Interpersonal Relationship and Level of Job Satisfaction of Secondary Schools Teachers in Limay District: Input for an Enhanced Supervisory Plan

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ABSTRACT

Teacher job satisfaction significantly influences school effectiveness, student achievement, and overall educational quality. However, research on the role of interpersonal relationships in shaping teacher satisfaction in the Philippine context, particularly in Limay District, are limited. This study examined the relationship between interpersonal relationships and job satisfaction among secondary school teachers during School Year 2024–2025, intending to inform a context-specific supervisory plan. A descriptive correlational research design was employed, and data were collected through a structured survey and analyzed using mean, standard deviation, t-test, ANOVA, and Pearson correlation. Results indicated that positive interpersonal relationships were significantly associated with higher job satisfaction, while conflict, poor communication, and limited emotional support contributed to dissatisfaction. Significant differences in job satisfaction were also observed across teachers' demographic and professional profiles. Based on these findings, the IMPACT Supervisory Plan was developed, including recognition, wellness, leadership, and community engagement programs designed to enhance teacher well-being, professional growth, and long-term commitment. The study highlights the importance of fostering supportive interpersonal dynamics and provides a practical, theory-informed framework for improving teacher satisfaction and school performance. By addressing a localized research gap and offering actionable recommendations, this research contributes both empirically and practically to educational management in Limay District and similar Philippine contexts.

Keywords: Interpersonal Relationships, Limay District, Secondary School Teachers, Supervisory Plan, Teacher Job Satisfaction, Teacher Retention, Teacher Wellbeing, Work Environment

INTRODUCTION

Fostering an environment that enhances the well-being and performance of professional school instructors depends largely on job satisfaction and strong working relationships (Burić & Kim, 2021). Teachers' quality of life directly affects student outcomes and institutional success, making the study of their job satisfaction essential. This research aims to assess teacher satisfaction in the District of Limay and examine the nature of their interpersonal relationships within schools, providing a foundation for targeted interventions that enhance motivation and foster a cooperative work culture. Schools that prioritize teacher satisfaction demonstrate higher instructional quality, stronger student performance, and better staff retention (Blomeke et al., 2023). Conversely, neglecting workplace challenges can result in low morale, increased turnover, and diminished educational outcomes. In education, where teachers' daily interactions demand both emotional and cognitive engagement, a supportive work environment is critical.

Teachers who feel valued are more likely to remain committed, contribute positively to school culture and inspire their students to achieve their potential. Interpersonal relationships play a pivotal role in job satisfaction. Positive work experiences rely on trust, respect, and empathy (Sun et al., 2022). Open communication and collaboration enable teachers and students to benefit from shared professional growth, while unresolved conflicts and insufficient support increase stress, burnout, and disengagement, undermining teacher effectiveness. Tschannen-Moran (2022) emphasizesthat trust is essential for collaboration, fostering idea-sharing and teamwork for school improvement.

Job satisfaction encompasses more than compensation; it includes professional fulfillment, opportunities for development, workplace conditions, and recognition (Burić & Kim, 2021). Herzberg's Two-Factor Theory

identifies growth and development as key drivers of satisfaction (Herzberg et al., 1959), while Maslach and Leiter (2022) link dissatisfaction to stress and burnout. Understanding these factors is necessary to design interventions that enhance both teacher well-being and institutional performance.

Globally, high-performing educational systems invest in teacher development, work-life balance, and job security (Hattie, 2021). Conversely, under-resourced schools often struggle with heavy workloads and limited support, which can lower teacher morale. In the Philippine context, particularly in Limay District, research on teacher satisfaction and workplace dynamics remains limited. Existing national studies do not capture localized challenges, leaving school administrators with insufficient evidence to implement context specific interventions.

To address this gap, the present study introduces the IMPACT plan, a structured framework for supervision and support that differs from generic strategies by integrating individualized feedback, targeted professional development, and relational enhancement. Unlike conventional methods, the IMPACT plan combines theory with practical interventions, addressing both motivational and relational aspects of teacher satisfaction. This represents a novel theoretical synthesis, applying Herzberg's and related frameworks to a localized Philippine context and offering actionable guidance for schools.

This study investigates the relationship between job satisfaction and occupational dynamics among secondary school teachers in Limay District. By focusing on local challenges and applying a context-specific supervisory framework, it fills a research gap while providing empirical insights to inform policy, enhance teacher engagement, and strengthen institutional performance. Prioritizing teacher satisfaction and professional relationships not only benefits educators but also supports student success and holistic development, making this study a significant contribution to educational practice in Limay and similar Philippine settings.

Statement of the Problem

This study determined the relationship between interpersonal relationships and the level of job satisfaction of the teachers at Limay District during SY 2024-2025, and its findings served as input for the supervisory plan.

Specifically, it also sought to answer the following questions:

1. How may the profile of the teachers be described in terms of:

  1.1. age;
  1.2. sex;
  1.3. civil status;
  1.4. position;
  1.5. years in service;
  1.6. educational attainment; and
  1.7. awards and recognitions?

2. How may the interpersonal relationship of the teachers be described based on:

  2.1. assertion of needs;
  2.2. bidirectional communication;
  2.3. conflict;
  2.4. disclosure and interpersonal closeness; and
  2.5. emotional experience and expression?

3. How may the level of job satisfaction of the teachers be described in terms:

  3.1. security;
  3.2. work environment;
  3.3. job responsibilities; and
  3.4. community linkages?

4. Is there any significant difference in the level of job satisfaction among teachers when grouped according to profile?

5. Is there any significant relationship between the interpersonal relationships and the level of satisfaction of teachers?

6. What supervisory plan can be developed based on the findings of the study?

Significance of the Study

This study is of importance to the following stakeholders:

Limay District Secondary School Teachers. This study primarily benefits secondary school teachers in the Limay District. By identifying the factors that influence their job satisfaction and interpersonal relationships at work, this study intends to create and propose practical recommendations to improve their work experience. Their motivation, engagement, and well-being at work can be improved by being in an enriching space. In turn, these changes will result in improved teaching performance and job satisfaction, which will in turn make the classroom environment conducive to learning.

Limay District Secondary Schools Administration. A significant contribution of this research is from the point of view of important scientific implications for school administrators within the Limay District. With some insight as to the critical factors influencing teacher satisfaction, administrators are better positioned to create meaningful solutions to these issues. Stronger support systems, stronger policies, and better organizational practices can lead to higher teacher retention, increased collaboration, and a healthier workplace culture. Such improvements not only benefit teachers but are also critical to the future success of the schools.

Limay District Students. This study is mainly about what happens with teachers, but it has a spinoff effect on the students, too. Teachers who feel satisfied and supported are better able to foster an engaging and nurturing learning environment. Such images can aid in building better interaction between teachers and students, leading to better academic performance as well as a better experience at school for students. When teachers feel supported and inspired to care for themselves, they model that for their students, and students in turn learn to make that well-being a priority.

Schools Division Office of Bataan (SDO Bataan). SDO Bataan may also benefit from the findings of this study. The research recommendations may also be a tool for SDO Bataan to help support other schools of the division that may be facing similar challenges to this study. All this can result in a culture that improves school morale, learning, and the community of schools over time.

Future Researchers. This paper lays the groundwork for further studies of teacher morale and workplace culture. It also collects valuable data and insights to be used by researchers who will be investigating the same or similar issues in other environments by documenting the challenges and specific solutions of the Limay District. This work aids future studies that will further our knowledge of adequate educator support in different contexts.

In summary, this study may be helpful for teachers, administrators, students, researchers, and the broader educational community. The existing knowledge may be used to cascade the information with the goal of improving the quality of education and support in the Limay District and its adjacent areas.

Scope and Limitation of the Study

This study focused on job satisfaction and interpersonal relationships among secondary school teachers in the Limay District, specifically at Lamao NHS, Limay NHS, and SFNHS. Participants included all 109 junior high school (JHS) teachers and 66 senior high school (SHS) teachers from these schools. The study aimed to examine factors influencing teacher satisfaction, the quality of relationships among colleagues, and their impact on the work environment.

Teachers were included if they were actively employed during the 2023–2024 school year, had at least one semester of teaching experience, and were full-time classroom instructors. These criteria ensured that participants had sufficient exposure to the academic environment and ongoing interaction with colleagues, making their insights relevant to the study's objectives.

Teachers on extended leave, part-time or substitute teachers, and those employed for less than one semester were excluded, as their limited or intermittent engagement could not provide a consistent perspective on workplace dynamics. Non-teaching staff were also excluded because the focus was specifically on instructional roles and their associated interpersonal interactions.

While the study was confined to the Limay District and the three selected schools, it provides insights into internal factors affecting teacher satisfaction and professional relationships. Broader external influences, such as regional policies, economic conditions, and societal changes, were acknowledged but intentionally excluded to maintain focus on the school-level dynamics central to this research.

METHODOLOGY

This chapter covers methods and techniques, the research population, the study's instrument, data collection methodology, and data processing. It also discusses the sampling design used in the study, the procedure the researcher followed, and the research instruments that were observed throughout the research process.

Methods and Techniques

This study is descriptive and correlational by nature. Its objective is to evaluate interpersonal relationships and measure the job satisfaction that teachers in the District of Limay experience. Additionally, this study aims to determine if a statistically significant relationship exists between the aforementioned variables.

According to Bhat (2023), descriptive correlational research is a research design that investigates two or more variables to determine whether they are related (e.g., positively or negatively), without making any claims about cause and effect. The process involves collecting data on at least two variables, then analyzing the data to determine if a sufficient relationship exists between these two variables. Experimental research focuses on manipulating variables, while descriptive correlational research describes and observes relationships between variables. It helps in understanding the nature and order of connections amongst variables and the strength of the relationships.

The selection of this research design is influenced by the research questions and the phenomena that should be studied. The survey methodology aims to collect systematic data, often in the form of a questionnaire, to obtain a standardized set of results.

In this way, the researcher has used information gained from a sample of people to generalize about the population. Such a process involves the quantitative and descriptive measurement of variables to answer research questions about a pre-collected dataset, while maintaining its original intent. Thus, this research fits well with the ideal conditions for employing the survey research method.

Population and Sample

The researcher initially intended to utilize universal sampling, wherein all teachers in the identified schools would be included as respondents. This approach was chosen to maximize representativeness and ensure that every teacher's perspective on job satisfaction and interpersonal relationships would be reflected. However, due to the non-compliance of some respondents and the limited number of returned questionnaires, the researcher adopted purposive sampling instead. In purposive sampling, participants are deliberately selected based on their relevance to the research problem. In this case, teachers from Limay District were chosen because they were best suited to provide the necessary information, given their direct knowledge and experience of the academic and interpersonal environment.

Purposive sampling, also known as judgmental or selective sampling, is a nonprobability sampling technique widely used in qualitative and mixed-methods research. It involves the deliberate selection of participants who

possess specific characteristics or experiences relevant to the research questions. This method is particularly valuable when the researcher seeks to gain in-depth insights into particular phenomena or when the population is too small or specialized to justify random sampling (Nikolopoulou, 2023).

Profile of the Respondents

Respondents of the Study by Department

Department	Frequency	Percentage
Junior High School	109	62.29%
Senior High School	66	37.71%
Total	**175**	**100%**

Table 1 Respondents of the Study by Department

Table 1 presents the frequency and percentage distribution of respondents by department. Out of 175 respondents, 109 (62.29%) came from the Junior High School (JHS) department, while 66 (37.71%) were from the Senior High School (SHS) department. This distribution indicates that almost two-thirds of the respondents were JHS teachers. Although the sample leans more heavily toward JHS, the inclusion of both groups still allows for a balanced understanding of teacher experiences across two major stages of secondary education.

The use of purposive sampling ensured that respondents had sufficient experience to provide meaningful insights into job satisfaction and interpersonal dynamics. While this approach limited the generalizability of findings to contexts beyond the selected schools, it provided depth, relevance, and accuracy in capturing the lived experiences of the teachers in the Limay District.

Research Instrument

The tool used for this research was a three-section questionnaire that addressed questions in Chapter One. The first part included a researcher-made questionnaire developed for this study. It was used for data gathering that centers on the teacher respondents' profiles, which include sex, age, civil status, position, and years in service.

To facilitate this extensive evaluation on relational dynamics and job satisfaction, the researcher chose to use instruments in the second and third sections of the instrument This decision was made to take advantage of the reliability and validity of the current measures to achieve a broader and more accurate data collection in these domains (Korb, 2012). Building on these instruments, which have established reliability and validity, the study aims to take a more comprehensive and nuanced approach to the interpersonal dynamics and job satisfaction profiles of the participants. Furthermore, data collected in this manner is connected to existing research, providing a strong base for analysis and interpretation.

The Fiat Questionnaire (FIAT-Q): For Interpersonal relationships. The FIAT-Q was developed to collect a uniform amount of information directly from clients, facilitating he evaluation process (Callaghan, 2006). The self-report version retains the format of the FIAT, allowing comparative tracking of difficulties and allied skills in interpersonal functioning. FIAT and FIAT-Q each describe five important types of behavior: communicating needs and values (Class A), reciprocal information exchange involving giving and receiving feedback from others (Class B), social conflict management (Class C), openness and connectedness with others (Class D), and emotion and emotion expression (Class E). Therefore, the study sub-variables were also adopted in this instrument.

To determine the extent of job satisfaction among the teachers of Lamao National High School, the Minnesota Satisfaction Questionnaire (MSQ) was utilized. Originally developed in 1967 by Weiss, Dawis, England, and Lofquist, the MSQ has undergone various adaptations and validations over the years. For instance, a 2021 study by Martins and Proenca assessed the psychometric properties and validation of the MSQ short form in a

population of Portuguese hospital workers, demonstrating its continued relevance and\ reliability in measuring job satisfaction.

In the context of this study, the MSQ was modified to better align with the local academic and interpersonal environment. Additionally, test-retest reliability was performed to validate these instruments for minimal customization, ensuring their applicability to the specific setting. Despite its origins in the 1960s, the MSQ remains a pertinent tool for assessing job satisfaction in various professional contexts.

The MSQ encompasses several categories that are significant to this research, including Security, Work Environment, Job Responsibilities, and Community Linkage. These variables also served as sub-variables of Job Satisfaction, providing a comprehensive framework for evaluating the teachers' job satisfaction levels.

Construction and Validation of the Instruments

The creation of the research tool followed a rigorous process to guarantee its relevance, accuracy, and efficiency in compiling significant data. Three sections, each designed to address specific facets of the study, were systematically developed from the questionnaire. The first part was a researcher-made questionnaire designed to gather demographic data on the teacher-respondents regarding their sex, age, marital status, position, and years of service. This part was primarily created to give a thorough knowledge of the backgrounds of the respondents, which forms the basis for evaluating their experiences concerning job satisfaction and social contacts.

Data Gathering Procedures

Data was collected through a survey questionnaire. The survey items included respondent-related factors, such as age, sex, civil status, position, and years of service. The survey questionnaire consisted of closed-ended questions, where respondents were asked to choose from a fixed number of options. These are considered to be efficient because data are easy to collect, code, and analyze. Efficiency is crucial in a survey where researchers aim to gather the attitudes or experiences of a representative sample, enabling generalization to a broader population.

Data collection began by obtaining permissions from Bataan Peninsula State University (BPSU) through a letter that explained the study's purpose and requested voluntary participation in the survey. After accepting participation in the study, the teacher respondents who were willing to participate answered the given questionnaire.

All data pertinent to the topics of this study were gathered personally by the researcher. While primary data were gathered from the filled-out questionnaires administered to the respondents of the schools covered in this study, secondary data were gathered from School Documents, the Division Office of Bataan, news items, books, and the Internet.

After the retrieval, the data gathered was tallied and tabulated in the format required for the specific problems stated in Chapter I of the study.

Ethical Considerations

This study on the Interpersonal Relationships and Level of Job Satisfaction of Secondary School Teachers in Limay District: Input for an enhanced Supervisory Plan follows ethical research guidelines to ensure responsible conduct. The main ethical principles considered include obtaining informed consent, minimizing harm, ensuring anonymity and confidentiality, avoiding deception, and respecting participants' right to withdraw from the study at any time.

Before data collection began, all participants received a clear explanation of the study's objectives, procedures, potential risks, and benefits. They provided their voluntary, informed consent before taking part. The study ensured that no psychological, emotional, or professional harm came to the participants. Questions were carefully designed to avoid discomfort, and participants were not compelled to answer any sensitive questions.

To safeguard participants' privacy, their identities remained anonymous, and all collected data was kept confidential. Information gathered was used solely for research purposes and was not disclosed to unauthorized individuals. Transparency was maintained throughout the study by avoiding deceptive practices. Participants were fully informed about the nature of the research, and no misleading information was provided.

Additionally, participants had the right to withdraw from the study at any time without facing any negative consequences. When a participant chose to discontinue, their data was not included in the final analysis. Respecting this right ensures that participation remains voluntary and stress-free.

The study is also committed to preventing research misconduct. Fabrication, or making up data or results, was strictly avoided. Similarly, falsification, which involves manipulating research materials or altering data, was not tolerated. Plagiarism, or using another person's ideas, words, or work without proper attribution, was also prohibited.

RESULTS

This research determined the correlation between interpersonal relationships and the level of job satisfaction of the teachers at Limay District during SY 2024-2025 and served as input for the supervisory plan.

To address the questions in the statement of the problem, the researcher administered a survey using the descriptive-correlational research methodology, with a questionnaire serving as the primary tool for data collection. The questionnaire was verified and administered to 175 high school teachers in the Limay district. The data collected from these respondents were evaluated and interpreted using basic percentages for their demographic profile; weighted Mean for their interpersonal relationship and job satisfaction.; and Analysis of Variance (ANOVA) for the relationship between job satisfaction and age; Independent Sample t-test for job satisfaction among teachers when grouped according to profile; and Spearman Rho Correlation to test the correlation between interpersonal relationships and job satisfaction.

FINDINGS

The data were analyzed, and the resultant findings were formulated in accordance with the precise inquiries defined in the problem statement in Chapter I:

Age. The age distribution shows that most respondents are between 24 and 47 years old, making up 80.34% of the total. The largest segment is in the 24 to 31 age group, which accounts for 29.78%. This signifies that the teaching staff predominantly consists of younger to middle-aged adults. In contrast, only 19.66% of respondents are 48 years or older, suggesting that there is a smaller presence of older, more experienced teachers.

Sex. The data demonstrates that the teaching profession is primarily comprised of females, with 80.90% of respondents identifying as female and just 19.10% as male. This highlights the ongoing trend of women outnumbering men in the education sector.

Civil Status. A significant majority of respondents are married, comprising 73.60%, while 26.40% are single. This suggests that many teachers are managing their professional duties alongside family commitments, which could impact their career choices and opportunities for professional development.

Position. The largest group of respondents is ranked as Teacher III (41.57%), followed by Teacher II (30.34%) and Teacher I (25.84%). Only 2.25% have achieved the rank of Master Teacher, suggesting that a smaller number of teachers have reached the top levels of career advancement. This may indicate challenges in accessing promotion opportunities or limited opportunities for higher-ranking positions.

Years in Service. The majority of responders have been engaged in teaching for 8 to 14 years (30.90%), with those having 1 to 7 years of experience following closely at 27.53%. This indicates that a considerable portion of the workforce consists of early to mid-career educators. The percentage of teachers with 15 years or more of service gradually declines, with only 12.92% having 29 years or more in the profession.

Awards. The data reveals that 75.28% of respondents have not received any awards, while only 24.72% have been recognized for their achievements. This suggests that there may be limited recognition or award opportunities for teachers, highlighting a potential area for improvement in motivating and rewarding educators for their excellence.

Highest Educational Attainment. A significant number of respondents have pursued further education, with 60.67% having earned MA units and 9.55% completing a master's degree. However, only a small percentage have pursued doctoral studies, with 1.12% having doctorate units and 1.69% holding a doctorate degree. This indicates a strong commitment to professional development at the master's level, but fewer teachers are advancing to doctoral education.

Assertion of Needs. The respondents show a moderate ability to express their needs, reflected in a composite mean of 3.95. They are able to recognize when they require help, identify individuals who can provide assistance, and feel comfortable reaching out to close friends or family. However, some respondents find it challenging to recognize when they can ask for help, sometimes holding back their requests, and worry that others view their requests as too frequent or bothersome. These findings indicate that while they generally can assert their needs, they may struggle with how their requests are perceived and communicated.

Bidirectional Communication. Regarding difficulties in bidirectional communication, the respondents show some agreement, primarily with regard to receiving, interpreting, and reacting to comments. Often defensive or argumentative, they find it challenging to manage negative comments. Sometimes they ignore others' discomfort when they see their activities have had a harmful impact. Giving and receiving feedback clearly presents challenges since some respondents avoid circumstances involving feedback, while others are seen as unduly critical or repetitious in their delivery of it.

Conflict. Based on their moderate agreement on having problems in their relationships, the respondents show difficulties in handling conflict. They acknowledge that they get into arguments and occasionally let them get more intense with time. They also understand that they might neglect the perspective of other individuals or raise problems at unsuitable times. They feel only slightly confident in their capacity to properly handle problems, even as they try to offer possible remedies.

Disclosure and Interpersonal Closeness. The respondents indicate that they generally recognize the importance of relationships and social interactions since they show a modest degree of agreement on the subjects of disclosure and interpersonal closeness. They understand the need to share personal information and actively listen to others, so supporting them. Conflicting behaviors abound, though, as they occasionally expose too much personal information and at other times minimize their disclosures or feel regret later. Furthermore, they are sometimes seen by others as unduly self-centered and as occasionally exaggerating their strengths, which suggests an internal struggle about self-presentation and social acceptance.

Emotional Experience and Expression. Usually realizing their emotions, the respondents struggle to control and communicate them properly. They can distinguish between several emotions and are aware of their emotional states as they develop. Some people, meanwhile, may misinterpret their feelings or struggle to identify their emotions in a timely manner. Their emotional expressions can also occasionally seem overly strong, which would irritate or cause discomfort to others.

Summary of Interpersonal Relationships. The respondents show a mild agreement across various aspects of interpersonal relationships, with bidirectional scoring the highest Mean, reflecting a general understanding of how communication affects interactions and the importance of feedback. There is also mild agreement regarding disclosure and interpersonal closeness, as well as the ability to assert needs, indicating a degree of comfort in sharing personal experiences and expressing what they require, albeit not strongly. Emotional experience and expression received the lowest mean score, suggesting some challenges in recognizing, managing, and effectively communicating emotions. The overall mild agreement implies that while respondents participate in interpersonal interactions, certain elements remain difficult for them.

Security. The respondents showed a moderate level of satisfaction with job security, reflected in an overall composite mean of 4.09. They felt most proud of their work accomplishments, while the least satisfaction was

noted in salary comparisons with other organizations and colleagues. Although there was a fair amount of satisfaction regarding promotion opportunities, worries about benefits, recognition, and equitable pay indicate that employees feel somewhat secure but not fully satisfied with their job stability and rewards.

Work Environment. The respondents express a moderate level of satisfaction with their work environment, reflected in a composite mean score of 4.51. The aspects rated highest include the understanding between employees and their immediate supervisors, a sense of accomplishment from their roles, and the practical training provided by their managers. Additionally, cooperation among colleagues and workplace policies positively influences overall satisfaction. However, aspects of the working conditions, such as heating, lighting, and ventilation, received lower ratings, highlighting areas that could impact employee comfort.

Job Responsibilities. The respondents expressed a moderate level of satisfaction with their job responsibilities, shown in an aggregated mean score of 4.48. They particularly value the ability to conduct their work ethically, the chance to work without causing harm to others, and the freedom to exercise their own judgment. Additionally, they appreciate the opportunity to innovate and improve their tasks while fully utilizing their skills. However, the aspect rated the lowest was the chance to interact with key individuals, suggesting limited exposure to influential figures in their industry.

Community Linkages. The respondents showed a moderate level of satisfaction with their community linkages, reflected in a composite mean score of 4.58. The aspect rated highest was participation in community outreach programs, with a mean of 4.71, highlighting a strong appreciation for activities like clean-up drives and tree planting. Other well-rated indicators included the school's connections with the local community (Mean = 4.67) and the friendliness of the school community towards external stakeholders (Mean = 4.68), indicating that employees acknowledge the institution's efforts to build positive relationships. Furthermore, aspects related to addressing community concerns (Mean = 4.62) and managing parental complaints (Mean = 4.60) also received favorable ratings, reflecting trust in the school's engagement with external parties.

Summary of Job Satisfaction. The overall job satisfaction among respondents is at a moderate level (Composite Mean = 4.42, MS), suggesting a generally positive view of their work. Of the four categories assessed, Community Linkages (Mean = 4.58, MS) received the highest satisfaction rating, indicating that employees appreciate their connections with the community and stakeholders. This is closely followed by Work Environment (Mean = 4.51, MS) and Job Responsibilities (Mean = 4.48, MS), which reflect positive perceptions of workplace conditions and job roles. In contrast, Job Security (Mean = 4.09, MdS) received the lowest score, pointing to concerns about salary, benefits, and long-term employment stability.

Job Satisfaction vis-à-vis Age. The findings reveal that job satisfaction regarding security differs notably among age groups (F = 2.87, p = 0.02). Older employees (56 years and older, Mean = 4.48) express greater satisfaction than their younger counterparts, especially those between 32 and 39 years old (Mean = 3.91). In contrast, job satisfaction related to the work environment (p = 0.23), job responsibilities (p = 0.38), community linkages (p = 0.87), and overall job satisfaction (p = 0.24) did not exhibit significant differences across age groups.

Job Satisfaction vis-à-vis Sex. The analysis reveals a notable difference in job satisfaction regarding security among male and female employees (t = 2.12, p = 0.04). Female employees (Mean = 4.15) reported higher satisfaction compared to their male counterparts (Mean = 3.84). However, no significant differences were observed in areas such as work environment, job responsibilities, community linkages, and overall job satisfaction, as the p-values were above the 0.05 significance threshold.

Job Satisfaction vis-à-vis Civil Status. The data indicate that civil status does not substantially influence job satisfaction. Employees, regardless of being single or married, reported comparable levels of satisfaction across various dimensions—security, work environment, job responsibilities, community linkages, and overall job satisfaction—evidenced by the non-significant p-values in each category. **Job Satisfaction vis-à-vis Position.** Job satisfaction among respondents varies significantly based on their position, with Teacher I and Teacher III expressing higher levels of satisfaction compared to Teacher II. Job security also differs significantly, as Teacher III feels more secure than the others, while Teacher II reports the lowest sense of

security. Job responsibilities vary widely among positions, with Master Teachers indicating the highest satisfaction, followed by Teacher III, whereas Teacher II shows the least satisfaction. However, no significant differences were observed in work environment and community linkages across the various teaching roles.

Job Satisfaction vis-à-vis Years in Service. There is a notable difference in job security based on years of service, with teachers with extensive experience in the field for 15 to 28 years indicating elevated levels of security compared to their less experienced counterparts. The work environment also varies significantly; teachers with 22 to 28 years of service report the highest satisfaction, while those with fewer years express lower levels of contentment. With those in service for 22 to 28 years feeling the most satisfied, in contrast to those with 1 to 7 years who report the least satisfaction, general job satisfaction varies across experience levels. However, there were no appreciable variations in job duties and community ties, implying that these factors stay relatively constant, independent of tenure.

Job Satisfaction vis-à-vis Awards. There are no notable differences in job satisfaction among teachers, whether they have received awards or not. Factors such as security, work environment, job responsibilities, and community connections all show values that exceed the significance threshold, suggesting that awards do not significantly affect job satisfaction.

Job Satisfaction vis-à-vis Highest Educational Attainment. The findings demonstrate an absence of significance in job satisfaction when considering the highest level of education attained. The p-values for factors such as security, work environment, job responsibilities, community connections, and overall job satisfaction are all exceeding the 0.05 significance criterion, signifying that educational attainment does not significantly influence job satisfaction.

Relationship between Interpersonal Relationships and Job Satisfaction. The result indicates that blidirectional communication, which includes both impact and feedback, has a notable negative correlation with job responsibilities ($r=-0.217$, $p<0.01r=-0.217, p<0.01$), community linkages ($r=-0.215$, $p<0.01r=-0.215$, $p<0.01$), and overall job satisfaction ($r=-0.153$, $p<0.05r=-0.153$, $p<0.05$). This implies that when bidirectional communication is effective, perceptions of job responsibilities, community engagement, and job satisfaction tend to decline. Furthermore, conflict is also significantly negatively correlated with job responsibilities ($r=-0.167$, $p<0.05r=-0.167$, $p<0.05$) and community linkages ($r=-0.179$, $p<0.05r=-0.179$, $p<0.05$), suggesting that conflict adversely impacts these areas of job satisfaction.

CONCLUSIONS

Based on the above-described facts, the following conclusions were drawn:

Age. The majority of respondents lie within the age spectrum of 24 to 47 years, suggesting that the teaching workforce primarily consists of young to middle-aged educators.

Sex. The teaching profession continues to be predominantly female, having a significantly greater proportion of female educators relative to their male peers.

Civil Status. The majority of the respondents are married, indicating that many in the teaching workforce are managing both family and professional commitments.

Position. Most teachers are classified as Teacher III or Teacher II, while only a small fraction have attained the Master Teacher designation, reflecting limited opportunities for advancement to higher roles.

Years in Service. A considerable number of respondents have between 8 and 14 years of experience, with fewer teachers having more than 15 years, suggesting that the workforce is primarily made up of early to mid-career professionals.

Awards. The results reveal that most teachers have not received any honors, thus stressing the need for more appreciation and incentives for exceptional performance.

Highest Educational Attainment. Many educators show a great willingness to advance their education by

having either taken MA units or completed a master's degree. Only a small percentage of them have gone toward doctorates, though, suggesting that fewer teachers achieve academically.

Assertion of Needs. The results imply that although respondents may have trouble clearly stating their needs, they can recognize when they need help and look for it. Their demands could be regular or unpleasant, suggesting possible communication difficulties that would cause misunderstandings or reluctance to seek assistance. Though they are open to help, better expressing their needs will help them to interact with others and get responses from them.

Bidirectional Communication. The results show that respondents run across communication challenges, especially with regard to constructive feedback management. Problems with handling criticism, defensive responses, and a reluctance to participate in honest communication show how much improved communication techniques are needed. Improving their capacity to manage criticism would help them to strengthen their social contacts.

Conflict. The results imply that respondents find it difficult to manage conflicts in a positive way. Their inclination to prolong arguments and raise hostilities suggests problems in the resolution of conflicts. Although they try some direct expression of solutions, their general approach to conflict may not always produce satisfactory answers, suggesting the need for better conflict management techniques.

Disclosure and Interpersonal Closeness. The findings show that although respondents value personal relationships, they struggle to reach a balanced approach to self-disclosure. Their conflicting sharing and hiding of personal information could affect the profundity and character of their connections. Furthermore, their growing awareness of their social presentation suggests that possible insecurities may be influencing their ability to create and maintain meaningful relationships.

Emotional Experience and Expression. Although respondents exhibit some degree of emotional awareness, their interactions may be hindered by issues with expression and control. Their inclination to either suppress or show emotions might cause misinterpretation in relationships and communication.

Summary of Interpersonal Relationships. The results imply that respondents have a functional yet somewhat limited degree of interpersonal effectiveness. Although they show awareness of communication dynamics and the value of interpersonal closeness, the challenges in emotional expression and assertiveness point to areas in which they might feel reluctant or struggle. Though they may not always manage emotions, conflict, and self-expression seamlessly, their modest agreement across all spheres indicates that they engage in relationships with some degree of confidence.

Security. Though they have questions about pay equity and recognition, employees generally see their workplace as stable. Although the possibility for development provides some comfort, the modest level of satisfaction with pay and benefits points to the possibility that job security by itself might not be enough for general employee satisfaction.

Work Environment. The results imply that workers generally enjoy a cooperative and encouraging workplace; effective leadership is important for their level of satisfaction. Although management support and interpersonal relationships are strong, improving the physical surroundings of the workplace will help enhance the overall working experience.

Job Responsibilities. The results suggest that workers' general job satisfaction is higher, as they believe their job responsibilities are relevant and well-suited to their qualifications. Although they respect the ethical aspects of their work and their autonomy, there is little chance for interaction with significant figures or decision-makers.

Community Linkages. The results imply that staff members see their relationship with the community favorably, appreciating the school's excellent outside cooperation and commitment to social responsibility. The degree of satisfaction shows how much workers value their part in creating significant interactions with stakeholders and participating in community service projects.

Summary of Job Satisfaction. Particularly with relation to workplace conditions, job responsibilities, and community involvement, the results reveal that staff members are generally happy with their work. To keep employee satisfaction and motivation, the worries about job security, however, point to the need to pay more attention to elements like compensation, benefits, and chances for career development.

Job Satisfaction vis-à-vis Age. The apparent variations in job security satisfaction suggest that older workers could find more benefits and stability in their positions. Nonetheless, the homogeneity in satisfaction among other job factors suggests that workers of all ages share similar experiences regarding their workplace, tasks, and community involvement.

Job Satisfaction vis-à-vis Sex. Except for job security, where female employees expressed higher satisfaction, job satisfaction levels are similar between male and female employees across most criteria. This suggests that although both sexes view their workplace, responsibilities, and community ties similarly, their opinions of job security vary, possibly in response to different experiences with job stability.

Job Satisfaction vis-à-vis Civil Status. Job satisfaction of employees is not affected by civil status. This suggests that, in their employment, single as well as married workers experience comparable levels of security, working conditions, responsibility, and community involvement.

Job Satisfaction vis-à-vis Position. Teachers' job responsibilities, job security, and degree of job satisfaction vary greatly depending on their positions. While Teacher II routinely shows lower satisfaction, Teacher III and Master Teachers report more satisfaction in these areas. These results suggest that teachers' opinions on job security and responsibility change as they progress in their careers, which in turn influences their overall level of satisfaction. Still, the work environment and community ties seem to be constant, independent of position.

Job Satisfaction vis-à-vis Years in Service. Compared to teachers with fewer years of service, those with more years often report better general job satisfaction, better impressions of their workplace, and more job security. This suggests that a feeling of stability and satisfaction in the workplace is much enhanced by experience and tenure. Still, job duties and community service seem to be constant, suggesting that the length of service has less bearing on these elements.

Job Satisfaction vis-à-vis Awards. Teachers' job satisfaction, views of job security, work environment, job responsibilities, or community involvement are not much affected by the existence of awards. This suggests that job satisfaction may be more determined by internal elements and working conditions than by external compliments, such as awards.

Job Satisfaction vis-à-vis Highest Educational Attainment. Teacher job satisfaction is not much different depending on their highest degree of education. These variations are not statistically significant, despite the fact that individuals with doctorate degrees often exhibit better mean scores in many areas. This suggests that other factors, such as the workplace, opportunities for professional growth, and personal drive, may be more important than official educational level in determining job satisfaction.

Relationship between Interpersonal Relationships and Job Satisfaction. Particularly in communication and conflict, job satisfaction depends on the quality of interpersonal relationships. The strong negative correlations indicate that employees often report lower satisfaction with their job responsibilities and community involvement when bidirectional communication and conflict resolution are lacking. Other elements of interpersonal relationships, such as the assertion of needs, disclosure, and emotional experiences, however, do not appear to have a strong correlation with job satisfaction, implying that they may not be the main driver of general workplace satisfaction.

RECOMMENDATIONS

This study's findings propose the following recommendations for enhancing job satisfaction, interpersonal relationships, and overall workplace effectiveness among teachers in the Limay District.

Age, Sex, and Civil Status. Considering that most teachers are young to middle-aged, primarily female, and

married, policies should promote work-life balance, including flexible work arrangements, family-centered initiatives, and wellness programs. Efforts to attract more male educators through inclusive hiring and professional development opportunities can foster diversity and a more balanced workforce.

Position and Years in Service. With the majority of teachers holding Teacher II and Teacher III positions, and relatively few advancing to Master Teacher roles, clear career advancement pathways are necessary. Mentorship programs, leadership training, and targeted professional development should be provided to support career growth. Additionally, incentives for long-serving teachers can help recognize experience and retain seasoned staff.

Assertion of Needs and Bidirectional Communication. Teachers face challenges in communicating their needs and obtaining constructive feedback. Communication workshops and training programs should be offered to strengthen teachers' confidence in expressing their concerns and in receiving feedback effectively, fostering an open and supportive workplace culture.

Conflict Resolution and Interpersonal Closeness. Difficulties in maintaining positive relationships and resolving disputes constructively were identified. Schools should implement regular team-building activities, conflict management workshops, and programs promoting active listening and empathy to improve collegial relationships and reduce workplace tension.

Emotional Experience and Expression. Challenges in managing and expressing emotions were noted as impacting interactions among teachers and with students. Seminars on emotional intelligence, stress management, and self-regulation should be organized to enhance teachers' abilities to navigate emotional situations and maintain professional, positive relationships.

Security. While teachers reported moderate satisfaction with job security, concerns about compensation, benefits, and career stability remain. Schools and educational authorities should regularly review salary structures, provide transparent promotion pathways, and ensure competitive benefits to enhance teachers' perceptions of stability and long-term security.

Work Environment. Teachers generally view their workplace positively, particularly regarding leadership and collegiality, though some concerns about facilities and resources exist. Administrators should continue to strengthen supportive leadership, enhance collaboration among staff, and maintain an adequate, safe, and well-equipped work environment.

Job Responsibilities. Teachers highly value autonomy, ethical practice, and the ability to utilize their skills, yet limited involvement in decision-making may reduce satisfaction. Schools should involve teachers in policy formulation, curriculum development, and other decision-making processes, while providing opportunities for skill enhancement and professional growth.

Community Linkages. Teachers derive strong satisfaction from engaging with the community, although they seek greater recognition and more active roles in local initiatives. Schools should expand outreach programs, encourage teacher participation in community projects, and strengthen partnerships with external stakeholders to reinforce a sense of purpose and institutional reputation.

Summary of Recommendations. Overall, enhancing teacher satisfaction and interpersonal relationships requires comprehensive strategies, including mentorship programs, professional development, communication and conflict management training, emotional intelligence seminars, career advancement pathways, competitive compensation, and community engagement initiatives. Regular feedback mechanisms, employee engagement surveys, and inclusive policies will ensure that teacher concerns are addressed promptly, fostering a more motivated, cooperative, and productive educational environment.

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