

Provision of Information and Communication Technology Resources, Teachers' Morale and Job Satisfaction

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ABSTRACT

The study investigated the relationship between the provision of Information Communication Technology (ICT) resources, teachers' morale, and job satisfaction of public elementary school teachers in Negros Occidental in school year 2025–2026. Anchored on Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, the Technology Acceptance Model, Social Exchange Theory, and Job Characteristics Theory, the research explored how access to Information Communication Technology facilities, adequacy of equipment, and technical support influenced teachers' motivation, workplace enthusiasm, and professional fulfillment. Using a descriptive-correlational design, the study examined teachers' demographic profiles alongside their perceptions of Information Communication Technology support, morale, and satisfaction. Findings revealed that sufficient Information Communication Technology resources significantly enhanced teachers' confidence, reduced stress, and fostered positive attitudes toward their profession. Moreover, teacher's morale—manifested through teamwork, recognition, and motivation—was found to be strongly linked to job satisfaction, particularly in areas of professional growth and work environment. The results underscored that Information Communication Technology provision was not merely a technical necessity but a vital organizational support that strengthened morale and sustains satisfaction among teachers. The study concluded sufficient provision of ICT resources and very high teachers' morale had significant relationship to job satisfaction of teachers. That improving Information Communication Technology infrastructure and institutional support led to higher teacher retention, stronger workplace commitment, and better educational outcomes. Recommendations highlighted the need for school administrators and policymakers to prioritize equitable Information Communication Technology resource allocation, continuous professional development, and morale-building initiatives to ensure sustainable teacher satisfaction and effectiveness.

Keywords: Information and Communication Technology · Teachers' Morale · Job Satisfaction · Public Elementary Teachers · DepEd · Educational Management

INTRODUCTION

The integration of Information and Communication Technology in education had become increasingly important in improving teaching and learning processes in schools. Educational institutions were encouraged to provide adequate Information and Communication Technology resources such as computers, internet connectivity, multimedia equipment, digital platforms, and technical support to enhance instructional delivery and classroom management. Information and Communication Technology resources enabled teachers to access educational materials efficiently, developed innovative teaching strategies, and improved learners' engagement in the classroom. Xu and Jiang (2022) found that Information and Communication Technology used positively affected teachers' efficacy and job satisfaction because technology improved instructional effectiveness and workplace efficiency.

In many educational systems, schools continued to strengthen digital transformation and technology-enhanced learning. However, despite the growing emphasis on Information and Communication Technology integration, several public schools still experienced insufficient Information and Communication Technology facilities, unstable internet connectivity, limited access to digital tools, and inadequate technical support. These challenges

may negatively influence teachers' instructional performance and professional experiences. A study by Tank et al. (2021) revealed that technology integration and work environment support significantly influence teacher job satisfaction and retention in elementary schools.

Teachers' morale was considered an important organizational factor that affected teachers' motivation, commitment, productivity, and emotional well-being. High teacher morale contributed to positive workplace relationships, improved instructional performance, and organizational commitment. On the other hand, low morale may lead to stress, burnout, absenteeism, and decreased teaching effectiveness. Collie (2021) emphasized that supportive workplace conditions and organizational support positively influenced teachers' morale and professional engagement. Similarly, Pressley (2021) noted that insufficient support and increasing work demands contributed to teacher burnout and decreased morale.

Job satisfaction among teachers was likewise considered an essential factor in maintaining educational quality and teacher retention. Teachers who were satisfied with their profession were more likely to remain committed, productive, and motivated in performing their duties. Glaveli et al. (2024) explained that workplace conditions, administrative support, and professional resources significantly contributed to teachers' job satisfaction. Furthermore, recent studies indicated that digital competence, technological support, and Information and Communication Technology integration positively influenced teachers' engagement and workplace satisfaction.

Although several studies have examined Information and Communication Technology integration, teacher morale, and job satisfaction independently, limited studies had simultaneously investigated the relationship among provision of Information and Communication Technology resources, teachers' morale, and job satisfaction among public elementary school teachers, particularly in the context of Negros Occidental. Therefore, this study aimed to determine the relationship among such factors. Findings of the study may provide useful information to school administrators and educational leaders in improving Information and Communication Technology resource allocation, strengthening teacher morale, and enhancing job satisfaction among teachers.

This study aimed to identify the level of provision of ICT resources in terms of availability of Information and Communication Technology, accessibility of Information and Communication Technology resources, adequacy of Information and Communication Technology equipment; and technical support and maintenance. It also sought to determine the level of teachers' morale in terms of motivation, teamwork and collaboration, recognition and support and enthusiasm. It aimed to determine the relationship of such variables to teachers' job satisfaction. This study determined the level of teachers' job satisfaction in terms of work environment, professional growth, compensation and benefits and overall satisfaction. This study aimed to investigate the relationship of the provision of ICT resources and teachers' morale to teachers' job satisfaction.

The results of the study were significant to various stakeholders. Findings of the study could serve as source of baseline data for the higher authorities in DepEd for policy development, teacher training programs, and technology integration initiatives. This evidence could help improve educational standards and operational practices at the local, regional, and national levels. For the school administrators, they would gain valuable data to support decision-making and resource allocation. Understanding how teacher skills and morale impact operational efficiency could guide policies and interventions to foster a productive school climate. Teachers would benefit by gaining insights into effective strategies for managing time, resolving conflicts, boosting staff morale, and integrating technology. This could help improve their productivity, reduce stress, create an organized classroom environment, and enhance their professional growth and well-being. Parents and stakeholders would benefit from improved teachers. Job satisfaction, which could translate into better student learning experiences and outcomes. A smoothly functioning school environment would contribute to higher satisfaction and trust among parents and community members when teachers have access to adequate ICT tools (computers, internet, software, multimedia) .

The results and findings would serve as baseline data and validate relationships between ICT resources, morale, promotion opportunities, and job satisfaction. The findings could contribute to the academic discourse and

provide a basis for further studies in educational management Future researchers could build on this evidence to test new variables or replicate the study in different contexts.

LITERATURE REVIEW

In this study, the researcher conducted a review of related literature and studies that were related to the study on the provision of ICT resources and teachers morale in relation to job satisfaction.

Over the past five years, researchers had consistently highlighted the importance of ICT resources in shaping teachers' skills and driving classroom innovation. Recent studies emphasized that simply providing ICT resources to teachers was not enough; what matters was how these resources were integrated into teaching practice. Osorio Vanegas, Segovia Cifuentes, and Sobrino Morrás (2025) conducted a systematic review of 82 studies and found that effective ICT integration required structured training that developed seven core competencies. The TPACK framework—which combined technological, pedagogical, and content knowledge—was identified as the most widely used model for guiding teachers in this process. This highlighted that ICT provision must be paired with professional development to ensure teachers could use technology meaningfully in the classroom (Petko, D., Mishra, P., & Koehler, M. 2025). Similarly, Li (2025) carried out a scoping review of 277 studies that explored pre-service teachers' beliefs about ICT. Findings had shown that while most teachers hold generally positive attitudes toward technology, there was still a noticeable gap when it comes to embracing newer tools and innovative teaching approaches. This suggested that simply providing ICT resources did not automatically lead to transformative practice; teachers needed encouragement and support to move beyond traditional uses and experiment with more creative, forward-looking applications of technology.

Recent studies underscored the critical role of ICT infrastructure in shaping educational outcomes. The availability of ICT facilities had been found to be uneven across schools, with rural institutions often facing shortages compared to urban counterparts. Campong et al. (2026) revealed that while ICT facilities were present in many public high schools, their distribution was inequitable, limiting readiness for digital learning. Similarly, Andrade (2026) evaluated the implementation of the DepEd Computerization Program (DCP) in Roxas City and reported a “very high” availability of ICT packages, though challenges persisted in infrastructure and connectivity. On the dimension of accessibility of ICT resources, Baffoe et al. (2026) highlighted that access to digital support strongly correlated with student achievement in reading, but socio-economic disparities continued to hinder equitable access. Borup (2026) further emphasized that accessibility was not limited to hardware availability but also required teacher training in inclusive digital instructional design, ensuring that resources were usable by diverse learners. The adequacy of ICT equipment and technical support remained a pressing concern. Dugac (2026), in a study of Kabugao District I, found that while ICT equipment was rated “adequate to sufficient,” technical support and internet connectivity were persistent limitations. Andrade (2026) similarly noted that adequacy required not only the provision of equipment but also regular maintenance, technical support systems, and continuous ICT training for teachers.

Teacher morale in recent years had been shaped by the interplay of motivation, teamwork, recognition, and enthusiasm, with research highlighting their collective impact on professional effectiveness and wellbeing. Research emphasized that motivation was a cornerstone of teacher morale. Guo et al. (2026) found that organizational support enhanced teachers' autonomous learning and teaching abilities, which in turn strengthened professional recognition and enthusiasm. Studies emphasized that recognition and support were vital drivers of motivation, as teachers who felt valued through respect, appreciation, and acknowledgment demonstrate stronger instructional confidence and commitment. For instance, Pascual (2026) found that recognition significantly correlated with instructional effectiveness, reinforcing the idea that appreciation fostered professional confidence and strengthened workplace relationships. Their study revealed that motivation was not only sustained by external support but also mediated by teachers' psychological resources such as resilience and self-efficacy.

Teamwork and collaboration had been repeatedly linked to morale. A 2026 study on teaching quality as a dynamic system demonstrated that school support and teamwork interacted with teachers' psychological needed to sustain motivation and morale. Professional learning communities and collective efficacy—teachers' shared

belief in their ability to positively influence student outcomes—were shown to reduce burnout and fostered a sense of belonging, which directly elevates morale. (Y. Guo, L. Zhang, H. Chen, 2026). Recognition and support were critical morale boosters. Guo et al. (2026) emphasized that organizational support directly influenced teacher recognition, while also indirectly enhancing morale through improved teaching ability and autonomous learning. Schools that implemented differentiated support strategies and genuine evaluation mechanisms fostered stronger professional identity and satisfaction. Recognition—whether through formal awards or informal appreciation—showed reduced attrition and reinforced teachers’ sense of value. Turtoga et al. (2026) demonstrated that positive school environments characterized by safety, peer cohesion, and supportive relationships contributed to higher levels of motivation, recognition, and enthusiasm. Teachers in such climates reported frequent positive emotions, meaningful work engagement, and strong interpersonal bonds, all of which sustained morale and enthusiasm for teaching. Work enthusiasm was both a product and a driver of morale. Recent findings highlighted that enthusiasm was cultivated when teachers felt empowered and connected to their school’s mission. The 2026 Motivation-Efficacy Nexus Study confirmed that teachers with high psychological capital demonstrated greater enthusiasm, which translated into improved classroom performance and sustained morale.

Job satisfaction had remained a central theme in management research, particularly in relation to work environment, professional growth, and compensation and benefits. A systematic review by Sari, Soetjipto, and Churiyah (2026) emphasized that a positive work environment significantly enhanced both job satisfaction and employee performance. Their findings revealed that organizational culture and supportive environments fostered motivation, reduced stress, and created conditions where employees felt valued, thereby improving satisfaction and productivity. In terms of professional growth, Aripin and Rahmawati (2026) demonstrated that career development opportunities were critical drivers of job satisfaction. Their study in the *International Journal of Management, Accounting and Economics* found that career development had a direct and significant effect on employee performance, while also enhancing job satisfaction, which served as a mediating mechanism between growth opportunities and organizational. Meanwhile, compensation and benefits remained essential to satisfaction, though their impact was often mediated by other factors. Fikri, Adam, and Kesuma (2026) analyzed compensation and career development in the North Aceh Regency Land Office and found that both significantly influenced job satisfaction, which in turn strongly predicted employee performance. Compensation alone showed a positive relationship, but its effect was magnified when combined with career development and supportive organizational practices.

The provision of Information and Communication Technology (ICT) resources became an essential component of modern educational systems, particularly in improving teachers' work performance, effectiveness, and overall job satisfaction. Research conducted by Xu and Jiang (2022) revealed that ICT utilization positively and directly influenced teachers' job satisfaction. Their findings indicated that teachers who regularly used ICT tools in teaching and administrative functions experienced higher levels of self-efficacy and job satisfaction. The study further emphasized that ICT resources improved teachers' confidence in performing their duties, contributed to greater instructional effectiveness, and created a more positive outlook toward their profession. When teachers perceived technology as useful in achieving their professional goals, they became more satisfied with their work and demonstrated greater commitment to organizational objectives. Similarly, Zhu et al. (2022) found that the availability, selectivity, and suitability of online learning resources significantly affected teachers' satisfaction. Their study revealed that accessible and appropriate digital resources enhanced teachers' technological self-efficacy and instructional effectiveness, which ultimately contributed to greater teaching satisfaction. The researchers concluded that teachers were more likely to experience positive work-related outcomes when educational institutions provided sufficient digital resources that supported instructional delivery and professional responsibilities.

Recent evidence also highlighted the role of ICT competence and technological support in promoting teachers' well-being and satisfaction. Chen et al. (2024) reported that teachers with higher levels of ICT competence experienced lower emotional exhaustion and greater well-being. Their findings suggested that when teachers were equipped with adequate technological resources and skills, they were better able to manage workplace demands and cope with educational challenges. The availability of ICT resources reduced stress associated with

instructional preparation and communication, thereby contributing to higher levels of professional satisfaction and psychological well-being. The relationship between ICT resources and teacher satisfaction was further supported by studies examining the impact of digital teaching environments. Digital environments that were effectively supported by technological infrastructure, training opportunities, and administrative assistance contributed positively to teachers' professional experiences and workplace engagement. Teachers who perceived technology as enhancing efficiency, communication, and access to instructional resources were more likely to develop positive attitudes toward their profession and remained committed to their organizational responsibilities(Mehrak, N. R., & Rahimi, M. 2023).

Recent studies had consistently established a positive relationship between teachers' morale and job satisfaction. Marshall et al. (2023) found that teachers' morale and job satisfaction were strongly associated with factors such as administrative support, professional autonomy, and positive workplace relationships. Their study revealed that teachers who perceived greater support from school administrators and experienced more autonomy in instructional decision-making reported higher levels of morale and job satisfaction. The findings suggested that when teachers felt valued, trusted, and supported by school leadership, they developed a stronger sense of professional fulfillment and commitment to their work.

Similarly, Assaf and Antoun (2024) emphasized the significant role of workplace conditions in influencing teacher satisfaction and well-being. Their study found that collegial relationships, financial security, supportive working conditions, and positive attitudes toward teaching significantly affected teachers' job satisfaction. Teachers who worked in environments characterized by cooperation, mutual respect, and professional support tend to experience higher morale, which subsequently enhanced their satisfaction with their profession. The researchers further noted that teachers' sense of efficacy and professional accomplishment contributed positively to both morale and satisfaction.

Teacher well-being had also emerged as an important factor associated with staff morale and job satisfaction. Findings from the RAND State of the American Teacher Surveys indicated that teachers who reported higher levels of well-being likewise demonstrated higher levels of job satisfaction and greater intentions to remain in the profession. Positive relationships with colleagues, supportive school environments, and opportunities to make meaningful contributions to students' lives were identified as significant predictors of morale and satisfaction. Conversely, excessive workload, stress, burnout, and inadequate support systems were associated with lower morale and reduced job satisfaction (Doan, S., Steiner, E. D., Pandey, R., & Woo, A. 2023).

In summary, the reviewed literature consistently demonstrated a positive relationship between the provision of ICT resources and teachers' job satisfaction. The availability of adequate technological resources, coupled with strong institutional support and continuous professional development, enhanced teachers' instructional effectiveness, self-efficacy, well-being, and professional fulfillment. As educational institutions increasingly relied on digital technologies, ensuring equitable access to ICT resources and strengthening technological support systems remained essential strategies for improving teacher satisfaction and organizational effectiveness.

METHODOLOGY

This study utilized descriptive correlational research design to determine the level of the provision of ICT resources , teachers' morale and job satisfaction in public elementary school teachers in Negros Occidental in school year 2025-2026; It sought to determine the relationship between provision of ICT resources and staff morale , relationship between staff morale and job satisfaction and relationship of the provision of ICT resources and staff morale to teachers job satisfaction.

Participants and Sampling. The respondents of this study were all public-school elementary teachers in Negros Occidental, during the school year 2025-2026. There was a total of 145 teachers in the schools within the district All teachers from participating schools in a certain district were the respondents of the study. Their demographic information included age, sex, length of service, and educational attainment were gathered and analyzed to

provide insights into how these characteristics may relate to their professional skills such as Information and Communication Technology (ICT) resources, morale and job satisfaction.

Instrumentation. A 55-item researcher-made questionnaire served as the primary instrument, featuring 20-item scales to determine the level of ICT provision, 20 -item for the level of teachers' morale ,15 -item for the level of job satisfaction and it was scored using five -point Likert scale.

Validity and Reliability. The instrument underwent rigorous psychometric testing:

- **Content Validity:** To ensure validity, the instrument was evaluated by the experts in educational management and leadership. All statements were subjected to face and content validity utilizing research instrument validation Scale developed by Lawshe. A total of five (5) jury of experts validated the statements in the survey questionnaire. Three members of the jury were full-pledged PhD, consisted of elementary school principals and two were full-fledged master's degree holders, consisted of an education program supervisor and a public schools district supervisor. All of the five expert evaluators rated each of the statement in the research instrument as essential. The obtained validity was 1.00 confirming that the instrument was valid.

Reliability:

Prior to the actual administration of the research instrument, a pilot test was conducted with 30 teachers outside the study population to verify reliability. The results yielded a Cronbach's Alpha of 0.984 in the provision of ICT resources, 0.936 in teachers' morale and 0.909 in job satisfaction. These results meant that the statements were highly consistent and dependable in all given dimensions. These results had shown that the research instrument was highly consistent and reliable.

Data Analysis Quantitative data were processed using the following statistical treatments:

Weighted Mean and Standard deviation were used to determine the level of provision of ICT resources, teachers' morale and job satisfaction.

Spearman's rho correlation coefficient was used to determine the relationship between provision of ICT resources and staff morale , relationship between staff morale and job satisfaction and relationship of the provision of ICT resources and staff morale to teachers job satisfaction.

RESULTS

Findings revealed that teachers demonstrated these level on the following :

Provision of ICT Resources (M =3.96, SD = 0.66) Sufficient

- Availability of ICT Facilities (M = 3.73, SD = .72) Sufficient
- Accessibility of ICT Resources (M = 4.09, SD = .68) Sufficient
- Adequacy of ICT Equipment(M = 3.98, SD = .79) Sufficient
- Technical support and maintenance(M = 4.06, SD = .75) Sufficient

Teachers' Morale (M = 4.54, SD = 0.35) Very High

- Motivation(M= 4.55, SD=.43) Very High
- Teamwork and Collaboration(M=4.58,SD=.40)Very High
- Recognition and Support(M=4.45.SD=.49) Very High
- Work Enthusiasm(M=4.57,SD=0.42)(Very High)

Job Satisfaction (M = 4.25, SD = 0.57) Very Satisfied

- Work Environment(M=4.43, SD=.45) Very Satisfied
- Professional Growth(M= 4.41,SD=0.47)Very Satisfied
- Compensation and Benefits(M=4.05.SD=0.74) Very Satisfied

Correlational Analysis:

- A significant relationship ($r = .439$, $p < .001$) was found, indicating that sufficient ICT provision was associated with high teachers' morale.
- A significant relationship ($r = .607$, $p < .001$) was found, showing that adequate ICT provision significantly increased teachers' job satisfaction.
- A significant relationship ($r = .580$, $p < .001$) was found, confirming that high staff morale was significantly linked to high job satisfaction.

DISCUSSION

The result on the level of the provision of ICT resources ($M = 3.96$, $SD = .66$) was interpreted as sufficient, indicating that ICT resources were generally available, accessible, adequate, and supported in schools. This suggested that teachers recognized the presence of ICT facilities and services, though not yet at the "very sufficient" level of provision. The accessibility of ICT Resources ($M = 4.09$, $SD = .68$) obtained the highest rating, with teachers strongly affirming that ICT tools were easy to access and digital platforms were widely encouraged for instruction ($M = 4.31$, Very Sufficient). The adequacy of ICT Equipment ($M = 3.98$, $SD = .79$) was also rated sufficient, with ICT devices functioning properly ($M = 4.12$) and supporting effective classroom instruction ($M = 4.10$). However, adequacy of digital tools ($M = 3.83$) was rated sufficient. The availability of ICT Facilities ($M = 3.73$, $SD = .72$) was rated sufficient but relatively weaker compared to other indicators. While multimedia equipment ($M = 3.99$) and internet connection ($M = 3.86$) were accessible, ICT laboratories scored lowest ($M = 3.39$), highlighting a gap in infrastructure. Technical support and maintenance ($M = 4.06$, $SD = .75$) was rated sufficient, with technical assistance readily available ($M = 4.21$, Very Sufficient) and ICT-related training provided ($M = 4.19$). However, immediate resolution of problems ($M = 3.99$) and regular maintenance ($M = 3.95$) indicated occasional delays.

The result of level of teachers' morale showed score ($M = 4.54$, $SD = .35$) was interpreted as very high, indicating that teachers generally demonstrated strong motivation, collaboration, recognition, and enthusiasm in their work. In terms teamwork and collaboration ($M = 4.58$, $SD = .40$) obtained the highest rating, with indicators such as "Collaboration among teachers is encouraged" ($M = 4.68$) and "I enjoy working with my fellow teachers" ($M = 4.58$) reflected a culture of collegiality and mutual support. Motivation ($M = 4.55$, $SD = .43$) also scored very high, with teachers reporting strong inspiration to give their best ($M = 4.62$) and commitment to achieving school goals ($M = 4.54$). These results suggested that teachers were not only driven by professional responsibilities but also by intrinsic enthusiasm for their work, echoing findings in recent research that link motivation to improved instructional quality and student outcomes. The terms of work enthusiasm ($M = 4.57$, $SD = .42$) further reinforced this positive outlook, with teachers expressing pride in being part of their school ($M = 4.60$) and maintaining energy while performing duties ($M = 4.59$). Such enthusiasm reflected emotional investment in the profession, which literature identified as a critical factor in teacher retention and resilience. In terms of recognition and support ($M = 4.45$, $SD = .49$) was rated very high, with teachers acknowledging that their efforts were recognized ($M = 4.46$) and contributions valued ($M = 4.48$). Although slightly lower than other dimensions, this still indicated that teachers felt appreciated, though schools may further strengthen mechanisms for listening to teachers' concerns ($M = 4.43$). The data revealed that teachers' morale was a major strength of the schools studied, characterized by high levels of motivation, collaboration, recognition, and enthusiasm.

The result on the level of job satisfaction of teachers showed score of ($M = 4.25$, $SD = .57$) was interpreted as very high, indicating that teachers generally experienced strong satisfaction with their work environment, opportunities for professional growth, compensation and benefits, and overall workplace experience. In terms of work environment it obtained the highest rating($M = 4.43$, $SD = .45$), with teachers reporting safety, comfort,

and a positive teaching atmosphere ($M = 4.51$ – 4.49) as major contributors to their satisfaction.. Similarly, professional growth ($M = 4.41$, $SD = .47$) was rated very high, with teachers acknowledged opportunities for training ($M = 4.38$) and career advancement ($M = 4.39$). In terms of compensation and benefits ($M = 4.05$, $SD = .74$) it was rated high but lower compared to other areas. While teachers expressed satisfaction with salary ($M = 4.07$) and benefits ($M = 4.09$), perceptions of fairness in compensation ($M = 3.87$) were relatively weaker. The overall satisfaction ($M = 4.12$, $SD = 1.14$) was rated high, with teachers affirming enjoyment of their profession ($M = 4.02$) and intention to continue teaching in their schools ($M = 4.10$). The highest individual rating was “Overall, I am happy with my job” ($M = 4.52$, very high), underscoring the strong emotional connection teachers had with their work. The data revealed that teachers were highly satisfied with their work environment and professional growth opportunities, while compensation and benefits remained an area for improvement.

The result of the correlation test of the relationship of the provision of ICT resources and teachers’ morale revealed a coefficient of .439 with a p-value less than 0.001. Since the obtained p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. This indicated that there was a statistically significant relationship between ICT resource provision and teachers’ morale.

The result of the correlation test of the relationship between the provision of ICT resources and teachers’ job satisfaction revealed a correlation coefficient of .607 with a p-value less than 0.001. Since the obtained p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. This indicated that there was a statistically significant relationship between ICT resource provision and teachers’ job satisfaction.

The result of the correlation tests of the relationship between teachers’ morale and job satisfaction revealed a correlation coefficient of .580 with a p-value less than 0.001. Since the obtained p-value was lower than the 0.05 level of significance, the null hypothesis was rejected. This indicated that there was a statistically significant relationship between teachers’ morale and job satisfaction.

CONCLUSION

The sufficient level of the provision of ICT resources signified that ICT in the schools of teacher-respondents were highly available, accessible, and adequately supported, but ICT laboratories remained under-equipped, limiting collaborative and specialized ICT-based learning, thus they needed support. The very high teachers’ morale indicated that they were well-driven by motivation, teamwork, and recognition, which strengthened organizational culture and enhanced instructional quality. The very high job satisfaction of teachers, particularly in terms of work environment and professional growth meant that were satisfied with their profession and working conditions. However, but compensation issues tempered overall satisfaction, reflecting systemic challenges in teacher welfare.

The significant correlation between ICT provision and teachers’ morale confirmed that technology resources uplifted teacher motivation and confidence. The significant relationship between ICT provision and job satisfaction highlighted that adequate ICT support fostered workplace fulfillment and professional growth. The significant relationship between teachers’ morale and job satisfaction underscored that a motivated and recognized workforce was more likely to remain satisfied and committed to their roles. This study concluded that provision of ICT resources and teachers’ morale significantly affect job satisfaction of teachers.

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