shared accountability. High levels of teacher engagement can enhance instructional strategies, boost job satisfaction, and foster a more cohesive and effective learning environment all around.

A study by Shimizu M. et al. (2021) cited that student achievement and teacher retention rates are greater in schools with high levels of teacher cooperation. According to their research, teachers feel more connected to their careers and are more satisfied with their jobs when they regularly and meaningfully interact, such as when they co-plan classes, exchange instructional ideas, and examine student data. Teachers' working conditions are improved by this collaborative environment, which also lessens stress and burnout and enhances their teaching methods. In a similar vein, Awoeyo (2021) emphasized that teacher collaboration fosters collective efficacy, which happens when educators believe they can positively impact student learning outcomes as a group, increasing their overall job satisfaction.

Additionally, a meta-analysis conducted by Ronquillo (2022) supports the notion that teacher collaboration plays a significant role in creating a positive work environment. According to his research, high levels of teacher-teacher contact are a result of key elements of successful collaboration, including open communication, shared objectives, and trust. Teachers feel more empowered and secure in their teaching strategies when they work together in a welcoming and cooperative setting.

Moreover, according to Gallup S. (2020), meaningful and deep professional collaboration goes beyond simple cooperation and fosters long-term professional development and innovation in the classroom. All this research concur that improved working conditions for teachers result from high levels of cooperative teacher-to-teacher engagement, which is advantageous to both educators and students.

Table 6. *The Level of the Teachers' Working Condition in terms of Teacher to School Head Interaction.*

Indicator	Mean	SD	Qualitative Interpretation
I observe that my school head is approachable and open to teacher concerns.	4.90	0.298	Very High Level
I feel comfortable sharing my professional challenges with the school head.	4.83	0.380	Very High Level
I have school head that provides clear and consistent communication to the teaching staff.	4.82	0.386	Very High Level
My interactions with the school head contribute positively to my work environment.	4.81	0.392	Very High Level
I feel that my professional ideas and suggestions are valued by the school head.	4.77	0.420	Very High Level
Overall	4.83	0.167	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

Using a variety of variables, each with its own mean and standard deviation (SD), Table 6 shows the degree of the teachers' working conditions in terms of their interactions with the school head. The investigation demonstrates the quality of working circumstances for teachers in relation to interactions between teachers and school heads. Teachers and their school head have "Very High Level" effective

communication, as indicated by the total mean score of 4.83 and SD of 0.167. With a mean of 4.90 and a standard deviation of 0.298, the statement "I observe that my school head is approachable and open to teacher concerns" had the highest mean value.

On the other hand, "I feel that my professional ideas and suggestions are valued by the school head" has the lowest mean value, with a mean of 4.77 and SD of 0.420. This significantly lower score, albeit still at a "Very High Level," would suggest that some teachers believe their opinions are heard but aren't always taken into consideration. Other noteworthy indicators are "I have a school head that provides clear and consistent communication to the teaching staff" (Mean of 4.82, SD of 0.386) and "I feel comfortable sharing my professional challenges with the school head" (Mean of 4.83, SD of 0.380).

The overall findings indicate that the results show that instructors have very good working conditions, especially when it comes to their relationship with the principal. This implies that teachers and school administrators have close, honest, and encouraging communication. A collaborative atmosphere where teachers feel valued, heard, and guided by their school principals is indicated by such positive involvement. A more positive and productive school atmosphere is often the consequence of strong relationships between leaders and teachers, which also lead to increased motivation, professional growth, and more effective implementation of school policies and programs.

Excellent communication between teachers and school administrators significantly impacted teacher satisfaction and retention, according to a 2019 study by Perugini C. and Vladisavljević M. Their results demonstrate that instructors feel more inspired and driven to carry out their duties when school administrators keep lines of communication open, offer helpful feedback, and participate in group decision-making. In a similar vein, Lee H.J. (2018) found that administrators who engage in open and reciprocal communication with their teachers foster trust and a sense of collaborative efficacy, which enhances productivity and satisfaction at work.

Additionally, Wu (2021) discovered that effective communication between the head of the school and teachers enhances both student achievement and instructional practices. According to their findings, teachers' confidence and desire to use innovative teaching techniques rise when school administrators actively listen to their worries and offer clear, consistent direction. In a similar vein, Celik (2017) found that schools with administrators who place a high value on meaningful relationships with teachers have better organizational outcomes because teachers participate more in school-wide events and decision-making.

Table 7. *The Level of the Teachers' Working Condition in terms of Teacher to School Head Interaction.*

Indicator	Mean	SD	Qualitative Interpretation
Meetings with the school head are generally productive and focused on improving teaching and learning.	4.88	0.327	Very High Level
I believe the school head advocates for the needs and well-being of the teaching staff.	4.86	0.351	Very High Level
I observe that my school head actively seeks teacher input when making important school decisions.	4.83	0.380	Very High Level
I have a school head that provides constructive feedback that helps me improve my teaching practices.	4.82	0.386	Very High Level
I feel supported by the school head in my professional development goals.	4.80	0.404	Very High Level
Overall	4.83	0.167	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

Using a variety of variables, each with its own mean and standard deviation (SD), Table 7 shows the degree of the teachers' working conditions in terms of their interactions with the school head. The analysis demonstrates how well instructors are able to engage with school heads in order to provide intervention support. Teachers experience a "Very High Level" of support from their school head, which contributes to a positive and inspiring work environment, according to the overall mean score of 4.84 and SD of 0.141. Additionally, with a mean score of 4.88 and a standard deviation of 0.327, the highest-rated indication is "Meetings with the school head are generally productive and focused on improving teaching and learning," indicating that teachers regard these sessions to be very helpful for both professional development and instructional improvement.

Conversely, "I feel supported by the school head in my professional development goals" has the lowest rating (mean of 4.80, standard deviation of 0.404). Despite remaining at a "Very High Level," this indicates that although instructors are generally encouraged, school administrators may have the chance to further reinforce their support for teachers' ongoing professional development. Other noteworthy indicators are "I observe that my school head actively seeks teacher input when making important school decisions" (Mean: 4.83, SD: 0.380) and "I believe the school head advocates for the needs and well-being of the teaching staff" (Mean: 4.86, SD: 0.351).

According to the overall findings, the heads of the schools provide the teachers with a high degree of intervention support, especially

when it comes to encouraging fruitful meetings, standing up for the needs of the staff, and keeping lines of communication open.

Numerous studies have revealed a very high level of engagement between school heads and teachers in intervention support, highlighting the vital role that school leaders play in supporting teachers with both professional and instructional concerns.

Calub and Vizconde (2019) stated that school administrators that provide exceptional intervention support foster a cooperative environment where teachers feel empowered to effectively meet the needs of their students. Their results demonstrate that teachers' confidence and job satisfaction rise when principals actively coach, mentor, and supply instructional resources.

Chang, B., et al. (2021) found that school administrators who offer targeted intervention support—like curriculum guidance and professional development opportunities—help improve teacher performance and overall school efficacy. Additionally, Dimaculangan and Cuenca (2018) discovered that leadership that places a high priority on intervention support enhances student results and teacher well-being. According to their research, stress is decreased and the quality of instruction is enhanced when school administrators proactively identify teachers' problems and offer prompt support.

The degree of job satisfaction as a personal component is shown in Table 8, which was assessed using a number of indicators, each with a mean and standard deviation (SD).

Table 8. *The Level of the Job Satisfaction as to Personal Factor*

Indicator	Mean	SD	Qualitative Interpretation
I am proud of the positive impact I have on the lives of my learners.	4.85	0.359	Very High Level
I receive recognition for my work when I do a good job.	4.82	0.386	Very High Level
I am satisfied with the benefits I receive.	4.81	0.392	Very High Level
I find that many of our rules make my job easier.	4.80	0.398	Very High Level
I enjoy the creativity and autonomy that comes with planning and delivering lessons.	4.80	0.404	Very High Level
I feel capable and confident in my ability to effectively support learner learning.	4.80	0.404	Very High Level
I feel I am being paid a fair amount for the work I do.	4.78	0.414	Very High Level
I feel a strong sense of purpose and meaning in my work as a teacher.	4.78	0.414	Very High Level
I experience a genuine sense of joy and satisfaction when students make progress.	4.70	0.460	Very High Level
Overall	4.79	0.088	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

The assessment of teachers' impressions of their interactions with students is shown in Table 8. "I have sufficient opportunities to communicate and collaborate with parents/guardians regarding their children's progress and learning needs" is the indicator with the highest mean value, with a mean score of 4.99 and a standard deviation of 0.09. "I talk enthusiastically about the subject matter or the lesson" is the indication with the lowest mean value, with a mean of 4.76 and a standard deviation of 0.43. This score is relatively lower than the other indicators, even if it is still high on the scale (assuming a maximum of 5). Clear communication and relationship-building in the classroom are highlighted by the high mean values in indicators like "I explain things clearly" (mean of 4.92, SD of 0.28), and "I build meaningful relationships with my learners" (mean of 4.91, SD of 0.29).

According to the overall findings, teachers are typically confident in their capacity to interact with students in an effective manner and to establish enduring bonds with them. They view parental involvement as a critical component of student achievement, as evidenced by their highest-rated assessment of having enough opportunity to work with parents/guardians. Though it was the lowest of all the indicators, the one pertaining to enthusiasm for the subject matter nonetheless obtained a respectable score. This implies that, in comparison, there might be space for development in terms of displaying enthusiasm for the subject or making lessons more engaging.

Furthermore, the high mean scores in relationship-building and clarity of explanation suggest that teachers believe they are doing a good job of helping students comprehend and connect with one another—two essential components of a supportive learning environment.

The findings are corroborated by a study by Meng Xiao et al. (2023), which discovered that personality traits—more especially, basic self-evaluations—have a significant impact on job satisfaction. High job satisfaction is more likely to be reported by workers who have a strong sense of control over their work, emotional stability, and high self-esteem. In a similar vein, Morris (2023) discovered that those who are happier are more likely to have job fulfillment. This research supports the idea that an employee's overall job satisfaction is significantly influenced by personal traits like personality, emotional resilience, and self-perception.

Additionally, human traits including intrinsic values, motivation, and work-life balance have been found to be significant determinants

of job satisfaction. Individuals who possess autonomy, competence, and relatedness at work are more likely to be content with their positions, claims Sam Sims (2019). Additionally, Koul (2023) found that individuals who successfully manage both personal and professional responsibilities have greater job satisfaction.

The organizational factor job satisfaction level is shown in table 9 and was assessed using a number of indicators, each with its own mean and standard deviation (SD).

Table 9. *The Level of the Job Satisfaction as to Organizational Factor*

Indicator	Mean	SD	Qualitative Interpretation
I receive praise and recognition frequently.	4.84	0.366	Very High Level
I believe the school has effective systems in place to manage student behavior and maintain a safe learning environment.	4.83	0.380	Very High Level
The school provides me with the necessary resources and materials I need to effectively do my job	4.82	0.386	Very High Level
I feel that my supervisor treats me fairly.	4.81	0.392	Very High Level
I feel that my contributions and expertise are valued and respected by the school administration.	4.80	0.404	Very High Level
I am satisfied with the organizational climate and working conditions at this school.	4.79	0.409	Very High Level
I believe that those who work diligently have a fair chance of being promoted.	4.75	0.434	Very High Level
I enjoy the tasks and responsibilities I have a work.	4.75	0.434	Very High Level
I observe that the school's policies and procedures are fair and consistently applied.	4.73	0.446	Very High Level
I feel that my work is appreciated by the organization.	4.69	0.464	Very High Level
Overall	4.78	0.150	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

Teachers' job satisfaction levels in connection to organizational characteristics are displayed in Table 9. A very high degree of job satisfaction is shown by the total mean score of 4.7812 and SD of 0.15033. With a mean score of 4.8421 and a standard deviation of 0.36602, "I receive praise and recognition frequently" has the highest mean score among the indicators, indicating that instructors believe their contributions are valued and acknowledged. According to the analysis, teachers view a safe and organized school environment as a critical component of their job satisfaction, as evidenced by the high score of "The school has effective systems in place to manage student behavior and maintain a safe learning environment" (mean of 4.8271, SD of 0.37962). "I feel that my work is appreciated by the organization" is the indicator with the lowest mean, however, with a mean of 4.6917 and SD of 0.46352.

According to the district's overall findings, teachers are quite satisfied with their jobs in terms of organizational factors, especially when it comes to fair treatment, recognition, and access to resources. Employees that report extremely high job satisfaction in respect to organizational aspects do so because they greatly value their work environment, leadership, policies, and general company culture. This implies that workers are engaged, supported, and valued in their positions, all of which enhance their sense of total job satisfaction. Job happiness is greatly influenced by organizational elements like leadership style, connections at work, pay, and possibilities for professional advancement. Employee loyalty, motivation, and excellent performance are more likely to be displayed when a firm cultivates a happy work environment, guarantees equitable treatment, and offers possibilities for professional growth.

Moreover, a highly fulfilling work environment implies that staff members have a strong sense of organizational commitment and alignment with the company's values. Organizational factors such as job security, compensation, working conditions, and company policies are significant motivators for workers, claims Admiraal W. (2021). According to Herzberg, they are "hygiene factors," which, when taken care of, prevent discontent and boost job satisfaction. In a similar vein, Akinyemi et al. (2020) discovered that by fostering a well-organized and pleasant work environment, supportive leadership and explicit organizational rules contribute to increased employee motivation and satisfaction.

Additionally, research on the Job Characteristics Model by Dolch, N. A., & Bates, L. (2020) shows how organizational features like task variety, autonomy, and feedback significantly increase job satisfaction.

The degree of job satisfaction with regard to the working environment component is shown in Table 10 and was assessed using a number of indicators, each of which has a mean and standard deviation (SD).

Based on a number of variables, Table 10 shows how satisfied educators are with their jobs in relation to the working environment.

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With an overall mean score of 4.77 and a standard deviation of 0.144, the working environment is well regarded. According to the analysis, the indicators with the highest mean values are "I feel that my school provides a positive and supportive work environment that encourages me to do my best work" (mean of 4.82, SD of 0.386) and "The school's communication channels are clear and effective, keeping me informed about important updates and decisions" (mean of 4.82, SD of 0.386). This indicates that respondents gave these two indications the highest ratings on average, indicating that they believe the school communicates effectively and clearly and that they feel supported at work. These elements are probably the school's strong points and support staff engagement and happiness. With a mean score of 4.68 and a standard deviation of 0.470, "I feel valued and respected by my colleagues and school administrators" is the indicator with the lowest mean score.

Table 10. *The Level of the Job Satisfaction as to Working Environment Factor*

Indicator	Mean	SD	Qualitative Interpretation
The school's communication channels are clear and effective, keeping me informed about important updates and decisions.	4.82	0.386	Very High Level
I feel that my school provides a positive and supportive work environment that encourages me to do my best work.	4.82	0.386	Very High Level
My school leadership is supportive of my professional development and growth as an educator.	4.81	0.392	Very High Level
My workload is manageable, and I have sufficient time for planning and preparation.	4.80	0.404	Very High Level
I feel that my school provides a safe and physically comfortable environment for both students and staff.	4.79	0.409	Very High Level
There is a strong sense of teamwork and collaboration among the staff at my school.	4.76	0.429	Very High Level
The school fosters a positive and encouraging atmosphere where teachers feel comfortable taking risks in their teaching.	4.76	0.429	Very High Level
I have access to the resources and materials I need to effectively teach my learners.	4.75	0.434	Very High Level
I am confident that learner behavior is managed effectively at our school.	4.72	0.450	Very High Level
I feel valued and respected by my colleagues and school administrators.	4.68	0.470	Very High Level
Overall	4.77	0.144	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

Other noteworthy indicators are "My workload is manageable, and I have sufficient time for planning and preparation" (Mean of 4.80, SD of 0.404) and "My school leadership is supportive of my professional development and growth as an educator" (Mean of 4.81, SD of 0.392). This suggests that there may be room for improvement in workplace relationships and recognition since respondents generally gave the lowest ratings for feeling appreciated and respected by administrators and coworkers. Furthermore, the indicators pertaining to workload management and leadership support for professional development are noteworthy, indicating that respondents may potentially have differed degrees of pleasure or concern with them. The school can use these insights to pinpoint areas that need improvement to boost employee performance and morale.

The overall findings indicate that According to the results, instructors are very happy with their careers, especially the environment in which they operate. This demonstrates that educators view their physical and mental workspace as very advantageous and supportive of effective instruction. Well-maintained facilities, sufficient resources, safety, and a welcoming setting that promotes cooperation and respect are all examples of a great work environment. These environments have a significant effect on instructors' motivation, overall well-being, and commitment to their work, which may improve student performance and educational results.

Positive collegial relationships, open communication, and a supportive school climate all contribute to teachers' increased job satisfaction and decreased burnout rates, claim Skaalvik and Skaalvik (2018). According to their research, teachers are more engaged, driven, and dedicated to their jobs when they perceive that their superiors and peers are rooting for them. Similarly, Taris and Schaufeli (2019) found that teachers' well-being is enhanced by a well-organized and inspiring work environment, which leads to improved performance and retention. These results support the idea that a favorable work environment is essential to educators' overall professional fulfillment and are in line with the high level of job satisfaction shown in the survey.

The degree of job satisfaction with regard to the work itself is shown in Table 11 and was assessed using a number of indicators, each of which has a mean and standard deviation (SD). Based on a number of metrics that represent how educators view their everyday

activities, obligations, and professional roles, the analysis demonstrates that educators' job satisfaction levels with regard to the work itself are a significant factor. A very high degree of job satisfaction with regard to the nature of their work is shown by the overall mean score of 4.83. "I look forward to planning and delivering lessons to my learners" is the indicator with the highest mean value, with a mean of 4.90 and SD of 0.298.

Table 11. *The Level of the Job Satisfaction as to Work Itself Factor*

Indicator	Mean	SD	Qualitative Interpretation
I look forward to planning and delivering lessons to my learners.	4.90	0.298	Very High Level
I feel that my skills and abilities are being fully utilized in my role as a teacher.	4.89	0.308	Very High Level
I feel a strong sense of accomplishment when I see my learners learn and grow.	4.89	0.318	Very High Level
I find that work assignments are fully explained to me.	4.84	0.366	Very High Level
I am generally given the freedom and autonomy to decide how to best teach my learners.	4.83	0.380	Very High Level
I find the intellectual and academic aspects of teaching to be personally rewarding.	4.82	0.386	Very High Level
I believe my work as a teacher makes a significant positive difference in the lives of my learners.	4.80	0.404	Very High Level
I am proud of the resources and activities I create for my learners.	4.75	0.434	Very High Level
I feel challenged in a positive way by the demands of my teaching responsibilities.	4.72	0.450	Very High Level
Overall	4.83	0.100	Very High Level

Legend: 5 (4.20–5.00) – Very High Level; 4 (3.40–4.19) – High; 3 (2.60–3.39) – Moderate Level; 2 (1.80–1.59) – Low Level; 1 (1.00–1.79) – Very Low Level

On the other hand, "I feel challenged in a positive way by the demands of my teaching responsibilities" has the lowest mean score (mean of 4.72, standard deviation of 0.450). Other noteworthy signs include "I feel that my skills and abilities are being fully utilized in my role as a teacher" (Mean: 4.89, SD: 0.318) and "I feel a strong sense of accomplishment when I see my learners learn and grow" (Mean: 4.89, SD: 0.318). These results demonstrate the inherent fulfillment teachers' experience when they observe students' growth and apply their professional skills. Furthermore, teachers' positive opinions of the clarity of their roles and the interesting nature of their work are reflected in the statements "I find that work assignments are fully explained to me" (Mean of 4.84, SD of 0.366) and "I find my daily teaching activities to be genuinely stimulating and engaging" (Mean of 4.88, SD of 0.327). Teachers' responses are consistent, indicating a largely uniform degree of satisfaction, as indicated by the low standard deviations across most metrics.

Overall, the data points to a very high degree of job satisfaction regarding the actual work, with a few small areas for improvement in terms of more thoroughly addressing instructional issues. According to the overall findings, instructors are generally happy with their jobs. This indicates that instructors find fulfillment and significance in their everyday tasks, which include instructing, lesson preparation, interacting with students, and managing the classroom. A high level of satisfaction in this area suggests that teachers are motivated by their responsibilities, have a sense of purpose, and are passionate about their work. Improved classroom performance, less burnout, and greater professional dedication can all be outcomes of this intrinsic satisfaction.

According to a number of 2020 studies, job happiness is significantly impacted by the "work itself." When Eberegbe and Giovanis (2020) looked at data from the British Workforce Employment Relations Survey, they found that job satisfaction significantly improved business performance. Their research indicates that when employees believe their work is interesting and fulfilling, job satisfaction rises, and positive effects are shown in organizational outcomes.

Similarly, Aquino et al. (2020) used Herzberg's Two-Factor Theory to study Overseas Filipino Workers (OFWs) in Vietnam. The results showed that one of the main factors influencing OFWs' job happiness and performance was the type of their work itself. The significance of job content in shaping employees' attitudes and performance in their roles is emphasized in this conclusion. The significant correlation between teachers' working conditions and job satisfaction is shown in Table 12, which was assessed using a number of measures, each with its own coefficient and p-value.

Table 12's findings show that there is a variable degree of correlation between instructors' job satisfaction and their working conditions. With a substantial positive correlation (r =.386) and a p-value of 0.000, "Teacher to Learner Interaction" indicates that teachers who have more good contact with their students are more likely to be satisfied with their jobs. On the other hand, there are no significant relationships between "Teacher to Teacher Interaction" (r = 0.015, p-value =.862) and "Teacher to School Head Interaction" (r =.126, p-value =.149), suggesting that administrative and collegial interactions have little bearing on teachers' job satisfaction in this setting. Nonetheless, there is a substantial correlation between job satisfaction and the "Overall" working condition (r =.378, p =.000),

suggesting that these elements combined have a significant role in teachers' overall job happiness. The null hypothesis is thus disproved.

Table 12. *Test of Significant Relationship Between the Teachers Working Condition and their Job Satisfaction*

Variable	Coefficient	p-value	Interpretation
Teacher to Learner Interaction	.386	.000	Significant
Teacher to Teacher Interaction	.015	.862	Not Significant
Teacher To School Head Interaction	.126	.149	Not Significant
Overall	.378	.000	Significant

The findings indicate that "Teacher to Learner Interaction" has the greatest beneficial impact on job satisfaction among the many elements of teachers' working environment. This suggests that meaningful interaction with pupil's accounts for a sizable amount of teachers' job satisfaction. Teachers' motivation and sense of success are probably increased in a responsive, encouraging, and supportive learning environment where students actively participate and make progress. On the other hand, the finding that "Teacher to Teacher Interaction" and "Teacher to School Head Interaction" did not significantly correlate with job satisfaction raises the possibility that administrative and collegial ties are not the main sources of job happiness for teachers in this situation. This might be the result of things like poor teamwork, poor communication, or putting classroom dynamics ahead of professional connections.

Nonetheless, the fact that job satisfaction is substantially correlated with overall working conditions suggests that teachers' total job satisfaction is influenced by a variety of factors connected to the workplace, including workload, policies, resources, and support systems.

Since favorable interactions with students increase instructors' perceptions of their professional performance, Skaalvik and Skaalvik (2018) found that teacher-student relationships had a significant impact on teachers' motivation and job satisfaction. Klassen et al. (2012) emphasized how crucial a teacher-student relationship is to reducing emotional exhaustion and raising general job satisfaction.

According to Perry (2020), collegial support is helpful, but unless it actually improves instructional efficacy, it does not significantly predict work satisfaction. Price (2022) discovered that teacher satisfaction is affected differently by administrative interactions, which are frequently seen as policy-driven rather than personally encouraging.

Conclusions

The study's conclusions were derived from the previously mentioned findings:

The results show that the working environment for the teachers is quite good, especially when it comes to their contacts with students, other teachers, and school administrators. This points to a cooperative and encouraging work atmosphere that promotes successful instruction and career advancement. A healthy school culture, higher-quality education, and better student results are all influenced by strong relationships between instructors and students as well as between educators.

According to the results, job satisfaction is extremely high across organizational, personal, work-related, and working environment aspects. This implies that workers are engaged, supported, and feel appreciated in their positions, which enhances both their personal wellbeing and the effectiveness of the company. This high degree of satisfaction is mostly attributed to a supportive workplace culture, capable leadership, and fulfilling job duties that encourage dedication and productivity.

The results show that teachers' job happiness is significantly influenced by their working environment. Teachers are more satisfied with their jobs when they work in a pleasant and encouraging environment with sufficient resources, equitable pay, a sustainable workload, and opportunities for professional growth. On the other hand, unfavorable working conditions can result in stress, discontent, and decreased productivity. Improving teacher morale, retention, and general effectiveness in the education sector requires addressing these elements.

Hereby, the following suggestions are made to the educational institution.

Schools may keep encouraging candid conversations, professional development courses, and teamwork. Relationships between educators, students, and school administrators can be improved by regular team-building activities, mentorship programs, and leadership development. To sustain this productive workplace and guarantee long-term academic success, school officials should also offer ongoing assistance and tools.

To the Teacher. To maintain motivation and job satisfaction, regular feedback systems, recognition initiatives, and work-life balance guidelines should be given top priority. Additionally, to ensure long-term work satisfaction and organizational success, assessments should be carried out on a regular basis to detect changing needs and solve any new issues.

To the Administrators. Enhancing working conditions may be a top priority for administrators. This entails paying competitive wages, offering the required instructional materials, cutting back on excessive workloads, and creating a positive work environment. To carry out focused interventions, regular evaluations of teachers' needs and concerns should be carried out.

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