

Teachers' Motivation, School Climate, Resource Availability and Professional Satisfaction: Implication for Educational Enhancement

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ABSTRACT

This study examined the relationship among teachers' motivation, school climate, resource availability, and professional satisfaction in District 7, in one of the school divisions in Negros Island Region, during the school year 2025–2026. A descriptive-correlational research design was employed to determine the strength and direction of the relationships among the independent variables—teachers' motivation, school climate, and resource availability—and the dependent variable, professional satisfaction. The respondents were public school teachers, with a sample size determined using Yamane's formula at a 5% margin of error, based on a total population of 316 teachers. Findings revealed that teachers were highly motivated, particularly by intrinsic factors such as personal fulfillment and passion for teaching. A positive school climate, especially strong administrative support, significantly contributed to teacher satisfaction and effectiveness. While resource availability was generally adequate, there was a need to improve technological resources to meet modern educational demands. Furthermore, teachers reported high levels of professional satisfaction, although enhancing work-life balance was identified as necessary for sustaining well-being. The study also found that teachers' motivation, school climate, and resource availability had significant relationships with professional satisfaction, emphasizing their critical roles in improving teacher performance, retention, and overall educational outcomes.

Keywords: teacher motivation, school climate, resource availability, professional satisfaction, public school teachers, Philippines

INTRODUCTION

Teachers play a crucial role in the success of educational systems because they directly influence learners' academic achievement, socio-emotional development, and long-term outcomes. Professional satisfaction among teachers is increasingly recognized as an essential factor in maintaining instructional quality, teacher retention, and school effectiveness. Research suggests that teachers who experience positive working conditions, strong motivation, and adequate institutional support are more likely to demonstrate commitment, effectiveness, and career longevity.

Teacher motivation is a multidimensional construct encompassing intrinsic motivation, extrinsic motivation, and professional growth motivation. Intrinsic motivation stems from personal fulfillment and passion for teaching, while extrinsic motivation is driven by external rewards such as compensation, recognition, and job security. Professional growth motivation focuses on teachers' desire for continuous learning and career advancement. Previous studies have shown that highly motivated teachers exhibit greater engagement, resilience, and instructional effectiveness.

School climate likewise influences teachers' professional experiences. A positive school climate is characterized by supportive leadership, collaborative relationships, trust, and effective communication. Such environments foster teacher well-being, reduce burnout, and promote job satisfaction. Leadership support and collegial

collaboration have consistently been identified as important contributors to teacher morale and organizational commitment.

Another important determinant of professional satisfaction is resource availability. Access to instructional materials, technological resources, physical facilities, and financial support enables teachers to perform their duties effectively. Resource adequacy contributes to instructional quality, professional confidence, and workplace satisfaction, whereas resource shortages often lead to stress and reduced effectiveness.

Although previous studies have independently examined teacher motivation, school climate, resource availability, and professional satisfaction, limited research has investigated these variables collectively within localized educational contexts. This study addressed this gap by examining the relationships among these variables among public school teachers in District 7, Negros Island Region. Specifically, it sought to determine the levels of teachers' motivation, school climate, resource availability, and professional satisfaction and to examine the significant relationships among these variables.

METHODOLOGY

This study employed a descriptive-correlational research design. The descriptive component was used to determine the levels of teachers' motivation, school climate, resource availability, and professional satisfaction, while the correlational component examined the relationships among these variables.

The respondents were public school teachers from District 7 in a school division within the Negros Island Region. Data were gathered through a researcher-made questionnaire validated by experts and pilot-tested for reliability. The instrument yielded a Cronbach's alpha coefficient of 0.88, indicating high internal consistency and reliability.

Descriptive statistics, including mean and standard deviation, were utilized to determine the levels of the study variables. Spearman Rank Correlation and Pearson Product-Moment Correlation analyses were employed to determine the significance of relationships among variables. Statistical significance was tested at the 0.05 level.

Limitations

This study was limited to public school teachers in District 7 of one Schools Division in the Negros Island Region, which may limit the generalizability of the findings to other districts, divisions, or educational contexts. The study relied solely on respondents' self-reported perceptions collected through survey questionnaires. As a result, responses may have been influenced by social desirability bias or individual perceptions at the time of data collection.

Moreover, the study focused only on teachers' motivation, school climate, resource availability, and professional satisfaction. Other factors that may influence professional satisfaction, such as leadership styles, organizational commitment, workload, compensation, teacher efficacy, and mental well-being, were not included and may be explored in future studies. Finally, because the study employed a correlational research design, causal relationships among the variables cannot be established. The findings indicate associations among variables but do not confirm direct cause-and-effect relationships.

RESULTS AND DISCUSSION

Profile of Respondents

Table 1. Distribution of Respondents per School.

School	N	N
1	20	11
2	88	50
3	47	26

4	18	10
5	113	63
6	30	17
Total	316	177

The simple random sampling technique through the draw lots method was employed to identify the respondents from the seven (7) schools.

The Level of Teachers' Motivation as a whole and in terms of Intrinsic, Extrinsic and Professional Growth Motivation

Table 2. The Level of Teachers' motivation as a whole and in terms of Intrinsic, Extrinsic and Professional Growth Motivation

	Mean	SD	Interpretation
Teachers Motivation as a Whole	4.63	0.42	Very High
A. Intrinsic	4.76	0.39	Very High
1. I find teaching personally fulfilling.	4.68	0.57	Very High
2. Teaching gives me a sense of purpose.	4.80	0.43	Very High
3. I enjoy helping students learn new things.	4.84	0.38	Very High
4. I am motivated by the joy of seeing students succeed.	4.85	0.40	Very High
5. I enjoy the daily challenges of teaching.	4.60	0.63	Very High
6. Teaching makes me feel Accomplished.	4.78	0.45	Very High
7. I am passionate about making a difference in my students' lives.	4.78	0.43	Very High
B. Extrinsic	4.55	0.59	Very High
1. Rewards inspire me to work harder.	4.63	0.64	Very High
2. Salary and benefits encourage me to do my best.	4.69	0.57	Very High
3. Opportunities for promotion drive my performance.	4.60	0.65	Very High
4. Praise and recognition from administrators and colleagues motivate me.	4.57	0.67	Very High
5. Competitions motivate me to improve.	4.32	0.85	Very High
6. Appreciation from parents encourages me to excel.	4.60	0.71	Very High
7. Material benefits affect my enthusiasm for work.	4.44	0.84	Very High
C. Professional Growth Motivation	4.59	0.52	Very High
1. I am motivated to attend seminars and training to improve my teaching skills.	4.63	0.57	Very High
2. I am willing to invest time and effort to enhance my teaching competencies.	4.67	0.56	Very High
3. I take initiative to learn new skills even without being required by my school.	4.67	0.55	Very High
4. I pursue professional development to keep up with changes in curriculum and educational trends.	4.56	0.63	Very High
5. I actively seek mentorship from experienced teachers.	4.62	0.59	Very High
6. I am motivated to engage in research or innovation related to teaching practices.	4.37	0.77	Very High
7. I see continuous professional growth as essential to my long-term career advancement.	4.56	0.64	Very High

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High;(2.61-3.40)-Moderate; (1.81-2.60)-Low;(1.00-1.80)-Very Low

The findings revealed that teachers demonstrated a very high level of motivation ($M = 4.63$, $SD = 0.42$), indicating strong dedication and enthusiasm toward their profession. Among the dimensions of motivation, intrinsic motivation emerged as the strongest source ($M = 4.76$, $SD = 0.39$), suggesting that teachers are primarily driven by personal fulfillment, a sense of purpose, and the satisfaction gained from helping students succeed. The highest-rated indicator, “I am motivated by the joy of seeing students succeed” ($M = 4.85$, $SD = 0.40$), highlights the central role of student achievement in sustaining teachers’ motivation. The relatively low standard deviation further indicates a strong consensus among respondents regarding the importance of intrinsic factors as sources of motivation.

While professional growth motivation ($M = 4.59$, $SD = 0.52$) and extrinsic motivation ($M = 4.55$, $SD = 0.59$) also attained very high levels, the relatively higher standard deviations suggest greater variation in teachers’ perceptions of these dimensions. This indicates that opportunities for professional development, recognition, incentives, and rewards contribute to motivation but are experienced differently depending on individual circumstances and preferences. Notably, indicators related to participation in competitions and engagement in research or innovation obtained comparatively lower means and higher variability, implying that these aspects may require stronger institutional encouragement and support to become more meaningful motivators for teachers.

Overall, the results demonstrate that although all dimensions contribute to teacher motivation, intrinsic factors remain the most influential and consistently valued among teachers. These findings support previous studies emphasizing the importance of meaningful work, personal accomplishment, and positive student outcomes in fostering teacher motivation (Garcia et al., 2022; Santos & Reyes, 2023). Likewise, the varying influence of extrinsic rewards and professional growth opportunities aligns with the findings of Alonzo and Cruz (2024) and Torres and Mendoza (2022), who reported that external incentives and professional development opportunities affect teachers differently depending on organizational support and individual career goals. The findings suggest that schools should continue fostering meaningful teaching experiences while strengthening professional development programs and recognition systems to sustain and enhance teacher motivation.

The Level of School Climate as a whole and in terms of Administrative Support, Collegial Relationship and Communication Climate

Table 3. The Level of School Climate as a Whole and in terms of Administrative Support Collegial Relationship and Communication Climate

Statements	Mean	SD	Description
School Climate As a Whole	4.60	0.54	Very High
A. Administrative Support	4.61	0.53	Very High
1. I receive guidance from school leaders when needed.	4.60	0.65	Very High
2. Administrators treat teachers fairly.	4.53	0.63	Very High
3. School leadership promotes a positive working environment.	4.68	0.56	Very High
4. Administrators encourage professional development.	4.67	0.58	Very High
5. Support from administrators improves my teaching performance.	4.65	0.59	Very High
6. Administrators listen to teachers’ concerns.	4.62	0.58	Very High
7. Administrators respond appropriately to teacher suggestions.	4.55	0.62	Very High
B. Collegial Relationship	4.60	0.72	Very High
1. Teachers in our school cooperates with one another.	4.58	0.64	Very High
2. Teachers provide support during professional challenges.	4.58	0.63	Very High
3. Conflicts among teachers are handled in a professional and respectful manner.	4.56	0.65	Very High
4. Teachers share resources and materials freely.	4.56	0.65	Very High
5. I feel comfortable discussing ideas with colleagues.	4.80	0.03	Very High
6. Teachers celebrate each other’s success.	4.55	0.71	Very High
7. Mutual respect exists among all staff members.	4.58	0.70	Very High
C. Communication Climate	4.58	0.57	Very High

1. Communication between administrators and teachers is open.	4.62	0.60	Very High
2. Important information is communicated to teachers in a timely manner.	4.59	0.65	Very High
3. Teachers are encouraged to express their opinions.	4.55	0.63	Very High
4. Feedback from administrators is constructive.	4.56	0.63	Very High
5. I am comfortable approaching administrators with any concerns.	4.56	0.65	Very High
6. There are clear channels for communication within the school.	4.59	0.63	Very High
7. Teachers are encouraged to participate in decision making.	4.58	0.64	Very High

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High;(2.61-3.40)-Moderate; (1.81-2.60)-Low;(1.00-1.80)-Very Low

The findings revealed that teachers perceived the school climate as very highly favorable ($M = 4.60$, $SD = 0.54$), indicating that their schools generally provide a positive, supportive, and conducive working environment. Among the dimensions, Administrative Support emerged as the strongest aspect ($M = 4.61$, $SD = 0.53$), suggesting that teachers consistently view school leaders as supportive, approachable, and committed to fostering a positive workplace. The relatively low standard deviation further indicates a high level of agreement among respondents, highlighting the shared perception that effective leadership contributes significantly to a healthy school climate. Notably, the indicator “School leadership promotes a positive working environment” received the highest rating, underscoring the important role of administrators in shaping teachers’ professional experiences.

Likewise, Collegial Relationship ($M = 4.60$, $SD = 0.72$) and Communication Climate ($M = 4.58$, $SD = 0.57$) were both rated very high, reflecting generally positive interactions among teachers and effective communication practices within schools. However, the higher variability observed in collegial relationships suggests that teachers’ experiences with collaboration and peer support differ more than their perceptions of administrative support. Similarly, while communication climate remained highly favorable, the moderate variation in responses implies that some teachers may experience differing levels of participation, openness, or inclusivity in school communication processes. These results indicate that although teachers generally perceive their schools positively, opportunities remain to strengthen collaboration and ensure more consistent communication practices across all school personnel.

The findings support previous studies emphasizing the importance of leadership, collaboration, and communication in maintaining a positive school climate. Hallinger and Wang (2022) highlighted that supportive leadership contributes significantly to teacher satisfaction and organizational commitment, while Kutsyuruba et al. (2023) noted that collegial relationships enhance teacher morale and professional well-being. Similarly, Çelik and Kösterelioğlu (2022) found that transparent communication fosters trust and engagement among teachers. Consistent with Collie (2022) and Skaalvik and Skaalvik (2023), the present study demonstrates that a positive school climate is largely shaped by strong administrative support, healthy professional relationships, and effective communication systems. These findings suggest that school leaders should sustain effective leadership practices while strengthening collaborative and communication structures to further enhance teachers’ workplace experiences and overall satisfaction.

Level of Resource Availability as a Whole in Terms of Instructional Materials, Physical Facilities, Technological Resources and Financial Support

Table 4. The Level of Resource Availability as a Whole and In Terms of Instructional Materials, Physical Facilities, Technological Resources and Financial Support

Statements	Mean	SD	Interpretation
Resource Availability	4.10	0.72	High
A. Instructional Materials	4.13	0.68	High
1. Teaching materials are sufficient for my lessons.	4.15	0.76	High
2. I have access to updated textbooks and modules.	4.09	0.77	High

3. Learning resources support effective instruction.	4.50	0.68	Very High
4. Instructional materials are readily available when needed.	4.08	0.80	High
5. Materials are adequate for different learning levels.	3.95	0.88	High
6. The school provides resources for interactive teaching.	4.08	0.84	High
7. Materials meet the curriculum standards.	4.07	0.88	High
B. Physical Facilities	4.07	0.73	High
1. Classrooms are conducive to teaching and learning.	4.41	0.76	Very High
2. Laboratories and libraries are adequate for student needs.	3.86	0.97	High
3. Furniture and equipment are sufficient and functional.	3.97	0.89	High
4. School facilities are well maintained.	4.10	0.80	High
5. Facilities meet the needs of modern teaching methods.	3.99	0.86	High
6. The school provides space for group activities.	4.02	0.90	High
7. Infrastructure are safe and accessible.	4.14	0.83	High
C. Technological Resources	3.78	0.94	High
1. The school provides enough computers or laptops for	3.50	1.32	High
2. Internet connectivity is consistently available for teaching and learning.	3.77	0.95	High
3. There are sufficient projectors, smart boards, or other teaching technology available.	3.49	1.26	High
4. Teachers have easy access to printers, scanners, and other necessary tech equipment.	4.16	0.83	High
5. Teachers have access to software or apps for instruction.	3.90	0.91	High
6. Technological resources are reliable and functional.	3.91	0.91	High
7. The school invests in up-to-date technological resources.	3.75	1.26	High
D. Financial Support	4.07	0.81	High
1. The school provides sufficient funds for teachers to attend seminars, trainings, or workshops.	4.28	0.76	Very High
2. The school allocates funds to purchase teaching materials and resources for teachers.	4.27	0.71	Very High
3. Financial support is available for teachers who wish to pursue further studies or certifications.	3.59	1.32	High
4. The school allocates budget for school improvement.	4.28	0.75	Very High
5. Financial resources are distributed fairly.	4.14	0.87	High
6. Funds are used to enhance learning materials.	4.10	0.83	High
7. Grants or support programs are accessible to teachers.	3.86	1.24	High

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High;(2.61-3.40)-Moderate; (1.81-2.60)-Low;(1.00-1.80)-Very Low

The findings revealed that teachers perceived the availability of resources as generally high ($M = 4.10$, $SD = 0.72$), indicating that schools are able to provide the resources necessary to support teaching and learning. Among the dimensions, Instructional Materials received the highest rating ($M = 4.13$, $SD = 0.68$), suggesting that teachers have adequate access to learning resources that facilitate effective classroom instruction. The relatively lower standard deviation indicates a greater level of agreement among respondents regarding the availability and usefulness of instructional materials. Likewise, Physical Facilities ($M = 4.07$, $SD = 0.73$) and Financial Support ($M = 4.07$, $SD = 0.81$) were rated high, reflecting generally positive perceptions of school infrastructure and support mechanisms, although variations in responses suggest that teachers' experiences differ across schools.

In contrast, Technological Resources obtained the lowest mean score ($M = 3.78$, $SD = 0.94$) and exhibited the highest variability, indicating that access to technology remains the least consistent aspect of resource availability. The high standard deviations for indicators related to the availability of computers, laptops, projectors, and other digital tools suggest substantial disparities in teachers' access to technology. Similarly, the variability observed in financial support, particularly regarding funding for further studies and professional development, indicates unequal access to opportunities that could enhance teachers' professional growth. These

findings highlight that while resource availability is generally adequate, significant gaps remain in technology provision and financial assistance, which may affect teachers' capacity to maximize instructional effectiveness and professional advancement.

The results are consistent with previous studies emphasizing the importance of equitable resource provision in education. OECD (2023) and Darling-Hammond et al. (2022) stressed that adequate instructional resources enhance teaching quality and student learning outcomes, supporting the high ratings obtained for instructional materials. Meanwhile, the lower ratings for technological resources align with the findings of Tondeur et al. (2022), who identified insufficient access to digital technologies as a continuing challenge in schools. Likewise, Ulferts (2023) and Schleicher (2022) highlighted that disparities in funding, infrastructure, and technology contribute to unequal educational experiences among teachers and learners. These findings suggest the need for school leaders and policymakers to prioritize investments in technological resources and equitable funding mechanisms to ensure that all teachers have access to the tools and support necessary to deliver high-quality education and meet the goals of a modern, technology-driven learning environment.

The Level of Teachers' Professional Satisfaction as a Whole and in terms of Job Satisfaction, Work-Life Balance and Career Satisfaction

Table 5. The Level of Teachers' Professional Satisfaction in Terms of Job Satisfaction Work-Life Balance, and Career Satisfaction

	Mean	SD	Interpretation
Statement			
Professional Satisfaction	4.58	0.60	Very High
A. Job Satisfaction	4.66	0.56	Very High
1. I enjoy interacting with my students during my daily classes.	4.77	0.52	Very High
2. I find my daily classroom activities engaging and rewarding.	4.69	0.61	Very High
3. I am satisfied with the support I receive from my school in completing daily tasks.	4.53	0.71	Very High
4. My workload is manageable on a day-to-day basis.	4.61	0.62	Very High
5. My everyday teaching experiences give me a sense of fulfillment.	4.66	0.63	Very High
6. I am satisfied with the way my daily teaching tasks are carried out.	4.64	0.64	Very High
7. I look forward to going to school each day.	4.68	0.60	Very High
B. Work-life Balance	4.48	0.72	Very High
1. I can balance my work and personal life effectively.	4.57	0.74	Very High
2. I experience manageable work-related stress.	4.55	0.73	Very High
3. I have enough time to rest despite teaching duties.	4.39	0.83	Very High
4. I can attend to family responsibilities while working.	4.41	0.80	Very High
5. The school promotes a healthy work-life balance.	4.48	0.81	Very High
6. I can pursue personal interests alongside teaching.	4.47	0.80	Very High
7. Workload adjustments are made when necessary.	4.49	0.80	Very High
C. Career Satisfaction	4.60	0.63	Very High
1. I find teaching to be a rewarding career.	4.65	0.64	Very High
2. I believe my teaching career allows me to achieve my long-term professional goals.	4.63	0.65	Very High
3. I am satisfied with the opportunities for promotion or advancement in the teaching profession.	4.54	0.71	Very High
4. I am satisfied with the professional respect and status my career provides.	4.58	0.71	Very High
5. I see teaching as a meaningful profession that I want to continue in the future.	4.61	0.71	Very High

6. I feel that my professional contributions as a teacher are recognized and valued.	4.58	0.65	Very High
7. If given the chance to choose again, I would still pursue teaching as my career.	4.59	0.72	Very High

Legend: (4.21-5.00)-Very High; (3.41-4.20)-High;(2.61-3.40)-Moderate; (1.81-2.60)-Low;(1.00-1.80)-Very Low

The findings revealed that teachers possess a very high level of professional satisfaction ($M = 4.58$, $SD = 0.60$), indicating that they generally experience fulfillment, positive work experiences, and strong commitment to the teaching profession. Among the three dimensions, Job Satisfaction emerged as the highest-rated aspect ($M = 4.66$, $SD = 0.56$), suggesting that teachers derive considerable satisfaction from their daily teaching responsibilities and interactions with students. The highest-rated indicator, “I enjoy interacting with my students during my daily classes,” further highlights the importance of meaningful teacher-student relationships as a source of professional fulfillment. The relatively low standard deviation across this dimension indicates a high degree of consistency among respondents, reflecting a shared positive perception of their day-to-day teaching experiences.

Although Career Satisfaction ($M = 4.60$, $SD = 0.63$) and Work-Life Balance ($M = 4.48$, $SD = 0.72$) were also rated very high, the higher standard deviations suggest greater variation in teachers’ experiences in these areas. In particular, work-life balance emerged as the most variable dimension, indicating that while many teachers successfully manage professional and personal responsibilities, others encounter challenges related to workload, rest, and family commitments. Similarly, differences in perceptions of career advancement and professional recognition contributed to the variability observed in career satisfaction. These findings suggest that while teachers are highly satisfied overall, there remain opportunities for schools to strengthen support systems that enhance teacher well-being, workload management, and career development.

The results support previous studies emphasizing the importance of meaningful work experiences, supportive environments, and professional growth in sustaining teacher satisfaction. Collie (2022) and Skaalvik and Skaalvik (2023) highlighted that positive interactions with students and a sense of purpose in teaching are among the strongest contributors to job satisfaction, which aligns with the present findings. Likewise, Burić and Kim (2022) found that workload demands often influence teachers’ perceptions of work-life balance, while Toropova et al. (2022) emphasized the role of career opportunities and professional recognition in promoting long-term satisfaction. Consistent with OECD (2023) and Madigan and Kim (2022), the findings suggest that maintaining supportive working conditions, promoting teacher well-being, and creating clear pathways for professional growth are essential for sustaining high levels of professional satisfaction and commitment among teachers.

Multiple Regression Analysis Predicting Teachers’ Professional Satisfaction

Table 6. Multiple Regression Analysis Predicting Teachers’ Professional Satisfaction

Predictor Variable	B	B (Beta)	t	P-value	VIF	Interpretation
Job Satisfaction	0.334	0.309	611.915	0.000	3.465	Significant Predictor
Work-Life Balance	0.334	0.401	636.022	0.000	5.399	Strongest Predictor
Career Satisfaction	0.331	0.348	585.183	0.000	4.794	Significant Predictor
Constant	0.003		2.223	0.028		

Model Summary

R	R ²	Adjusted R	F	P-value
1.000	1.000	1.000	4,529,355.15	0.000

The multiple regression analysis revealed that Job Satisfaction, Work-Life Balance, and Career Satisfaction significantly predicted teachers' Professional Satisfaction, with the overall model showing statistical significance, $F(3,173) = 4,529,355.15$, $p < 0.001$. The model produced an R^2 of 1.000, indicating that the three predictor variables collectively explained 100% of the variance in Professional Satisfaction. While this suggests an extremely strong predictive relationship, the perfect R^2 value should be interpreted cautiously because Professional Satisfaction may have been derived from or closely related to the predictor variables, resulting in substantial overlap among the measures.

Among the predictors, Work-Life Balance emerged as the strongest predictor of Professional Satisfaction, as evidenced by its highest standardized beta coefficient ($\beta = .401$, $p < .001$). This finding indicates that teachers who are able to effectively manage their professional responsibilities alongside personal and family commitments are more likely to experience higher levels of professional satisfaction. Career Satisfaction ($\beta = .348$, $p < .001$) was the second strongest predictor, suggesting that opportunities for growth, recognition, and long-term career fulfillment contribute significantly to teachers' overall professional satisfaction. Job Satisfaction ($\beta = .309$, $p < .001$) also had a significant positive influence, highlighting the importance of positive daily teaching experiences and supportive work environments.

The findings support previous studies which emphasize the role of work-life balance, career fulfillment, and job satisfaction in enhancing teachers' well-being and commitment to the profession. Consistent with the studies of Skaalvik and Skaalvik (2017), teachers who maintain a healthy balance between work and personal life tend to report greater professional satisfaction. Similarly, Toropova, Myrberg, and Johansson (2021) found that favorable working conditions, professional recognition, and career development opportunities are key determinants of teacher satisfaction. These results imply that school administrators should prioritize policies that support teacher well-being, provide professional growth opportunities, and create positive working environments to sustain high levels of professional satisfaction and retention among teachers.

ANOVA of Difference on Teachers' Professional Satisfaction Across Schools

Table 7. ANOVA of Difference on Teachers' Professional Satisfaction Across Schools

ANOVA Table: Professional Satisfaction

Professional Satisfaction	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	5.485	5	1.097	3.206	0.009	Significant
Within Groups	58.522	171	0.342			
Total	64.008	176				

Table 7 presents the analysis of variance (ANOVA) which was conducted to determine whether significant differences exist in teachers' professional satisfaction across schools. The results revealed a statistically significant difference in professional satisfaction among the six schools, $F(5, 171) = 3.21$, $p = .009$, indicating that teachers' levels of professional satisfaction vary depending on the school where they are employed. Since the obtained significance value is less than the .05 level of significance, the null hypothesis is rejected. This finding suggests that school-related factors, such as leadership practices, organizational climate, available resources, and institutional support, may contribute to variations in teachers' professional satisfaction.

The result has important implications for educational administrators and policymakers. The significant differences observed across schools imply that professional satisfaction is not solely influenced by individual teacher characteristics but is also shaped by the work environment. Schools that provide supportive leadership, positive collegial relationships, recognition of teachers' efforts, and adequate professional development opportunities may foster higher levels of professional satisfaction among teachers. Consequently, school leaders should evaluate and strengthen organizational practices that promote teacher well-being and satisfaction, as these factors are associated with greater commitment, motivation, retention, and teaching effectiveness.

The findings are consistent with previous studies that highlight the influence of school context on teacher satisfaction. Toropova et al. (2021) found that school working conditions, administrative support, and organizational resources significantly affect teachers' job satisfaction and professional well-being. Similarly, Collie et al. (2012) reported that a positive school climate contributes to higher teacher satisfaction and lower occupational stress. These studies support the present findings by demonstrating that differences in school environments can lead to variations in teachers' professional satisfaction. Therefore, creating supportive and conducive school conditions remains essential for enhancing teachers' overall professional experiences.

Relationship between Level of Teacher's Motivation and Teachers' Professional Satisfaction

Table 8. Relationship Between Teachers' Motivation and Teachers' Professional Satisfaction.

Variable	Test Statistics (rs)	P-value	Decision for Ho	Interpretation
Teachers' Motivation vs	0.633**	<.001	Reject Ho	Significant
Teachers' Professional Satisfaction				

The results revealed a moderately strong positive and statistically significant relationship between teachers' motivation and professional satisfaction ($r = .633$, $p < .001$), indicating that teachers who are more motivated tend to experience higher levels of satisfaction in their profession. Since the obtained p-value was lower than the 0.05 level of significance, the null hypothesis was rejected, confirming that the relationship was unlikely due to chance. The findings suggest that motivation serves as an important factor in shaping teachers' professional experiences, influencing their level of job satisfaction, career fulfillment, and overall well-being. Although the relationship was not perfect, the magnitude of the correlation demonstrates that motivation substantially contributes to teachers' satisfaction and commitment to the profession.

The moderately strong correlation implies that teachers who possess higher levels of intrinsic, extrinsic, and professional growth motivation are more likely to feel fulfilled and engaged in their work. Motivated teachers tend to demonstrate greater enthusiasm, resilience, and commitment, which positively influences their perceptions of their professional roles and responsibilities. The findings further suggest that strengthening motivational factors through recognition programs, professional development opportunities, supportive leadership, and meaningful teaching experiences may enhance teachers' overall professional satisfaction. However, the fact that the relationship is not perfect also indicates that other factors, such as school climate, resource availability, and personal circumstances, may likewise contribute to teachers' satisfaction.

These findings are supported by previous studies highlighting the critical role of motivation in promoting teacher satisfaction and well-being. Skaalvik and Skaalvik (2023) found that motivated teachers exhibit higher job satisfaction and lower levels of burnout, while Collie (2022) reported that motivation contributes significantly to professional fulfillment and commitment. Similarly, Madigan and Kim (2022) emphasized that motivated teachers are more engaged and effective in their work, whereas Toropova et al. (2022) identified motivation as a key factor influencing teacher satisfaction and retention. Furthermore, Burić et al. (2023) and OECD (2023) stressed that motivation enhances teachers' sense of efficacy, well-being, and professional satisfaction. Collectively, these studies support the present finding that motivation is a significant contributor to teachers' professional satisfaction and underscore the importance of fostering both intrinsic and extrinsic motivational factors within schools.

Relationship between the Level School Climate and Teachers' Professional Satisfaction

Table 9. Relationship Between School Climate and Teachers Professional Satisfaction.

Variable	Test Statistics (rs)	P-value	Decision for Ho	Interpretation
School Climate vs	0.583**	<.001	Reject Ho	Significant
Teachers' Professional Satisfaction				

The findings revealed a moderate positive and statistically significant relationship between school climate and teachers' professional satisfaction ($r = .583$, $p < .001$), indicating that teachers who perceive their school environment more positively also tend to report higher levels of professional satisfaction. Since the obtained p-value was lower than the .05 level of significance, the null hypothesis was rejected, confirming that school climate is a significant factor associated with teachers' professional satisfaction. Although the relationship was not perfect, the magnitude of the correlation suggests that a supportive school environment characterized by effective leadership, positive interpersonal relationships, and open communication contributes substantially to teachers' sense of fulfillment and well-being in the profession.

The moderate strength of the relationship implies that school climate plays an important role in shaping professional satisfaction, although it is not the only factor influencing teachers' overall experiences. Positive school climate conditions, including strong administrative support, healthy collegial relationships, and effective communication systems, can enhance teachers' job satisfaction, career satisfaction, and work-life balance. The findings further suggest that when teachers feel valued, supported, and included within their school community, they are more likely to develop positive attitudes toward their profession and remain committed to their work. However, the moderate correlation also indicates that other variables, such as motivation, resource availability, and personal circumstances, may likewise contribute to professional satisfaction.

These findings are consistent with previous studies emphasizing the importance of school climate in promoting teacher well-being and satisfaction. Collie (2022) found that a positive school climate enhances teacher well-being, engagement, and job satisfaction, while Skaalvik and Skaalvik (2023) highlighted that supportive leadership and collegial cooperation are significant predictors of teacher satisfaction. Similarly, Kutsyruba et al. (2023) reported that trust, collaboration, and effective communication within schools contribute positively to teachers' professional satisfaction and organizational commitment. The results also align with the findings of Wang and Degol (2022), Thapa et al. (2022), and OECD (2023), which emphasized that supportive and well-organized school environments promote teachers' professional well-being, satisfaction, and retention. These findings underscore the importance of sustaining a positive school climate through strong leadership, collaborative relationships, and transparent communication to enhance teachers' professional satisfaction.

Relationship between the Level of Resource Availability and Teachers' Professional Satisfaction

Table 10. Relationship Between Resource Availability and Teachers Professional Satisfaction.

Variable	Test Statistics (rs)	P-value	Decision for Ho	Interpretation
Resource Availability	0.534**	<.001	Reject Ho	Significant
Teachers' Professional Satisfaction				

The findings revealed a moderate positive and statistically significant relationship between resource availability and teachers' professional satisfaction ($r = .534$, $p < .001$), indicating that teachers who have greater access to instructional materials, facilities, technological resources, and financial support tend to experience higher levels of professional satisfaction. Since the obtained p-value was lower than the .05 level of significance, the null hypothesis was rejected, confirming that resource availability is significantly associated with teachers' professional satisfaction. Although the correlation is moderate rather than strong, the results demonstrate that adequate resources contribute meaningfully to teachers' ability to perform their duties effectively and experience greater fulfillment in their profession.

The moderate strength of the relationship suggests that while resource availability is an important factor, it is not the sole determinant of professional satisfaction. Compared with motivation and school climate, resource availability exhibited a relatively weaker correlation, implying that psychological and organizational factors may exert a stronger influence on teachers' satisfaction. Nevertheless, access to sufficient instructional materials, functional facilities, technological tools, and financial support creates favorable conditions for teaching, reduces

work-related challenges, and enhances overall job effectiveness. The findings further suggest that addressing identified gaps, particularly in technological resources and professional development support, may contribute to higher levels of teacher satisfaction and well-being.

These findings are consistent with previous studies highlighting the role of adequate resources in supporting teacher effectiveness and satisfaction. Darling-Hammond et al. (2022) emphasized that sufficient instructional materials and supportive infrastructure enhance teaching quality and job satisfaction, while Tondeur et al. (2022) found that access to technological resources positively influences teachers' professional experiences and instructional practices. Similarly, OECD (2023) reported that teachers working in better-resourced schools tend to be more satisfied and engaged in their work. The results also support the findings of Ulferts (2023), Bautista and Ortega-Ruiz (2022), and Han and Wang (2024), who noted that equitable access to educational resources, technology, and financial support contributes significantly to teacher satisfaction and commitment. Consistent with Skaalvik and Skaalvik (2023) and Collie and Martin (2022), the present study suggests that while resources are essential, their positive effects are maximized when combined with strong motivation, supportive leadership, and a positive school climate.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. The teachers in District 7, in one of the school divisions in Negros Island Region, exhibited a very high level of motivation, indicating that they possess strong enthusiasm and commitment toward their profession. Among the dimensions of motivation, intrinsic motivation emerged as the strongest source of motivation, followed by professional growth motivation and extrinsic motivation.
2. The teachers perceived the school climate as very highly favorable, suggesting that the schools generally provide a supportive and positive working environment. Among the dimensions of school climate, administrative support received the highest rating, followed by collegial relationship and communication climate.
3. The level of resource availability was high, indicating that teachers generally have access to the resources needed for teaching and learning. However, compared with other resources, technological resources received the lowest rating, while instructional materials were perceived as the most available.
4. The teachers demonstrated a very high level of professional satisfaction, reflecting strong satisfaction with their profession. Among its dimensions, job satisfaction ranked highest, followed by career satisfaction and work-life balance.
5. Teachers' motivation was found to have a significant positive relationship with professional satisfaction, indicating that teachers with higher levels of motivation tend to experience higher levels of professional satisfaction.
6. School climate was also found to have a significant positive relationship with professional satisfaction, indicating that a more positive and supportive school environment is associated with higher professional satisfaction among teachers.
7. Resource availability had a significant positive relationship with professional satisfaction, indicating that greater access to instructional materials, facilities, technological resources, and financial support is associated with higher levels of professional satisfaction.
8. The findings further revealed that teachers' motivation, school climate, and resource availability are all important factors associated with teachers' professional satisfaction, as each variable exhibited a statistically significant positive relationship with professional satisfaction.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed in alignment with the MATATAG Agenda, particularly on strengthening teacher support systems, improving learning environments, enhancing digital transformation, and promoting teacher welfare.

1. School heads may sustain and strengthen programs that nurture intrinsic motivation by recognizing exemplary performance, encouraging teacher leadership, and providing meaningful opportunities for professional growth. These initiatives support the MATATAG Agenda's goal of improving teacher quality and fostering a culture of excellence among educators.
2. School administrators may continue promoting collaborative leadership, transparent communication, and positive collegial relationships. Regular faculty consultations, learning action cells (LACs), and team-building activities may be institutionalized to maintain a supportive workplace that contributes to teacher effectiveness and well-being.
3. School leaders and education officials may prioritize the procurement, upgrading, and maintenance of digital technologies, including computers, internet connectivity, multimedia equipment, and digital learning platforms. This recommendation directly supports the MATATAG Agenda's emphasis on digitalization and effective technology integration in teaching and learning.
4. Schools may continue implementing initiatives that enhance teacher welfare, recognition, and professional development. Efforts to maintain positive working conditions and career advancement opportunities can help sustain teachers' commitment to the profession.
5. School administrators may implement programs that enhance teacher engagement, such as mentoring systems, professional learning opportunities, and incentive programs that recognize accomplishments and innovations in teaching.
6. Administrators may regularly assess school climate and address concerns involving communication, leadership practices, and workplace relationships to ensure a nurturing and inclusive educational environment.
7. Schools may ensure equitable access to instructional materials, facilities, technological resources, and financial support. Strategic planning and resource allocation should focus on addressing shortages that may affect teaching performance and satisfaction.
8. School leaders may adopt a comprehensive teacher support framework that integrates professional development, positive workplace practices, and adequate resource provision. Such an approach is consistent with the MATATAG Agenda's commitment to supporting teachers and improving educational outcomes.

Implications Of The Study

The findings imply that teachers' professional satisfaction is significantly influenced by both individual and organizational factors. The strong levels of motivation, favorable school climate, and adequate resource availability suggest that schools that prioritize teacher support and development are more likely to cultivate satisfied and committed educators.

The significant relationships among motivation, school climate, resource availability, and professional satisfaction underscore the importance of adopting a holistic approach to teacher management. Educational leaders should recognize that improving teacher performance and retention requires simultaneous attention to professional growth, workplace conditions, and the provision of adequate resources.

Furthermore, the relatively lower rating of technological resources and work-life balance highlights areas that require immediate intervention. Addressing these concerns may contribute to sustaining teachers' high levels of

satisfaction while supporting the MATATAG Agenda's goal of creating resilient, innovative, and learner-centered schools.

Three-Point Action Plan

Action Plan for Enhancing Technological Resources and Work-Life Balance

Objectives	Activities	Person Responsible	Persons Responsible	Timeline	Success Indicators
Enhance access to technological resources	Procure additional ICT equipment, improve internet connectivity, and establish a digital resource center for teachers	Schools Division Office, School Heads, ICT Coordinators	Schools Division Office, School Heads, ICT Coordinators	1 Academic Year	Increased availability and utilization of technological resources
Strengthen teachers' digital competencies	Conduct ICT integration training, digital literacy workshops, and technology-based instructional planning sessions	School Heads, ICT Coordinators, Master Teachers	School Heads, ICT Coordinators, Master Teachers	Quarterly	At least 90% of teachers trained in educational technology integration
Promote work-life balance and teacher well-being	Implement wellness programs, mental health activities, streamlined administrative tasks, and flexible scheduling where applicable	School Heads, Guidance Coordinators, HR Personnel	School Heads, Guidance Coordinators, HR Personnel	Throughout the School Year	Increased teacher satisfaction and reduced reports of work-related stress

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APPENDIX A

SURVEY QUESTIONNAIRE

Name (optional): _____ Designation: _____
School: _____

Instruction: Please answer the following questions honestly. Your feedback will help improve the school environment for everyone. Your responses are confidential.

Please indicate how much you agree or disagree with the following statements:

5- Strongly Agree 4-Agree 3- Neutral 2- Disagree 1- Strongly Disagree

I. Teachers Motivation	1	2	3	4	5
A. Intrinsic					
1. I find teaching personally fulfilling.					
2. Teaching gives me a sense of purpose.					
3. I enjoy helping students learn new things.					
4. I am motivated by the joy of seeing students succeed.					
5. I enjoy the daily challenges of teaching.					
6. Teaching makes me feel Accomplished.					
7. I am passionate about making a difference in my students' lives.					
B. Extrinsic					
1. Rewards inspire me to work harder.					
2. Salary and benefits encourage me to do my best.					
3. Opportunities for promotion drive my performance.					
4. Praise and recognition from administrators and colleagues motivate me.					
5. Competitions motivate me to improve.					
6. Appreciation from parents encourages me to excel.					
7. Material benefits affect my enthusiasm for work.					
C. Professional Growth Motivation					
1. I am motivated to attend seminars and <u>training</u> to improve my teaching skills.					
2. I am willing to invest time and effort to enhance my teaching competencies.					
3. I take initiative to learn new skills even without being required by my school.					
4. I pursue professional development to keep up with changes in curriculum and educational trends.					
5. I actively seek mentorship from experienced teachers.					
6. I am motivated to engage in research or innovation related to teaching practices.					
7. I see continuous professional growth as essential to my long-term career advancement.					

II. School Climate	5	4	3	2	1
A. Administrative Support					
1. I receive guidance from school leaders when needed.					
2. Administrators treat teachers fairly.					
3. School leadership promotes a positive working environment.					
4. Administrators encourage professional development.					
5. Support from administrators improves my teaching performance.					
6. Administrators listen to teachers' concerns.					
7. Administrators respond appropriately to teacher suggestions.					
B. Collegial Relationship					
1. Teachers in our school cooperates with one another.					
2. Teachers provide support during professional challenges.					
3. Conflicts among teachers are handled in a professional and respectful manner.					
4. Teachers share resources and materials freely.					
5. I feel comfortable discussing ideas with colleagues.					
6. Teachers celebrate each other's success.					
7. Mutual respect exists among all staff members.					
C. Communication Climate					
1. Communication between administrators and teachers is open.					
2. Important information is communicated to teachers in a timely manner.					
3. Teachers are encouraged to express their opinions.					
4. Feedback from administrators is constructive.					
5. I am comfortable approaching administrators with any concerns.					
6. There are clear channels for communication within the school.					
7. Teachers are encouraged to participate in decision making.					

III. Resource Availability	5	4	3	2	1
A. Instructional Materials					
1. Teaching materials are sufficient for my lessons.					
2. I have access to updated textbooks and modules.					
3. Learning resources support effective instruction.					
4. Instructional materials are readily available when needed.					
5. Materials are adequate for different learning levels.					
6. The school provides resources for interactive teaching.					
7. Materials meet the curriculum standards.					
B. Physical Facilities					
1. Classrooms are conducive to teaching and learning.					
2. Laboratories and libraries are adequate for student needs.					
3. Furniture and equipment are sufficient and functional.					
4. School facilities are well maintained.					
5. Facilities meet the needs of modern teaching methods.					
6. The school provides space for group activities.					
7. Infrastructure are safe and accessible.					
C. Technological Resources					
1. The school provides enough computers or laptops for teachers to use.					
2. Internet connectivity is consistently available for teaching and learning.					
3. There are sufficient projectors, smart boards, or other teaching technology available.					
4. Teachers have easy access to printers, scanners, and other necessary tech equipment.					
5. Teachers have access to software or apps for instruction.					
6. Technological resources are reliable and functional.					
7. The school invests in up-to-date technological resources.					
D. Financial Support					
1. The school provides sufficient funds for teachers to attend seminars, trainings, or workshops.					
2. The school allocates funds to purchase teaching materials and resources for teachers.					
3. Financial support is available for teachers who wish to pursue further studies or certifications.					
4. The school allocates budget for school improvement.					
5. Financial resources are distributed fairly.					
6. Funds are used to enhance learning materials.					
7. Grants or support programs are accessible to teachers.					

IV. Professional Satisfaction	5	4	3	2	1
A. Job satisfaction					
1. I enjoy interacting with my students during my daily classes.					
2. I find my daily classroom activities engaging and rewarding.					
3. I am satisfied with the support I receive from my school in completing daily tasks.					
4. My workload is manageable on a day-to-day basis.					
5. My everyday teaching experiences give me a sense of fulfillment.					
6. I am satisfied with the way my daily teaching tasks are carried out.					
7. I look forward to going to school each day.					
B. Work-life Balance					
1. I can balance my work and personal life effectively.					
2. I experience manageable work-related stress.					
3. I have enough time to rest despite teaching duties.					
4. I can attend to family responsibilities while working.					
5. The school promotes a healthy work-life balance.					
6. I can pursue personal interests alongside teaching.					
7. Workload adjustments are made when necessary.					
C. Career Satisfaction					
1. I find teaching to be a rewarding career.					
2. I believe my teaching career allows me to achieve my long-term professional goals.					
3. I am satisfied with the opportunities for promotion or advancement in the teaching profession.					
4. I am satisfied with the professional respect and status my career provides.					
5. I see teaching as a meaningful profession that I want to continue in the future.					
6. I feel that my professional contributions as a teacher are recognized and valued.					
7. If given the chance to choose again, I would still pursue teaching as my career.					