

# Exploring Factors Influencing Job Satisfaction among Public School Teachers: A Comprehensive Study

Arsan H. Abdulpatta<sup>1</sup>, MAED; Luisita V. Pelotos<sup>2</sup>, MAED; Tirso P. Segundo<sup>3</sup>, Ph. D

<sup>1</sup>Bachelor of Secondary Education (Mathematics) Department, Palawan State University – Sofronio Española Campus, 5324, Philippines

<sup>2</sup>Department of Education, Abanico Elementary School, 5300, Philippines

<sup>3</sup>Graduate School, Holy Trinity University, Puerto Princesa City, 5300, Philippines

DOI: <https://dx.doi.org/10.47772/IJRISS.2024.809045>

Received: 28 August 2024; Accepted: 05 September 2024; Published: 30 September 2024

## ABSTRACT

This study investigated job satisfaction among public elementary school teachers in Puerto Princesa City, Palawan, focusing on factors such as classroom resources, workload, parent-teacher relationships, collaboration, work-life balance policies, and student behavior management. Using a quantitative descriptive approach with purposive sampling and self-made survey questionnaires, the study found high overall job satisfaction, with a mean score of 4.49 (Very High). Teachers also reported high satisfaction in areas such as feeling valued and appreciated (mean = 4.43), motivation to continue teaching (mean = 4.46), and willingness to recommend the school to others (mean = 4.22). The mean score for factors influencing satisfaction was 4.11 (High), indicating some areas for improvement.

ANOVA analysis revealed significant differences in job satisfaction related to factors like classroom resources, workload, parent-teacher relationships, collaboration, work-life balance policies, and student behavior management ( $F(5, 54) = 14.00, p < .001$ ). Post hoc tests highlighted significant differences in satisfaction levels between classroom resources and other factors, though workload and time demands did not differ significantly from parent-teacher relationships or other aspects such as collaboration and work-life balance.

The findings emphasize that a supportive work environment, effective resources, and strong collaborative practices are crucial for maintaining high job satisfaction.

To further enhance job satisfaction, it is recommended to improve access to technology, provide comprehensive training in behavior management, and ensure timely updates and replacements for teaching materials. Addressing these areas will help in optimizing the work environment and support continued positive outcomes in public elementary schools in Puerto Princesa City, Palawan.

**Keywords:** Job satisfaction, classroom resources, workload, parent-teacher relationships, collaboration, work-life balance policies, and student behavior management.

## INTRODUCTION

Job satisfaction among public school teachers is a critical aspect of educational management. It directly impacts teacher performance, student outcomes, and overall school effectiveness. When teachers are satisfied with their work, they are more likely to engage in effective teaching practices, foster positive relationships with students, and contribute to a healthy school climate. Conversely, low job satisfaction can lead to burnout, attrition, and diminished educational quality. In recent years, the focus on understanding and enhancing teacher job satisfaction has intensified, especially in the context of public education systems worldwide.

A recent study conducted in the Philippines revealed that nearly 40% of public school teachers reported moderate to low levels of job satisfaction. This alarming statistic underscores the urgency of addressing the factors

influencing teacher well-being and job contentment.

The study aims to address the substantive gap in understanding the unique factors affecting job satisfaction among public school teachers. While job satisfaction has been extensively studied in various sectors, there remains a need for focused research on the specific challenges and dynamics within the public school teaching profession.

This study aligns with the United Nations Sustainable Development Goals (UN-SDGs), particularly Goal 4: Quality Education, which emphasizes the importance of ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. By exploring factors influencing job satisfaction among public school teachers, this research contributes to the broader Basic Education Research Agenda, aiming to improve the quality and effectiveness of education systems worldwide.

One pertinent issue affecting job satisfaction among public school teachers is workload. A study by Johnson et al. (2019) found that excessive workload contributed to high levels of stress and burnout among teachers, negatively impacting their job satisfaction and overall well-being. Furthermore, research by Smith and Ingersoll (2017) highlights the significance of administrative support in enhancing teacher job satisfaction. Their findings indicate that teachers who perceive greater administrative support report higher levels of job satisfaction and commitment to their profession.

High teacher attrition rates exacerbate the problem. In the Philippines, approximately 20% of public school teachers leave the profession within the first five years of service. Dissatisfaction with working conditions, inadequate support, and heavy workload contribute to this trend. The Department of Education (DepEd) reports that attrition disproportionately affects rural schools, where teachers face additional challenges such as limited resources and isolation. Additionally, the Commission on Audit (COA) has also highlighted the issue of staff shortages in the education sector, further emphasizing the need to address teacher retention and job satisfaction.

To address the identified research gap, this study was done to conduct a comprehensive examination of the various factors influencing job satisfaction among public elementary school teachers in Puerto Princesa City, Palawan. Through quantitative methods, the researchers explore the roles of workload, administrative support, professional development opportunities, and other relevant factors. Additionally, interventions such as workload management strategies, mentorship programs, and supportive leadership initiatives will be explored as potential solutions to improve job satisfaction and retention rates among public school teachers.

## **Statement of the Problem**

### **Objectives**

The objectives of this study are the following:

1. To determine the extent of job satisfaction among public school teachers in terms of the following;
  - a. classroom materials and resources;
  - b. workload and time demand;
  - c. parent-teacher relationships;
  - d. collaboration and teamwork;
  - e. supportive life-work balance policies; and,
  - f. student behavior management.
2. To determine if there is a significant difference in job satisfaction among the respondents regarding the variables in question number one (1).
3. To determine what job enhancement program can be formulated for public elementary school teachers based on the findings of the study.

## Research Questions

This study aimed to explore the factors influencing job satisfaction among public elementary school teachers in Puerto Princesa City, Palawan.

Specifically, it aimed to answer the following questions.

1. What is the extent of job satisfaction among public school teachers in terms of the following:
  - a. classroom materials and resources;
  - b. workload and time demand;
  - c. parent-teacher relationships;
  - d. collaboration and teamwork;
  - e. supportive life-work balance policies; and,
  - f. student behavior management?
2. Is there a significant difference in job satisfaction among the respondents regarding the variables in question number one (1)?
3. Based on the findings of this study, what job enhancement program can be formulated for public school teachers?

## LITERATURE REVIEW

Job satisfaction represents a key indicator of occupational well-being and is crucial for teachers who bear significant responsibility for students' cognitive-motivational development. Prioritizing teacher job satisfaction benefits individual educators and contributes to better educational outcomes and student success (Wartenberg et al., 2023). The Job Characteristics Model (Hackman & Oldham, 1976) and the Job Demands-Resources Model (Bakker & Demerouti, 2007) highlight that skill variety, task identity, task significance, autonomy, feedback, and a balance between job demands and resources are critical for teacher satisfaction. Additionally, the Social Exchange Theory (Blau, 1964) and Organizational Justice Theory (Adams, 1965; Greenberg, 1987) emphasize the importance of positive interactions, fairness, and supportive social environments in enhancing job satisfaction. Studies by Burroughs et al. (2019), Pedditzi et al. (2021), Ahmad et al. (2023), and Shuls and Flores (2020) underscore the need for supportive work environments, positive relationships, and opportunities for professional growth to foster teacher satisfaction and retention. Furthermore, fostering teacher autonomy, positive student behavior, and effective discipline strategies are essential for improving job satisfaction (Kengatbaran, 2020; Buckman & Pittman, 2021).

Conversely, some studies highlight challenges that counteract these positive influences on job satisfaction. Creagh et al. (2023) emphasize the complex relationship between workload, work intensification, and time availability, which can lead to time poverty and decreased job satisfaction if not addressed appropriately. Solomon et al. (2021) reveal that higher educational attainment may not necessarily lead to increased job satisfaction due to higher job demands. Demie Bedada et al. (2023) find that organizational climate and education structure, including structural aspects, leadership behavior, and external pressures, negatively impact job satisfaction. These findings suggest that without understanding and addressing these challenges, interventions to improve job satisfaction may be ineffective.

Given the multifaceted nature of teacher job satisfaction and the complex interplay of individual, organizational, and environmental factors, this study aimed to explore these factors comprehensively among public elementary school teachers. By integrating theoretical perspectives and empirical findings, this research sought to provide a holistic understanding of the determinants of job satisfaction, identify gaps in current practices, and propose targeted interventions. This comprehensive approach is essential to create supportive and sustainable work environments that enhance teacher satisfaction, retention, and ultimately, student success.

## METHODOLOGY

This study employed a quantitative descriptive research design where the researchers determined and explored the factors influencing job satisfaction among public elementary school teachers of Puerto Princesa City, Palawan. Structured survey questionnaires were employed to gather data on teachers' perceptions of various job satisfaction factors.

The study environment was in the public elementary school of Puerto Princesa City, Palawan. The selected school for the study was examined in terms of size, resources, and demographic composition of the student body, providing a holistic view of the factors influencing job satisfaction across different educational settings.

The participants of this study were the thirty-seven (37) public elementary school teachers of Puerto Princesa City, Palawan who were willing to volunteer to participate. A purposive sampling technique was utilized to ensure the direct involvement and experiences in teaching profession. Participation was voluntary, and informed consent was obtained from all participants.

The researchers developed a structured survey questionnaire to measure job satisfaction and the specific factors influencing it. The survey included Likert-scale questions covering:

1. Classroom resources and materials
2. Workload and time demands
3. Parent-teacher relationships
4. Collaboration and teamwork
5. Supportive work-life balance policies
6. Student behavior management

The survey questionnaire was distributed to the selected participants via Google Forms. Participants were given two weeks to complete and return the survey.

Survey responses were analyzed using descriptive statistics to summarize the data and inferential statistics (e.g., Analysis of Variance (ANOVA)) to determine the significant differences between the identified factors and job satisfaction. Statistical software such as JAMOVI was utilized for data analysis.

## RESULTS

**Research Question 1:** What is the extent of job satisfaction among public school teachers in terms of the following;

1. classroom materials and resources;
2. workload and time demand;
3. parent-teacher relationships;
4. collaboration and teamwork;
5. supportive life-work balance policies; and,
6. student behavior management?

Table 1: Classroom Resources and Materials

| Questions   | Mean | Adjectival Interpretation |
|---|------|---------------------------|
| 1. The availability of textbooks and other teaching materials meets my needs. | 3.49 | High                      |

|   |             |             |
|---|-------------|-------------|
| 2. I have sufficient access to technology (e.g., computers, projectors) in my classroom.  | 3.30        | Moderate    |
| 3. The condition of classroom furniture and equipment is adequate for teaching.           | 3.59        | High        |
| 4. I am provided with the necessary resources to create a conducive learning environment. | 3.68        | High        |
| 5. I am satisfied with the quality of the teaching materials provided.                    | 3.41        | High        |
| 6. The availability of classroom supplies (e.g., markers, paper) is sufficient.           | 3.54        | High        |
| 7. I receive timely updates and replacements for outdated teaching materials.             | 3.43        | High        |
| 8. The school invests adequately in classroom resources and materials.                    | 3.41        | High        |
| 9. The resources provided allow me to effectively teach my curriculum.                    | 3.89        | High        |
| 10. The lack of resources negatively affects my job satisfaction.                         | 3.46        | high        |
| <b>OVERALL MEAN</b>   | <b>3.52</b> | <b>HIGH</b> |

Table 1 shows the “Classroom Resources and Materials”. It indicates generally positive feedback from teachers regarding the resources available to support their teaching. Availability of Textbooks and Teaching Materials has a mean of 3.49 (High). It shows that teachers generally find the availability of textbooks and teaching materials meets their needs adequately, indicating satisfaction in this area. Access to Technology has a mean of 3.30 (Moderate). While teachers have access to technology like computers and projectors, the mean score suggests there may be room for improvement in this aspect compared to other resources. Condition of Furniture and Equipment gained a mean of 3.59 (High). The condition of classroom furniture and equipment is perceived as adequate for teaching, contributing positively to the learning environment. Availability of Resources for Conducive Learning Environment has a mean of 3.68 (High). Teachers feel adequately provided with resources to create a conducive learning environment, reflecting support in facilitating effective teaching practices. Satisfaction with Teaching Materials Quality has a mean of 3.41 (High). Satisfaction with the quality of teaching materials provided is noted, contributing positively to instructional delivery. Availability of Classroom Supplies has a mean of 3.54 (High). The availability of essential classroom supplies such as markers and paper is viewed as sufficient, supporting day-to-day teaching activities. Timely Updates and Replacements has a mean of 3.43 (High). Teachers receive timely updates and replacements for outdated teaching materials, ensuring relevance and functionality in instructional materials. School Investment in Resources has a mean of 3.41 (High). The school's investment in classroom resources and materials is perceived as adequate, indicating support for instructional needs. Effectiveness in Teaching Curriculum has a mean of 3.89 (High). The resources provided enable teachers to effectively teach their curriculum, highlighting alignment with instructional goals and needs. Impact of Resource Lack on Job Satisfaction has a mean of 3.46 (High). While generally satisfied, the lack of resources can affect job satisfaction to some extent, suggesting areas where additional resources or support could enhance teacher morale. Overall Mean for classroom resources and materials has a mean of 3.52 which falls into a “High” category. The high overall mean score indicates a generally positive perception of classroom resources and materials among teachers. They feel supported with adequate materials and resources to facilitate effective teaching practices, though improvements in technology access and addressing resource gaps could further enhance satisfaction.

Table 2: Workload and Time Demands

| Questions   | Mean | Adjectival Interpretation |
|---|------|---------------------------|
| 1. My workload is manageable within the standard workday. | 3.89 | High                      |
| 2. I have enough time to prepare for my classes.          | 3.89 | High                      |

|   |             |             |
|---|-------------|-------------|
| 3. I am able to balance my teaching responsibilities with administrative tasks. | 3.95        | High        |
| 4. My extracurricular responsibilities are reasonable.                          | 3.76        | High        |
| 5. The number of classes I teach is appropriate.                                | 4.16        | High        |
| 6. I often feel overwhelmed by my workload.                                     | 3.41        | High        |
| 7. The time demands of my job interfere with my personal life.                  | 3.08        | Moderate    |
| 8. I have sufficient breaks during the school day.                              | 3.30        | Moderate    |
| 9. I receive adequate support to manage my workload.                            | 3.62        | High        |
| 10. The workload distribution among teachers is fair.                           | 3.81        | High        |
| <b>OVERALL MEAN</b>   | <b>3.69</b> | <b>HIGH</b> |

Table 2 shows the “Workload and Time Demands”. It indicates a predominantly positive perception among teachers regarding their workload and time management. Manageability of Workload has a mean of 3.89 (High). It shows that teachers generally find their workload manageable within the standard workday, indicating satisfaction with the amount of work assigned. Time for Class Preparation has a mean of 3.89 (High). It indicates that the teachers feel they have enough time to adequately prepare for their classes, reflecting satisfaction in this critical aspect of teaching. Balance with Administrative Tasks has a mean of 3.95 (High). It suggests that the teachers believe they can balance their teaching responsibilities with administrative tasks effectively, suggesting good time management and support. Reasonableness of Extracurricular Responsibilities has a mean of 3.76 (High). This indicates that the perceived level of extracurricular responsibilities is viewed as reasonable by teachers, contributing to their overall satisfaction. Appropriateness of Class Load has a mean of 4.16 (High). It shows that the teachers feel that the number of classes they teach is appropriate, indicating alignment with their workload expectations. Feelings of Overwhelm has a mean of 3.41 (High). While generally manageable, there is some acknowledgment of occasional feelings of being overwhelmed by workload, though this is overall rated positively. Interference with Personal Life has a mean of 3.08 (Moderate). It shows that there is a moderate perception that the time demands of the job interfere with teachers' personal lives, suggesting an area where improvement may be needed. Sufficiency of Breaks has a mean of 3.30 (Moderate). It indicates that teachers perceive their breaks during the school day as somewhat sufficient, indicating room for improvement in providing adequate rest periods. Support for Workload Management has a mean of 3.62 (High). It indicates that teachers feel they receive adequate support to manage their workload, which contributes positively to their overall job satisfaction. Fairness of Workload Distribution has a mean of 3.81 (High). It shows that the distribution of workload among teachers is viewed as fair, indicating perceived equity in workload allocation. Overall Mean for “Workload and Time Demands” has 3.69 (High). The high overall mean score reflects a generally positive perception among teachers regarding their workload, time management, and support received.

Table 3: Parent-Teacher Relationships

| Questions   | Mean | Adjectival Interpretation |
|---|------|---------------------------|
| 1. Parents are supportive of my efforts in the classroom.                         | 3.95 | High                      |
| 2. I have positive interactions with parents regarding their children's progress. | 4.22 | Very high                 |
| 3. Parents respect my professional judgment.                                      | 4.46 | Very high                 |
| 4. I receive constructive feedback from parents.                                  | 4.24 | Very high                 |
| 5. Regular communication with parents enhances my job satisfaction.               | 4.41 | Very high                 |

|  |             |             |
|--|-------------|-------------|
| 6. Parents are involved in their children's education.                 | 3.92        | High        |
| 7. I feel appreciated by parents for my work.                          | 4.35        | Very high   |
| 8. Parents collaborate with me to support student learning.            | 4.05        | High        |
| 9. I have the necessary tools to effectively communicate with parents. | 4.24        | Very high   |
| 10. Difficulties with parents negatively impact my job satisfaction.   | 3.49        | High        |
| <b>OVERALL MEAN</b>  | <b>4.13</b> | <b>HIGH</b> |

Table 3 shows the “Parent-Teacher Relationships”. It highlights overwhelmingly positive perceptions among teachers regarding their interactions with parents. Support from Parents has a mean of 3.95 (High). It indicates that teachers feel supported by parents in their efforts within the classroom, indicating a positive relationship. Positive Interactions has a mean of 4.22 (Very High). It indicates that teachers report very positive interactions with parents regarding their children's progress, reflecting strong communication and collaboration. Respect for Professional Judgment has a mean of 4.46 (Very High). It shows that parents demonstrate high respect for teachers' professional judgment, which enhances mutual trust and partnership. Constructive Feedback has a mean of 4.24 (Very High). It indicates that teachers receive constructive feedback from parents, contributing positively to their professional development and student support. Communication Enhancing Job Satisfaction has a mean of 4.41 (Very High). It shows that regular communication with parents significantly enhances teachers' job satisfaction, indicating its importance in their role fulfillment. Parental Involvement has a mean of 3.92 (High). It shows that teachers perceive a high level of parental involvement in their children's education, which is beneficial for student support and academic success. Feeling Appreciated has a mean of 4.35 (Very High). It indicates that teachers feel highly appreciated by parents for their work, which boosts morale and job satisfaction. Collaboration for Student Learning has a mean of 4.05 (High). It indicates that parents collaborate effectively with teachers to support student learning, fostering a cohesive educational environment. Tools for Communication has a mean of 4.24 (Very High). It shows that teachers feel adequately equipped with tools to effectively communicate with parents, facilitating seamless interaction and support. Impact of Difficulties with Parents has a mean of 3.49 (High). While generally positive, difficulties with parents can negatively impact job satisfaction, highlighting areas where support or resolution may be needed. A mean score of 4.13 (High) in terms of Parent-Teacher Relationships indicates a generally very positive perception, with respondents feeling that the relationships are effective and beneficial.

Table 4: Collaboration and Teamwork

| Questions   | Mean | Adjectival Interpretation |
|---|------|---------------------------|
| 1. I have opportunities to collaborate with my colleagues                       | 4.38 | Very high                 |
| 2. Team teaching is encouraged at my school.                                    | 4.14 | High                      |
| 3. Professional learning communities are beneficial for my professional growth. | 4.32 | Very high                 |
| 4. I feel supported by my colleagues.   | 4.16 | High                      |
| 5. Collaboration with colleagues improves my teaching practices.                | 4.38 | Very high                 |
| 6. My school fosters a culture of teamwork.                                     | 4.19 | High                      |
| 7. I have sufficient time to collaborate with my peers.                         | 3.97 | High                      |
| 8. Collaborative efforts enhance my job satisfaction.                           | 4.41 | Very high                 |

|  |             |                  |
|--|-------------|------------------|
| 9. I participate in regular team meetings.                       | 4.62        | Very high        |
| 10. Collaboration helps to create a positive school environment. | 4.57        | Very high        |
| <b>OVERALL MEAN</b>  | <b>4.31</b> | <b>VERY HIGH</b> |

Table 4 presents “Collaboration and Teamwork”. It indicates highly positive perceptions among teachers regarding collaboration within their school environment. Opportunities for Collaboration has a mean of 4.38 (Very High). It indicates that teachers report very high levels of opportunities to collaborate with their colleagues, suggesting a supportive and collaborative culture. Encouragement of Team Teaching has a mean of 4.14 (High). It shows that team teaching is perceived to be encouraged at the school, though slightly lower than other items in this section. Benefit of Professional Learning Communities has a mean of 4.32 (Very High). It indicates that Professional learning communities are viewed as highly beneficial for teachers' professional growth, indicating effective support structures. Feeling Supported by Colleagues has a mean of 4.16 (High). It shows that teachers feel supported by their colleagues, which contributes positively to their work environment and morale. Improvement in Teaching Practices has a mean of 4.38 (Very High). This indicates that collaboration with colleagues significantly enhances teachers' teaching practices, reflecting a strong impact on professional development. Culture of Teamwork has a mean of 4.19 (High). It shows that the school fosters a culture of teamwork among its staff, promoting a cohesive and supportive atmosphere. Sufficient Time for Collaboration has a mean of 3.97 (High). While generally positive, there is a perception that there could be slight improvements in providing sufficient time for collaboration among peers. Enhancement of Job Satisfaction has a mean of 4.41 (Very High). It indicates that collaborative efforts greatly enhance teachers' job satisfaction, underscoring the importance of teamwork and shared goals. Participation in Team Meetings has a mean of 4.62 (Very High). It shows that teachers participate regularly in team meetings, indicating strong engagement and communication within teams. Creation of Positive School Environment has a mean of 4.57 (Very High). It indicates that collaboration helps to create a positive school environment, reinforcing a sense of community and shared responsibility. A mean score of 4.31 falls into the "Very High" category. This indicates that, on average, respondents have a very positive perception of collaboration and teamwork. It suggests that respondents strongly agree that collaboration and teamwork within the organization are excellent.

Table 5: Supportive Work-Life Balance Policies

| Questions  | Mean        | Adjectival Interpretation |
|--|-------------|---------------------------|
| 1. The school provides policies that support work-life balance.      | 4.11        | High                      |
| 2. Flexible scheduling options are available to teachers.            | 3.84        | High                      |
| 3. Leave policies meet my personal and professional needs.           | 3.84        | High                      |
| 4. I am satisfied with the work-life balance policies at our school. | 4.05        | High                      |
| 5. Supportive policies reduce my work-related stress.                | 3.95        | High                      |
| 6. I am able to take personal leave when needed.                     | 4.14        | High                      |
| 7. Work-life balance policies improve my job satisfaction.           | 4.32        | Very high                 |
| 8. The school supports my efforts to balance work and personal life. | 4.05        | High                      |
| 9. I feel that my personal time is respected.                        | 4.00        | High                      |
| 10. Work-life balance policies are fairly implemented.               | 3.97        | High                      |
| <b>OVERALL MEAN</b>  | <b>4.03</b> | <b>HIGH</b>               |



Table 5 shows “Supportive Work-Life Balance Policies”. It indicates positive perceptions among teachers regarding the school's policies and practices related to work-life balance. Supportive Policies has a mean of 4.11 (High). It indicates that teachers perceive that the school provides policies that support work-life balance, indicating satisfaction with the available frameworks. Flexible Scheduling has a mean of 3.84 (High). It shows that there is satisfaction with the availability of flexible scheduling options for teachers, although slightly lower than other items in this table. Leave Policies has a mean of 3.84 (High). It indicates that teachers feel that leave policies meet their personal and professional needs effectively, contributing to their overall satisfaction. Overall Satisfaction has a mean of 4.05 (High). It shows that teachers are satisfied with the work-life balance policies at the school, indicating alignment with their expectations. Stress Reduction has a mean of 3.95 (High). It indicates that supportive policies are perceived to effectively reduce work-related stress among teachers, enhancing their well-being. Personal Leave Availability has a mean of 4.14 (High). It shows that teachers feel they can take personal leave when needed, which supports their ability to manage personal commitments alongside work responsibilities. Job Satisfaction Improvement has a mean of 4.32 (Very High). It indicates that work-life balance policies significantly improve teachers' job satisfaction, highlighting their importance in retention and morale. Support for Work-Personal Life Balance has a mean of 4.05 (High). It indicates that the school is perceived to support teachers' efforts in balancing work and personal life, fostering a supportive environment. Respect for Personal Time has a mean of 4.00 (High). It indicates that teachers feel that their personal time is respected by the school, contributing positively to their overall satisfaction. Fair Implementation has a mean of 3.97 (High). It shows that work-life balance policies are viewed as fairly implemented, ensuring equitable treatment among teachers. The high overall mean score of 4.03 (High) indicates a strong satisfaction among teachers with the supportive work-life balance policies implemented by the school. Teachers perceive these policies as effective in reducing stress, improving job satisfaction, and supporting their personal well-being.

Table 6: Student Behavior Management

| Questions  | Mean        | Adjectival Interpretation |
|--|-------------|---------------------------|
| 1. I use positive reinforcement to manage student behavior.                      | 4.43        | Very high                 |
| 2. Clear classroom rules are established and followed.                           | 4.41        | Very high                 |
| 3. I feel supported by the administration in managing student behavior.          | 4.30        | Very high                 |
| 4. Effective behavior management contributes to my job satisfaction.             | 4.35        | Very high                 |
| 5. Dealing with student misbehavior is manageable and does not overly stress me. | 3.65        | High                      |
| 6. I have received adequate training in behavior management techniques.          | 3.46        | High                      |
| 7. My school has clear policies for managing student behavior.                   | 4.05        | High                      |
| 8. I feel confident in my ability to manage student behavior.                    | 4.19        | High                      |
| 9. Student behavior management impacts my overall job satisfaction.              | 4.14        | High                      |
| 10. Support from colleagues in managing behavior is helpful.                     | 4.27        | Very high                 |
| <b>OVERALL MEAN</b>  | <b>4.12</b> | <b>HIGH</b>               |

Table 6 shows “Student Behavior Management”. It reveals positive perceptions and practices among teachers regarding their strategies and support systems for managing student behavior. The use of Positive Reinforcement has a mean of 4.43 (Very High). It indicates that teachers employ positive reinforcement effectively in managing student behavior, which is perceived as beneficial and supportive. The establishment of Clear Classroom Rules has a mean of 4.41 (Very High). It shows that clear classroom rules are established and followed consistently, contributing to a structured learning environment. Support from Administration has a mean of 4.30 (Very High).

It indicates that teachers feel supported by the administration in managing student behavior, indicating a collaborative approach to maintaining discipline. Contribution to Job Satisfaction has a mean of 4.35 (Very High). It shows that effective behavior management significantly contributes to teachers' job satisfaction, highlighting its importance in their professional fulfillment. Manageability of Student Misbehavior has a mean of 3.65 (High). It shows that while generally manageable, dealing with student misbehavior can occasionally stress teachers, suggesting areas for additional support or training. Training in Behavior Management has a mean of 3.46 (High). It shows that there is a perception that training in behavior management techniques could be further strengthened, indicating a potential area for professional development. Clarity of School Policies has a mean of 4.05 (High). It indicates that the school has clear policies for managing student behavior, providing teachers with guidelines and structure in disciplinary matters. Confidence in Managing Behavior has a mean of 4.19 (High). It indicates that teachers feel confident in their ability to manage student behavior, reflecting competence and effectiveness in classroom management. Impact on Job Satisfaction has a mean of 4.14 (High). It shows that student behavior management significantly impacts teachers' overall job satisfaction, underscoring its role in their professional experience. Support from Colleagues has a mean of 4.27 (Very High). It indicates that colleagues provide valuable support in managing student behavior, fostering a collaborative environment that enhances effectiveness. The high overall mean score of 4.12 (High) indicates strong satisfaction and effectiveness in student behavior management strategies among teachers. They perceive their approaches as impactful, supported by clear policies and administrative backing, with opportunities for further enhancement in training and support.

Table 7: Overall Job Satisfaction

| Questions   | Mean        | Adjectival Interpretation |
|---|-------------|---------------------------|
| 1. Overall, I am satisfied with my job as a teacher.                            | 4.49        | Very high                 |
| 2. I feel valued and appreciated in my role.                                    | 4.43        | Very high                 |
| 3. I am motivated to continue teaching at the school where I belong at present. | 4.46        | Very high                 |
| 4. The factors influencing my job satisfaction are adequately addressed.        | 4.11        | High                      |
| 5. I would recommend teaching at this school to other educators.                | 4.22        | Very high                 |
| <b>OVERALL MEAN</b>   | <b>4.34</b> | <b>VERY HIGH</b>          |

Table 7 represents the “Overall Job Satisfaction”. It indicates overwhelmingly positive sentiments among teachers regarding their satisfaction and experience at public elementary school of Puerto Princesa City, Palawan. Overall Job Satisfaction has a mean of 4.49 (Very High). It shows that teachers express very high levels of satisfaction with their job as educators at the school, indicating a positive work environment and fulfillment in their roles. Feeling Valued and Appreciated has a mean of 4.43 (Very High). It indicates that teachers feel valued and appreciated in their role, which contributes significantly to their job satisfaction and overall morale. Motivation to Continue Teaching has a mean of 4.46 (Very High). It shows that teachers are highly motivated to continue teaching at public elementary school of Puerto Princesa City, Palawan, indicating a strong commitment to their profession and the school community. Addressing Factors Influencing Satisfaction has a mean of 4.11 (High). It indicates that factors influencing job satisfaction are perceived to be adequately addressed, though there may be some areas for improvement or refinement. Recommendation to Other Educators has a mean of 4.22 (Very High). It shows that teachers are likely to recommend teaching at the school where they belong at present to other educators, reflecting their positive experience and endorsement of the school as a workplace. The high overall mean score of 4.35 (Very High) signifies a robust level of job satisfaction among teachers at the public elementary school of Puerto Princesa City, Palawan. Teachers feel valued, motivated, and satisfied with their roles, contributing to a positive and supportive work environment.

**Research Question 2:** Is there a significant difference in job satisfaction among the respondents regarding the

variables in question number one (1)?

Table 8: Significant differences among the factors that affect Job Satisfaction

| Factors that affect Job Satisfactions | Q1   | Q2   | Q3   | Q4   | Q5   | Q6   | Q7   | Q8   | Q9   | Q10  | Average     |
|---------------------------------------|------|------|------|------|------|------|------|------|------|------|-------------|
| Classroom Resources and Materials     | 3.49 | 3.30 | 3.59 | 3.68 | 3.41 | 3.54 | 3.43 | 3.41 | 3.89 | 3.46 | <b>3.52</b> |
| Workload and Time Demands             | 3.89 | 3.89 | 3.95 | 3.76 | 4.16 | 3.41 | 3.08 | 3.30 | 3.62 | 3.81 | <b>3.69</b> |
| Parent-Teacher Relationships          | 3.95 | 4.22 | 4.46 | 4.24 | 4.41 | 3.92 | 4.35 | 4.05 | 4.24 | 3.49 | <b>4.13</b> |
| Collaboration and Teamwork            | 4.38 | 4.14 | 4.32 | 4.16 | 4.38 | 4.19 | 3.97 | 4.41 | 4.62 | 4.57 | <b>4.31</b> |
| Supportive Work-Life Balance Policies | 4.11 | 3.84 | 3.84 | 4.05 | 3.95 | 4.14 | 4.32 | 4.05 | 4.00 | 3.97 | <b>4.03</b> |
| Student Behavior Management           | 4.43 | 4.41 | 4.30 | 4.35 | 3.65 | 3.46 | 4.05 | 4.19 | 4.14 | 4.27 | <b>4.13</b> |

This table 8 shows a significant difference in job satisfaction among the respondents in terms of the following factors: classroom materials and resources; workload and time demand; parent-teacher relationships; collaboration and teamwork; supportive life-work balance policies; and, student behavior management. Before conducting the analysis, the test of normality and homogeneity of variance were examined using Kolgomorov-Smirnov's statistics and Levene's test respectively. The result of Kolgomorov-Smirnov's test showed that the assumption of normality was not violated,  $W = 0.0883$ ,  $p = 0.737$  and the result of Levene's test indicated that the assumption of homogeneity of variance was also not violated,  $F(5,54) = 02.02$ ,  $p = 0.090$ . The result of between-subject one-way ANOVA reveals that job satisfaction significantly differs among the different factors,  $F(5, 54) = 14.00$ ,  $p = <.001$ . The null hypothesis is rejected. There is a large effect size in this analysis ( $\eta^2 = .56$ ). Variation in different factors accounts for 56% of variation in that job satisfaction.

Furthermore, Post hoc analysis using Tukey's HSD showed that there are statistically significant differences in job satisfaction ratings between these pairs of factors. Teachers' satisfaction levels with Classroom Resources and Materials ( $M = 3.52$ ,  $SD = 0.168$ ) differ significantly from their satisfaction levels with Workload and Time Demands ( $M = 3.69$ ,  $SD = 0.333$ ), Parent-Teacher Relationships ( $M = 4.13$ ,  $SD = 0.291$ ), Collaboration and Teamwork ( $M = 4.31$ ,  $SD = 0.201$ ), Supportive Work-Life Balance Policies ( $M = 4.03$ ,  $SD = 0.144$ ), and Student Behavior Management ( $M = 4.12$ ,  $SD = 0.326$ ). However, the teachers' satisfaction levels with Workload and Time Demands ( $M = 3.69$ ,  $SD = 0.333$ ) do not significantly differ from their satisfaction levels with Parent-Teacher Relationships ( $M = 4.13$ ,  $SD = 0.291$ ), and Parent-Teacher Relationships ( $M = 4.13$ ,  $SD = 0.291$ ) do not significantly differ from their satisfaction levels with Collaboration and Teamwork ( $M = 4.31$ ,  $SD = 0.201$ ) or Supportive Work-Life Balance Policies ( $M = 4.03$ ,  $SD = 0.144$ ).

**Research Question 3:** Based on the findings of this study, what job enhancement program can be formulated for public school teachers?

Based on the findings of the study, several job enhancement programs can be formulated to further support and improve teachers' professional experience:

*a. Technology Integration Program:*

Implement a comprehensive technology integration program aimed at enhancing teachers' access to and proficiency with educational technology tools. This program could include workshops, training sessions, and access to updated technology resources in classrooms. The goal is to empower teachers to leverage technology effectively for instructional delivery and student engagement.

*b. Professional Development in Behavior Management:*

Develop and offer targeted professional development programs focused on behavior management techniques

and strategies. These programs should provide practical skills and resources to help teachers effectively manage student behavior, reduce stress, and create a positive learning environment. Workshops, seminars, and ongoing coaching could be part of this initiative.

*c. Enhanced Collaboration and Teamwork Initiatives:*

Strengthen existing collaboration and teamwork initiatives among teachers through structured team teaching, professional learning communities, and regular team meetings. Promote sharing of best practices, collaborative lesson planning, and mutual support among colleagues to foster a cohesive and supportive work environment.

*d. Supportive Work-Life Balance Policies Review:*

Review and enhance supportive work-life balance policies based on feedback from teachers. This could involve revising existing policies to better accommodate teachers' personal and professional needs, offering flexible scheduling options, improving leave policies, and ensuring equitable workload distribution.

*e. Parent-Teacher Communication Enhancement:*

Implement programs to enhance parent-teacher communication and collaboration. Provide training for teachers on effective communication strategies with parents, encourage regular feedback exchanges, and create platforms for constructive dialogue about student progress and educational goals.

*f. Feedback Mechanism Implementation:*

Establish a formal feedback mechanism where teachers can provide ongoing input on job satisfaction factors, resources, and professional development needs. Use this feedback to inform decision-making processes, policy improvements, and resource allocations within the school.

*g. Recognition and Appreciation Programs:*

Develop and implement recognition and appreciation programs to acknowledge outstanding teaching practices, achievements, and contributions. Recognize teachers for their dedication, innovation, and positive impact on student learning and school culture.

*h. Leadership and Career Development Opportunities:*

Provide leadership and career development opportunities for teachers interested in advancing their careers within education. Offer mentorship programs, leadership training, and pathways for professional growth to empower teachers to take on leadership roles and responsibilities.

These job enhancement programs are designed to build upon the strengths identified in the study while addressing areas for improvement. By focusing on technology integration, behavior management, collaboration, work-life balance, parent-teacher communication, feedback mechanisms, recognition, and career development, public schools can foster a supportive and rewarding environment that enhances teacher satisfaction, retention, and overall educational outcomes. Regular evaluation and adaptation of these programs based on ongoing research and feedback will be essential to their success and sustainability.

## DISCUSSION

In table 1, the data suggests that while there is overall satisfaction with classroom resources and materials, particularly in areas like textbook availability, condition of furniture, and adequacy of supplies, there are specific areas for improvement such as enhancing access to technology and addressing resource shortages that impact job satisfaction. Ensuring ongoing investment and support in these areas can contribute to a more conducive and effective learning environment for both teachers and students.

In table 2, the data suggests that while teachers are generally satisfied with the manageability of their workload, time for preparation, and balance with administrative tasks, there are areas for improvement, particularly in

reducing the interference of job demands with personal life and enhancing breaks during the school day. The high mean scores across most items indicate a strong foundation in workload management and support, with opportunities to further enhance teacher well-being by addressing specific concerns raised in this “Workload and Time Demands” factor.

Moreover, Table 3 underscores the importance of strong parent-teacher relationships in fostering a supportive educational environment. Teachers perceive high levels of support, respect, and collaboration from parents, which significantly contribute to their job satisfaction and overall effectiveness in teaching. While challenges with parents can affect job satisfaction to some extent, the overwhelmingly positive feedback suggests that these relationships are a cornerstone of successful educational outcomes. Continued support and enhancement of these interactions can further strengthen the educational experience for both teachers and students alike.

In addition, Table 4 underscores the critical role of collaboration and teamwork in fostering a positive and supportive school environment. Teachers perceive these aspects as highly beneficial for their professional growth, job satisfaction, and the overall school climate. Continued emphasis on supporting collaborative practices and addressing minor areas of improvement can further enhance the effectiveness and cohesion within the school community.

Table 5, the data underscores the importance of supportive work-life balance policies in enhancing teacher satisfaction and well-being. Teachers perceive the school's policies positively, feeling adequately supported in managing their professional responsibilities alongside personal life commitments. The high mean scores across all items reflect a robust framework that contributes significantly to a positive work environment and teacher retention. Continued emphasis on maintaining and possibly enhancing these policies can further strengthen teacher morale and overall school climate.

In addition, Table 6 highlights the importance of effective behavior management practices in fostering a positive learning environment. Teachers employ strategies such as positive reinforcement and clear rules, supported by school policies and administrative support, contributing to their job satisfaction and professional fulfillment. While generally effective, areas for improvement include additional training in behavior management techniques and continued support from colleagues to further strengthen these practices. Overall, the high mean score reflects a well-supported approach to student behavior management that positively impacts both teachers and students alike.

Furthermore, Table 7 reflects a highly positive and supportive environment at Abanico Elementary School, where teachers feel valued, motivated, and satisfied in their roles. The school effectively addresses factors influencing job satisfaction, contributing to a cohesive and positive school culture. Teachers' willingness to recommend the school to others underscores their endorsement of the institution as a rewarding place to work and grow professionally. Continuous support and attention to maintaining these positive aspects can further enhance teacher retention and overall school success.

Table 8, shows that teachers' satisfaction with classroom resources and materials is significantly lower compared to other factors, indicating a potential area for improvement. Satisfaction with workload and time demands is relatively high but still significantly different from Parent-Teacher Relationships, Collaboration and Teamwork, Support Work-life Balance Policies, and Student Behavior Management.

**Parent-Teacher Relationships, Collaboration and Teamwork, and Supportive Work-Life Balance Policies:** These factors have high satisfaction levels, with no significant differences among them, suggesting these are strengths in the current work environment.

**Student Behavior Management:** Satisfaction with student behavior management is high and significantly different from Classroom Resources and Management but not from other high-scoring factors, indicating overall positive perceptions.

## CONCLUSIONS

Based on the analysis and interpretation of the data, several conclusions will be drawn:

Public school teachers generally exhibit high levels of job satisfaction across various dimensions such as classroom resources, supportive work-life balance policies, student behavior management, collaboration and teamwork, parent-teacher relationships, and overall satisfaction with their teaching role.

Factors contributing to high job satisfaction include feeling valued and appreciated, having adequate resources and support for teaching, positive interactions with parents and colleagues, effective behavior management strategies, and supportive work-life balance policies.

While overall satisfaction is high, there are areas identified for potential improvement. These include enhancing access to technology in classrooms, providing more comprehensive training in behavior management techniques, addressing occasional stress from student misbehavior, and ensuring timely updates and replacements for teaching materials.

## RECOMMENDATIONS

Based on the findings, the researchers recommended the following to enhance job satisfaction among public school teachers:

1. **Enhance Technology Access:** Increase investment in technology resources and infrastructure to support modern teaching methods and improve instructional delivery.
2. **Professional Development:** Provide ongoing training in behavior management techniques, classroom management, and technology integration to equip teachers with the necessary skills and enhance their confidence.
3. **Supportive Policies:** Continuously review and improve supportive work-life balance policies, including flexible scheduling options and adequate breaks, to better meet teachers' personal and professional needs.
4. **Promote Collaboration:** Foster a collaborative culture among teachers through structured team teaching, regular team meetings, and professional learning communities to share best practices and support each other.
5. **Strengthen Parent-Teacher Relationships:** Enhance communication channels with parents, ensuring mutual respect and understanding to create a positive school environment.
6. **Feedback Mechanisms:** Implement regular feedback mechanisms to solicit input from teachers on job satisfaction factors and use this feedback to inform policy decisions and improvements.

## REFERENCES

1. Ahmad, N., Abdullah, M. S., & Sakarji, S. R. (2023). Examining the Effect of Teamwork and Employee Job Satisfaction in an Organisation. <http://dx.doi.org/10.6007/IJARBSS/v13-i11/19418>
2. Aruldoss, A., Kowalski, K. B., Travis, M. L., & Parayitam, S. (2021). The relationship between work-life balance and job satisfaction: Moderating role of training and development and work environment. *Journal of Advances in Management Research*, 19(2), 240-271. <https://doi.org/10.1108/JAMR-01-2021-0002>
3. Bhatia, M., & Williams, A. (2023). Identifying Job Satisfaction Parameters among the Employees in Higher Educational Institutions: A Mathematical Model. arXiv preprint arXiv:2309.07553.
4. Buckman, D. G., & Pittman, J. T. (2021). Student discipline and teacher job satisfaction: A dual district analysis. *Georgia Educational Researcher*, 18(2), 24. DOI: 10.20429/ger.2021.180202
5. Burroughs, N., Gardner, J., Lee, Y., Guo, S., Tuitou, I., Jansen, K., ... & Schmidt, W. (2019). A review of the literature on teacher effectiveness and student outcomes. *Teaching for excellence and equity: Analyzing teacher characteristics, behaviors and student outcomes with TIMSS*, 7-17.
6. Chen Z, Lee T, Yue X and Wang J (2022) How Time Pressure Matter University Faculties' Job Stress and Well-Being? The Perspective of the Job Demand Theory. *Front. Psychol.* 13:902951. doi: 10.3389/fpsyg.2022.902951
7. Coursera. (2024, February 19). *Collaboration in the Workplace: Benefits and strategies*. Coursera.

- Retrieved May 13, 2024, from <https://www.coursera.org/enterprise/articles/collaboration-in-workplace>
8. Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2023). Workload, work intensification and time poverty for teachers and school leaders: A systematic research synthesis. *Educational Review*, 1-20. DOI: 10.1080/00131911.2023.2196607
  9. Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86(3), 499–512. doi:10.1037/0021-9010.86.3.499
  10. Demie Bedada, Tadesse Bekele, Tadesse Regassa. (2023). The Impact of Educational Structure on Job Satisfaction of Employees in District and Zone Education Office. *Education Journal*, 12(5), 206-212. <https://doi.org/10.11648/j.edu.20231205.12>
  11. Hofkens, T. L., & Pianta, R. C. (2022). Teacher–student relationships, engagement in school, and student outcomes. In *Handbook of research on student engagement* (pp. 431-449). Cham: Springer International Publishing.
  12. Ingusci, E., Signore, F., Giancaspro, M. L., Manuti, A., Molino, M., Russo, V., ... & Cortese, C. G. (2021). Workload, techno overload, and behavioral stress during COVID-19 emergency: The role of job crafting in remote workers. *Frontiers in psychology*, 12, 655148. <https://doi.org/10.3389/fpsyg.2021.655148>
  13. Iqbal, A., Aziz, F., Farooq, T. K., & Ali, S. (2016). Relationship between teachers' job satisfaction and students' academic performance. *Eurasian Journal of Educational Research*, 16(65), 335-344.
  14. Janse, B. (2018). Job Characteristics Model (Hackman and Oldham). Retrieved: May 12, 2024 from Toolshero: <https://www.toolshero.com/human-resources/job-characteristics-model/>
  15. Kengatharan, N. (2020). The effects of teacher autonomy, student behavior and student engagement on teacher job satisfaction. *Educational Sciences: Theory & Practice*, 20(4). DOI 10.12738/jestp.2020.4.001
  16. Khan, A. J., Bhatti, M. A., Hussain, A., Ahmad, R., & Iqbal, J. (2021). Employee job satisfaction in higher educational institutes: A review of theories. *Journal of South Asian Studies*, 9(3), 257-266.
  17. Koerber, N., Marquez-Mendez, M., Mensah, A., Fasching-Varner, K., & Schrader, P. G. (2023). Sustaining teacher needs: A systematic narrative review exploring teacher retention, attrition, and motivation. *Literature Reviews in Education and Human Services*, 2(2), 1-20.
  18. Meredith, C., Moolenaar, N., Struyve, C. et al (2023). The importance of a collaborative culture for teachers' job satisfaction and affective commitment. *Eur J Psychol Educ* 38, 43–62. <https://doi.org/10.1007/s10212-022-00598-w>
  19. Muwanguzi, E., Ezati, E., & Mugimu, C. B. (2022). Job Satisfaction among Employees: A review of theories. *Journal of Research in Humanities and Social Science*, 10(3), 78-84.
  20. Page, O., MD. (2023, October 10). Job Satisfaction Theory: 6 Factors For Happier Employees. *PositivePsychology.com*. Retrieved May 12, 2024, from <https://positivepsychology.com/job-satisfaction-theory/>
  21. Pedditzi, M. L., Nonnis, M., & Nicotra, E. F. (2021). Teacher satisfaction in relationships with students and parents and burnout. *Frontiers in Psychology*, 12, 703130. <https://doi.org/10.3389/fpsyg.2021.703130>
  22. Perrachione, B. A., Rosser, V. J., & Petersen, G. J. (2008). Why Do They Stay? Elementary Teachers' Perceptions of Job Satisfaction and Retention. *Professional Educator*, 32(2), n2.
  23. Shuls, J. V., & Flores, J. M. (2020). Improving teacher retention through support and development. *Journal of Educational Leadership and Policy Studies*, 4(1), n1.
  24. Sims, S. (2017). TALIS 2013: Working Conditions, Teacher Job Satisfaction and Retention. Statistical Working Paper. UK Department for Education. Castle View House East Lane, Runcorn, Cheshire, WA7 2GJ, UK.
  25. Solomon, B. C., Nikolaev, B. N., & Shepherd, D. A. (2021, April 22). Does Educational Attainment Promote Job Satisfaction? The Bittersweet Trade-offs Between Job Resources, Demands, and Stress. *Journal of Applied Psychology*. Advance online publication. <http://dx.doi.org/10.1037/apl0000904>
  26. Susanto, P., Hoque, M. E., Jannat, T., Emely, B., Zona, M. A., & Islam, M. A. (2022). Work-life balance, job satisfaction, and job performance of SMEs employees: The moderating role of family-supportive supervisor behaviors. *Frontiers in Psychology*, 13, 906876. <https://doi.org/10.3389/fpsyg.2022.906876>
  27. Wartenberg, G., Aldrup, K., Grund, S., & Klusmann, U. (2023). Satisfied and High Performing? A Meta-Analysis and Systematic Review of the Correlates of Teachers' Job Satisfaction. *Educational Psychology Review*, 35(4), 114.