

Professional Development at Work, School Culture Triage as Predictor of Teachers' Job Satisfaction

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ABSTRACT

This study was conducted to investigate the relationship between professional development at work and school culture, as well as their role in predicting teachers' job satisfaction. Specifically, this study aimed to determine the level of professional development at work, the level of school culture triage, and the level of job satisfaction; the significant relationship between professional development at work and job satisfaction; the significant relationship between school culture triage at work and job satisfaction; and the singular and combined influence of professional development at work and job satisfaction. The present study employed a descriptive-correlational research design. involves describing a phenomenon based on observation or examining the relationship between two or more variables. Professional development activities, such as experimentation, reflection, staying up to date, and seeking feedback, showed the strongest positive influence on job satisfaction, while collaborationrelated domains consistently received the lowest mean scores. In the school culture triage, self-determination emerged as the strongest factor, and professional collaboration the weakest, with both school culture and professional development demonstrating significant relationships with job satisfaction. Overall, job satisfaction was significantly influenced by a combination of professional development practices and school culture factors, particularly self-determination efficacy and collegial relationships.

Keywords: professional development at work, school culture triage, teacher job satisfaction, descriptive correlational, Philippines

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INTRODUCTION

Job satisfaction is increasingly threatened by technostress, stemming from constant connectivity and the pressure to keep pace with new technologies. Atrian and Ghobbeh (2023) found that technostress significantly reduces job satisfaction, leading to lower morale and engagement. While it also impacts productivity and turnover, the decline in job satisfaction is particularly concerning. Supportive leadership and targeted training programs can help mitigate these effects. Additionally, widespread burnout poses a significant threat to job satisfaction in high-stress professions. In education, a 2024 study by Engage Education found that 50% of teachers face extreme stress, with 35% planning to leave the profession early, reflecting deep dissatisfaction with their work environment (Buivydienė, Rapolienė, Truš, & Jakavonytė-Akstinienė, 2025).

While Prihadini (2021) emphasized the crucial role of job satisfaction in driving employee performance, a qualitative study of staff at private universities in Jakarta demonstrated that when employees are satisfied with their job responsibilities, supervision, and work environment, their performance improves significantly. Similarly, Lee et al. (2025) underscored the importance of job satisfaction in the IT industry, identifying it as a key factor in employee retention. Their study highlighted that elements such as career development opportunities, a positive organizational culture, and a healthy work-life balance are crucial in fostering high

levels of job satisfaction, which directly supports both individual and organizational success. Furthermore, Biedma Ferrer and Medina Garrido (2023) suggest that family-friendly HRM policies enhance workers' perceptions, reduce stress, and improve organizational performance.

Also, Lee et al. (2025) conducted a comparative study between the U.S. and South Korea using employee reviews to examine the factors influencing job satisfaction. Their findings underscore the critical importance of job satisfaction, revealing that cultural and organizational differences have a significant influence on how employees experience their work. The study emphasizes that enhancing job satisfaction is crucial for enhancing employee well-being and retention, and that effective strategies must be tailored to the specific cultural and organizational contexts of the workforce.

The relationships between professional development at work, school culture triage, and job satisfaction are inconclusive for most aspects of teacher qualification, likely due to the various measures of teacher quality used in the international literature. On the other hand, there is a higher degree of consistency regarding the influence of demographic characteristics, such as age, on job satisfaction and risk for attrition. Still, the effects of teacher gender are somewhat mixed; one reason for this may be the interaction with other professional and personal factors, as well as aspects of the working environment specific to a particular grade, domain level, and school characteristics. Regarding teacher motivational beliefs, particularly teacher self-efficacy, findings have been rather conclusive, partly due to recent efforts to establish a conceptually unambiguous and valid measure of self-efficacy (Zee & Koomen, 2016). Still, considering the inherent complexity, it is important to address grade and domain specificity when investigating issues related to teacher job satisfaction (Blömeke et al., 2017).

Moreover, although many studies are exploring professional development at work and school culture triage, as well as its effect on teachers' job satisfaction, this research will elaborate on the relationship and how it pervades various sectors of life and academia. Due to the rise of COVID-19, work schedules and teaching methods have undergone abrupt changes, and professional development programs and various institutions have also been impacted. Hence, this research will uncover the missing links that address and bridge gaps by testing the relationship between professional development at work and school triage, and its effect on teachers' Job Satisfaction amidst the pandemic. Furthermore, this study aims to determine such a connection between the teachers of the Municipality of Santo Tomas, Province of Davao del Norte.

Job satisfaction

According to the literature, job security, physical environment, social relationships, service quality, recommendations, and complaint mechanisms are key elements that impact employee happiness. Job satisfaction among individuals working in various industries may vary based on factors such as age, educational level, job position, and professional seniority. Additionally, it has been emphasized that work-life balance, career and promotion strategies, and other factors directly influence an individual's job satisfaction (Rajput et al., 2017).

Teachers must work harder to address these challenges and please parents, given the high expectations of society and parents. To meet these demands, educational and administrative institutions have established advanced learning patterns that teachers must engage in as part of their ongoing professional development. The teacher must be aware of current developments and possess the necessary qualities. For instance, a teacher needs to think critically, solve problems, and be familiar with current communication tools, information, and the guiding concepts behind them. The teacher must be able to collaborate in groups. Additionally, the instructor should be knowledgeable about various teaching approaches. As a result, teachers now have more obligations. Additionally, teacher satisfaction and expertise in particular sectors significantly impact the organization's success, performance development, and productivity. Consequently, a crucial component of educating pupils is having a job they enjoy (Türkoğlu et al., 2017).

Given that teacher shortages are a global issue, teacher job satisfaction deserves more attention. Not only is job satisfaction related to teacher retention, but it also contributes to the overall well-being of teachers and their students, as well as to the cohesion of the school and the elevated status of the teaching profession. The factors most closely related to teachers' job satisfaction were teacher workload, teacher cooperation, and teacher

perceptions of student discipline in school. Regarding teacher characteristics, female teachers who received more professional development and more effective teachers reported higher levels of job satisfaction. Moreover, the relationship between the extent of teacher cooperation and job satisfaction was stronger in male teachers than in female teachers. In contrast, students are less satisfied with teachers who have lower self-efficacy beliefs (Torapova, Murber, and Johansson, 2021).

Professional Development at Work

Professional development, learning to teach reflectively, is a lifelong process that is enhanced by active participation in various professional development activities, both inside and outside the school. Professional development for teachers has led to the mastery of instructional planning, delivery, subject matter knowledge, rapport with students, and effective classroom management. On the other hand, professional development activities were perceived as having little benefit for teachers (Padillo et. al, 2021). Professional development learning outcomes are also important for improving learning quality. Knowledgeable teachers will provide positive feedback to their students at school. Professional development will help teachers and educators achieve learning outcomes that enable them to guide students toward their learning goals.

Furthermore, professional development is an excellent tool for improving teachers' subject knowledge, pedagogical content knowledge, and teaching skills. The positive learning outcome was that it facilitated the formation of new networks, such as the teacher community. Teachers who are connected can be a source of efficacy and confidence in adopting new practices (Ahmad Zaky El Islami, Anantanukulwong, and Faikhamta, 2022).

School culture triage

School culture triage: the local school's culture is critical to improvement. Different constructs have been used to describe a school's culture, make strengths and weaknesses in different school cultures and improvement practices more visible, and enhance the positive impact of principals' practices. However, the constructs have been criticized for providing broad and static descriptions of schools' inner lives and practices. Descriptions of qualities in categories, rather than detailed descriptions of practices and variations over time, contribute to simplified ideas about both the characteristics of school cultures and success in school leader practices. Organizational change and improvement are complex processes. (Nehez & Blossine, 2022).

This study is grounded in Herzberg's two-factor theory, which is based on Maslow's hierarchy of needs. However, he distinguishes between needs as hygiene factors and motivators, or growth factors. Herzberg's theory has garnered considerable interest from academics and managers seeking ways to motivate their employees. The reason for the interest in Herzberg's results is the dual character of his work. His theory describes employees' needs and presents how to enrich jobs and motivate the workforce (Fincham & Rhodes, 2005). Herzberg indicates that job satisfaction and dissatisfaction are not mutually exclusive concepts (Herzberg, 1968). He holds that no discontent or dissatisfaction is the antithesis of both dissatisfaction and satisfaction. Herzberg contends that various elements contribute to both contentment and discontent. People's job satisfaction depends on several elements. Herzberg emphasized that employees are dissatisfied in an organization if hygiene factors, such as pay, job security, working conditions, level and caliber of supervision, company policy, and administrative and interpersonal relationships, are absent. Even in the presence of these factors, employees may not be motivated or satisfied. According to Herzberg's hypothesis, motivational feelings such as achievement, advancement, and growth can manifest as improved performance. Herzberg emphasized the value of job enlargement, which involves increasing responsibility and engagement, as well as prospects for progress and a sense of accomplishment, and distinguished it from job enrichment.

The study has two independent variables. First is the professional development at work of Evers et al., (2016) with the following indicators: keeping up-to-date, which is to stay informed about the most recent trends or developments; experimenting, is to provide insight into cause-and-effect by demonstrating what outcome occurs when a particular factor is manipulated; reflecting and asking for feedback, is designed to help you to identify your strengths and weaknesses in a piece of work; collaborating with colleagues to prove lessons, is the process

of working together to achieve a common goal; Collaborating with colleagues to improve school development, is the process of two or more people, entities or organizations working together to complete a task or achieve a goal of the school. Second is the school culture, characterized by the following indicators: professional collaboration, which involves a group of people sharing their ideas and skills to achieve a common goal; collegial relationships, which refer to the relationships between colleagues; and efficacy or selfdetermination, the ability to produce a desired or intended result.

The dependent variable of the study is teachers job satisfaction (APIAR) with the following indicators: job satisfaction in terms of security (salary, benefits, rewards performance, recognition, promotion), is the probability that an individual will keep their job; job satisfaction in terms of work environment (policies, organizational structures, physical, emotional), is the setting, social features and physical conditions in which you perform your job; job satisfaction in terms of job responsibilities (duties, moral & ethics), is a specific task that someone in a job or project role is accountable for; job satisfaction in terms of community attachments/linkages, is the extent to which residents of a place possess cognitive or affective ties to each other and to that place.

This study aims to predict the significant relationship between professional development at work and school culture, and its impact on teachers' Job Satisfaction. The null hypothesis was formulated and tested at the .05 level of significance, which stated that there is no significant relationship between professional development at work, school culture triage, and teachers' job satisfaction. Additionally, the null hypothesis posited that teachers' job satisfaction has no relationship with professional development at work and school culture triage.

The significance of the study lies in its demonstration of how school culture and professional development significantly impact teachers' work happiness. By identifying these important factors, the research can help politicians and educational leaders create engaging and supportive work conditions for teachers worldwide. Raising teacher satisfaction can lead to improved student outcomes, enhanced teaching effectiveness, and increased retention in various educational systems.

Globally, the study fills gaps in cross-cultural or region-specific contexts by providing evidence-based insights into the relationship between job happiness, school culture, and workplace growth. Fostering teacher well-being promotes sustainable educational systems, improves student learning, promotes educational justice, and fortifies communities by having a more dedicated and productive teaching workforce. This is where its social worth rests.

The study primarily benefits government and private education departments, as well as educational institutions, including elementary and secondary schools. The findings will also provide important insights into the education sector, including organizations that train teachers and policymakers. Better support networks, improved working conditions, and more efficient professional development options can increase job satisfaction among teachers, a significant stakeholder group.

This study will help future researchers build on the body of information through comparative, longitudinal, or intervention-based studies by laying the groundwork for future investigations into the dynamics of school culture and professional growth.

METHODS

Research Respondents

The respondents of the study are Tertiary teachers from Monkayo College of Arts, Sciences, and Technology, Santo Tomas College of Agriculture, Science, and Technology, Samal Island City College, and Aces Polytechnic College, located in the Provinces of Davao Del Norte and Davao de Oro. They are the primary respondents of this study, which focuses on their professional development at work, and school culture triage as predictors of job satisfaction in their workplace. To collect data, the researcher employed a universal sampling method.

The study employed universal sampling to provide all 566 tertiary teachers in the selected colleges of Davao del Norte and Davao de Oro with an equal opportunity to be selected, thereby minimizing bias. Following standard sampling guidelines, 300 participants were randomly chosen to achieve a 95% confidence level with a 5% margin of error. This method ensured a representative sample that accurately reflects the wider teachers' population in the provinces.

The researcher did not include other local colleges and private institutions. The respondents may revoke their participation in the study at any time, without incurring any fees, unless the study has already been accepted. The respondents may leave the study if they feel frightened or uncomfortable answering the survey's questions, considering the circumstances.

Materials and Instruments

The primary research instrument used in this study was the adopted questionnaires, which were designed to measure the independent variables of school culture triage and professional development at work, as well as the dependent variable of job satisfaction. Upon conducting the reliability test, the school culture triage and professional development at work generated Cronbach's Alpha of .960 and .947, respectively. Job satisfaction generated a Cronbach's Alpha of .971.

The first independent variable, school culture triage, has three indicators adopted from Wagner (2006): professional collaboration, comprising five questions; affiliative collegiality, comprising six questions; and selfdetermination/efficacy, comprising six questions. Consequently, the second independent variable, school culture triage, has three indicators adopted from Matari and Ali (2019): professional collaboration, collegial relationship, and efficacy on self-determination. Lastly, the dependent variable, job satisfaction, comprises four indicators adopted from Romero and Bantigue (2017): security, work environment, job responsibilities, and community attachments and linkages. Furthermore, the panel of experts in the field of research further validated these adopted questionnaires to check the validity and reliability of the different constructs in each adopted question. This is especially important to check if the questions are suited to the context of the study.

The following research instruments were used to gather data and information for the study. The Likert scale will be used to assess the teacher's professional development at work, school culture triage, and job satisfaction in the workplace. In evaluating the level of teacher job satisfaction. The results from the gathered data were interpreted and analyzed using a rating scale. The range of means between 4.20 and 5.00 indicates a descriptive level of very satisfied, which suggests that the items relating to teachers' job satisfaction constructs are consistently evident. Second, the range of means between 3.40 and 4.19 indicates a descriptive level of satisfaction, which suggests that the items related to teachers' job satisfaction are mostly evident. Third, the range of means between 2.60 and 3.39 has a descriptive level of undecided whether you are satisfied, which means that the items relating to teachers' job satisfaction are occasionally evident. Fourth, the range of means between

1.80 and 2.59 has a descriptive level of not satisfied, which means that the items relating to teachers' job satisfaction are evident in a few instances. Lastly, the range of means 1.00-1.79 has a descriptive level of 'not very satisfied', which indicates that the items relating to teachers' job satisfaction are not evident.

The means of determining the extent of professional development at work were interpreted using the scale. The range of means between 4.20 and 5.00 has a descriptive level of 'hardly ever', indicating that items relating to professional development at work constructs are evident only rarely. Second, the range of means between 3.40 and 4.19 sometimes has a descriptive level, which means that the items relating to professional development at work are usually evident. Third, the range of means between 2.60 and 3.39 has a descriptive level of undecided whether it is fairly often. This means that the items relating to professional development at work are evident occasionally. Fourth, the range of means between 1.80 and 2.59 has a descriptive level of often, which means that the items relating to professional development at work are evident in a few instances. Lastly, the range of means 1.00-1.79 indicates a descriptive level of dissatisfaction, suggesting that the items related to professional development at work are not evident.

The means used to analyze the school culture triage were used using this scale. The range of means between 3.40 and 4.00 has a descriptive level of 'often', which means that the items relating to school culture triage constructs are consistently evident. Second, the range of means between 2.40 and 3.30 has a descriptive level of 'often', which means that the items relating to school culture triage are usually evident. Third, the range of means between 1.80 and 2.30 has a descriptive level of sometimes, whether, or rarely, which means that the items relating to school culture triage are evident occasionally. Fourth, the range of means between 1.00 and 1.70 has a descriptive level of hardly ever, which means that the items relating to school culture triage are not evident.

Design and Procedure

This study employs quantitative research, utilizing a descriptive correlation design, to investigate the relationship between professional development at work and school culture triage, and their impact on teacher job satisfaction. Correlational research is a non-experimental quantitative design in which the researcher applies correlational statistics to measure and describe the degree of association among variables or sets of scores (Cresswell, 2013).

This is a descriptive correlation type, as the research aims to determine the significant relationship between professional development at work and school culture triage, as well as school culture triage, as predictors of teacher job satisfaction. Research attempts to find relationships between the characteristics of the respondents and their reported behaviors and opinions (Marczyk et al., 2005).

This study employed universal sampling, a sample selection method in which not all individuals in the population have the same probability of being included in the sample, and each has an unknown probability of being chosen (Richard & Margaret, 1990). A universal sampling technique was used to select respondents from the teachers' Municipality of Santo Tomas, Province of Davao del Norte, because they can provide helpful information to test the research hypothesis.

The researcher wrote a letter of request to the Dean of the Professional School at the University of Mindanao, requesting permission to conduct the study. Upon approval, the researcher personally distributed the questionnaire to the study respondents. To ensure the credibility and reliability of the study, the researcher ensured that 100% of all survey questionnaires distributed were returned to the researcher's hands. The researcher personally coordinated with the teachers of the Municipality of Santo Tomas to collect the data. The researcher retrieved and tabulated the data, guided by the statistician, to analyze and interpret it.

The present study employed a descriptive-correlational research design. The definition of descriptive research, according to Saro, Apat, and Pareja (2023), involves describing a phenomenon based on observation or examining the relationship between two or more variables. To gather information, the researcher evaluates the participants' characteristics, behaviors, and experiences (Seeram, 2019). Additionally, correlational research is a quantitative non-experimental methodology in which the researcher uses correlational statistics to assess and quantify the strength of correlations between variables or groups of scores (Selviana, Afgani, and Siroj, 2024).

Then, statistical tools were utilized to provide a more comprehensive interpretation and analysis of the data. The mean was used to measure the levels of Professional Development at Work, School Culture Triage, and Job Satisfaction. The Pearson Product-Moment Correlation was used to determine the relationships between Professional Development at Work, School Culture Triage, and Job Satisfaction. Multiple Regression Analysis was used to measure the influence of professional development on work and School Culture Triage. Medgraph, using the Sobel z-test, was employed to determine whether Professional Development at Work and School Culture Triage serve as Predictors of Job Satisfaction.

RESULTS AND DISCUSSION

Professional Development at Work

Presented in Table 1, the level of professional development at work has a standard deviation of 0.91 and an overall mean of 4.05, with a high descriptive level. The results show that experimenting has the highest mean

value of 4.57, with a descriptive value of 'high'. Next is keeping up to date with a mean of 4.17, which is high. After that, reflecting and asking for feedback came next with a mean of 4.11, which is also high. Meanwhile, collaborating with colleagues aimed at improving lessons, with a mean of 3.87, and lastly, collaborating with colleagues to improve school development, with a mean of 3.82, both indicators showing a descriptive level of high.

The result is supported by Makarenko's (2020) study, which highlights the importance of providing scientific and methodological backing for teacher professional development. It emphasizes creating personalized pathways for educators, providing them with training, psychological support, and mentorship. This approach enables teachers to pinpoint their professional needs and achieve their goals through customized programs and reflective practices.

Table 1 Professional Development at Work

Indicator	SD	Mean	Descriptive Level
Keeping up to date	0.89	4.17	High
Experimenting	0.79	4.27	Very High
Reflecting and asking for feedback	0.89	4.11	High
Collaborating with colleagues to improve lessons	0.92	3.87	High
Collaborating with colleagues with the aim of improving school development	0.97	3.82	High
Overall	0.91	4.05	High

School Culture Triage

Presented in Table 2, the level of school culture triage has a standard deviation of 0.79 and an overall mean of 4.25, which is a very high descriptive level. The results show that the collegial relationship has the highest mean value of 4.29, indicating a very high descriptive value. Next is the efficacy of self-determination, with a mean of 4.34, a very high descriptive level. The lowest indicator, professional collaboration, has a mean of 4.12 with a descriptive level of high.

The concept of "school culture triage" is crucial for enhancing educational environments and improving classroom management. Research indicates that a well-defined school culture has a significant impact on both the effectiveness of classroom management and a school's ability to recover from challenges. The study strongly supports the concept of school culture triage, demonstrating that it is at a very high overall level and closely linked to classroom management strategies. Specifically, the research highlights the importance of professional collaboration and affiliative collegiality as key elements in helping tertiary teachers manage their classrooms effectively (Derequito & Tagadiad, 2023).

Table 2 School Culture Triage

Indicator	SD	Mean	Descriptive Level
Professional Collaboration	0.85	4.12	High
Collegial Relationship	0.76	4.29	Very High
Efficacy of Self-determination	0.73	4.34	Very High
Overall	0.79	4.25	Very High

Job Satisfaction

Presented in Table 3, the level of job satisfaction has a standard deviation of 0.79 and an overall mean of 4.37 with a very high descriptive level. The results show that job responsibilities have the highest mean value of 4.47, followed by security with a mean of 4.34 and work environment with a mean of 4.35; all three indicators have a descriptive level of very high. On the same note, the lowest indicator, community attachment and linkages, has a mean of 4.26, indicating a high descriptive level.

To boost teacher job satisfaction, which is crucial for a stronger educational system and better student learning, schools must prioritize a positive work environment. This involves ensuring manageable workloads, providing ample resources, fostering strong professional bonds, offering supportive leadership, creating opportunities for growth and autonomy, and ensuring fair compensation.

A study on Malaysian public research universities revealed that when academic staff feel supported by their organization and receive mentorship, their job satisfaction significantly increases. This suggests that bolstering workplace support systems can lead to higher job satisfaction and, consequently, greater productivity among these academics (Ebrahim et al., 2019).

Table 3 Job Satisfaction

Indicators	SD	Mean	Descriptive Level
Security	0.83	4.40	Very High
work environment	0.75	4.35	Very High
Job Responsibilities	0.67	4.47	Very High
Community attachments/linkages	0.87	4.26	Very High
Overall	0.79	4.37	Very High

Significance of the relationship between Professional Development at Work and Job Satisfaction

Presented in Table 4 are the test results of the significance of the relationship between professional development at work and job satisfaction. The relationship tested at a 0.05 level of significance is reflected in the hypothesis. The overall r-value of .563 with a p-value of <0.05 signified the acceptance of the null hypothesis. This indicates that there is no significant relationship between professional development at work and job satisfaction. It shows that professional development at work does not correlate with job satisfaction.

The high p-value in the data shows no significant relationship between professional development at work and job satisfaction. This implies that there is a discrepancy between what is provided and what educators value in their professional careers and professional development at work. It highlights the need for more purposeful, situation-specific, and teacher-led professional development programs, while also addressing broader workplace and systemic issues.

This study highlights the crucial connection between professional development and job satisfaction among special education teachers. It highlights that effective training opportunities enhance teachers' motivation and the overall quality of education they provide, thereby directly increasing their job satisfaction. By examining factors such as work environments, stress, and burnout, the research reveals that targeted professional development has a direct, positive impact on job satisfaction, suggesting that investing in teachers' growth can lead to increased professional accomplishment and overall job fulfillment (Li & Li, 2024).

Table 4 Significance of the relationship between Professional Development at Work and Job Satisfaction

Professional Development at Work	Job Satisfaction				Overall
	Security	Work Environment	Job Responsibilities	Community attachments / linkages	
Keeping up to date	.389** (0.000)	.459** (0.000)	.485** (0.000)	.457** (0.000)	.522** (0.000)
Experimenting	.339** (0.000)	.486** (0.000)	.560** (0.000)	.446** (0.000)	.530** (0.000)
Reflecting and asking for feedback	.384** (0.000)	.468** (0.000)	.467** (0.000)	.455** (0.000)	.518** (0.000)
Collaborating with colleagues with the aim of improving the lesson	.281** (0.000)	.434** (0.000)	.385** (0.000)	.377** (0.000)	.431** (0.000)
Collaborating with colleagues with the aim of improving school development	.278** (0.000)	.363** (0.000)	.327** (0.000)	.454** (0.000)	.420** (0.000)
Overall	.387** (0.000)	.513** (0.000)	.512** (0.000)	.513** (0.000)	.563** (0.000)

Significance of the relationship between School Culture Triage and Job Satisfaction

Presented in Table 5 are the test results of the significance of the relationship between school culture triage and job satisfaction. The relationship tested at a 0.05 level of significance is reflected in the hypothesis. The overall r-value of .709 with a p-value of <0.05 signified the acceptance of the null hypothesis. This means there is no significant relationship between professional development at work and job satisfaction. It shows that school culture triage does not correlate with job satisfaction.

The high p-value in the data shows no significant relationship between school culture triage at work and job satisfaction. This implies that teachers' job satisfaction may not be significantly influenced by school culture, at least as it is currently evaluated or perceived. This may necessitate reconsidering the organization's priorities and conducting a more thorough examination of other factors that impact job satisfaction.

Multiple studies confirm a strong link between a school's culture and its teachers' job satisfaction. A supportive and positive school environment characterized by elements such as strong leadership, effective collaboration,

clear communication, and inclusivity directly enhances how satisfied teachers are with their jobs. This connection is vital for better educational outcomes and for keeping good teachers in schools.

A study by Huda and Alderite (2024) found a significant link between school culture triage and teacher job satisfaction. Specifically, in Indonesian private elementary schools, a high-quality school culture, marked by supportive leadership and collaborative practices, is directly associated with higher levels of job satisfaction among teachers.

Table 5 Significance of the relationship between School Culture Triage and Job Satisfaction

School Culture Triage	Job Satisfaction				Overall
	Security	Work environment	Job Responsibilities	Community Attachments/Linkages	
Professional Collaboration	.341** (0.000)	.522** (0.000)	.485** (0.000)	.507** (0.000)	.542** (0.000)
Collegial relationship	.462** (0.000)	.620** (0.000)	.584** (0.000)	.564** (0.000)	.650** (0.000)
Efficacy of Selfdetermination	.473** (0.000)	.728** (0.000)	.579** (0.000)	.546** (0.000)	.678** (0.000)
Overall	.482** (0.000)	.707** (0.000)	.625** (0.000)	.615** (0.000)	.709** (0.000)

Significance of the Influence of Professional Development at Work and Job Satisfaction

As shown in Table 6, keeping up to date, experimenting, reflecting, and asking significantly influence job satisfaction, as indicated by the p-value being less than 0.05. The findings reveal that job satisfaction is significantly influenced by the domains of keeping up to date, experimenting, and reflecting and asking, as indicated by the p-values being less than 0.05. The finding implies that workers or employees flourish or grow in environments where learning is ingrained in the culture, asking questions is accepted, and experimenting is welcomed.

Professional development has a significant impact on job satisfaction by enhancing employee engagement and skills, ultimately improving organizational performance. Research consistently shows that providing

opportunities for professional growth is crucial for maintaining job satisfaction, as it empowers employees to develop and thrive in their roles.

A study by Badaruddin et al. (2024) found that investing in professional development not only sharpens employees' technical and managerial skills but also boosts their confidence and competence, leading to greater job satisfaction. When paired with a good work-life balance, this creates a supportive atmosphere that drives higher employee performance and ultimately leads to organizational success.

Table 6 Significance of the Influence of Professional Development at Work and Job Satisfaction

Professional Development at Work	Job Satisfaction				
	B	B	Std. error	t	Sig
Constant		1.843	.203	9.061	.000
Keeping up to date	0.255	.231	.060	3.824	.000
Experimenting	0.184	.166	.072	2.297	.022
Reflecting and asking for feedback	0.215	.193	.074	2.625	.009
Collaborating with colleagues with the aim of improving lessons	-0.025	-.019	.063	-0.301	.764
Collaborating with colleagues with the aim of improving school development	0.052	.035	.054	0.663	.508
	R	0.594			
	R ²	0.352			
		0.341			
	F	31.979			
	P	0.000			

Significance of the Influence of School Culture Triage and Job Satisfaction

As shown in Table 7, all indicators under school culture triage have a significant influence on job satisfaction, as indicated by the p-value being less than 0.05. The findings reveal that job satisfaction is significantly influenced by all indicators of school culture triage, as indicated by the p-values being less than 0.05. The finding implies a holistic and positive school culture and environment built in professional collaboration, collegial relationships, and efficacy of self-determination.

This study found that school culture has a strong influence on job satisfaction among private elementary school teachers, with both factors receiving very high ratings. The research also confirmed that the combined effect of school culture and leadership behavior has a significant impact on teacher satisfaction (Huda & Alderite, 2024).

Table 7 Significance of the Influence of School Culture, Triage, and Job Satisfaction

School Culture Triage	Job Satisfaction				
	B	B	Std. error	t	Sig
Constant		1.843	.203	9.061	.000
Keeping up to date	0.255	.231	.060	3.824	.000
Experimenting	0.184	.166	.072	2.297	.022
Reflecting and asking for feedback	0.215	.193	.074	2.625	.009
Collaborating with colleagues with the aim of improving lessons	-0.025	-.019	.063	-0.301	.764
Collaborating with colleagues with the aim of improving school development	0.052	.035	.054	0.663	.508
Constant		1.843	.203	9.061	.000
			R	0.594	
			R^2	0.352	
				0.341	
			F	31.979	
			P	0.000	

Singular and Combined Influence of Professional Development at Work and Job Satisfaction

As shown in Table 8, professional development at work and school culture triage significantly influence job satisfaction, as indicated by the p-value of less than 0.05. The findings reveal that job satisfaction is significantly influenced by all indicators of school culture triage, as indicated by the p-values being less than 0.05. This implies that given the substantial influence that professional development at work and school culture triage have on work satisfaction, educators flourish in environments that foster collaboration, respect, and empowerment. School success and teacher well-being depend on a deliberate, coordinated approach to learning and culture-building.

Professional development and job satisfaction are closely linked, and both play a crucial role in keeping employees. Organizations should strategically offer development opportunities to boost job satisfaction and lower turnover (Hollar, N., et al., 2022)

Table 8 Singular and Combined Influence of Professional Development at Work and Job Satisfaction

Indicators	Job Satisfaction				
	B	B	Std. error	t	Sig
Constant		0.933	0.188	4.965	0.000
Keeping up to date	0.002	0.002	0.055	0.034	0.973
Experimenting	0.011	0.010	0.063	0.155	0.877
Reflecting and asking for feedback	0.200	0.181	0.062	2.892	0.004
Collaborating with colleagues with the aim of improving lessons	-0.030	-0.023	0.053	-0.430	0.667
Collaborating with colleagues with the aim of improving school development	0.000	0.000	0.047	0.006	0.995
Professional Collaboration	0.039	0.031	0.050	0.620	0.536
Collegial Relationship	0.288	0.260	0.059	4.413	0.000
Efficacy of Selfdetermination	0.363	0.343	0.055	6.196	0.000
	R	0.743			
	R ²	0.552			
	ΔR	0.540			
	F	44.836			
	P	0.000			

CONCLUSION AND RECOMMENDATION

Regarding professional development at work, it was concluded that experimenting yielded the highest results, while collaborating with colleagues to improve the school yielded the lowest mean. Next, on the level of school culture triage, the efficacy of self-determination got the highest mean, while professional collaboration got the lowest. Then, on the level of job satisfaction, security had the highest mean, while community attachments/linkages had the lowest mean. The significant relationship between professional development at

work and job satisfaction was revealed. It was also found to have a significant relationship between school culture triage and job satisfaction.

And the significance of the influence of professional development on job satisfaction. Keeping up to date, experimenting, reflecting, and seeking feedback have a significant impact on job satisfaction. Moreover, professional collaboration, collegial relationships, and the efficacy of self-determination are all indicators that significantly influence job satisfaction.

The significance of the combined influence of the domains of professional development at work and school culture triage on job satisfaction. Reflecting, seeking feedback, and maintaining collegial relationships, as well as self-determination efficacy, all significantly influence job satisfaction. Furthermore, both professional development at work and school culture triage significantly influenced job satisfaction.

RECOMMENDATIONS

Based on the findings, the following recommendations are made. First, it is recommended to have a structured peer collaboration through regular team planning sessions, mentoring programs, and professional learning communities. School leadership should allocate time and provide support for joint projects that foster teamwork and align with the school's improvement goals.

Additionally, it is recommended to create a culture of trust and shared leadership by implementing collaborative goal-setting and decision-making practices. Offer workshops that strengthen communication, conflict resolution, and team-building skills among staff and faculty through worthwhile activities.

Furthermore, to strengthen partnerships with local organizations, parents, and stakeholders, and create meaningful engagement opportunities that increase teachers' sense of impact within the community. Initiate outreach programs and community-based projects that allow teachers to connect their work to broader societal needs.

To enhance job satisfaction, organizations should prioritize ongoing professional development that includes opportunities for learning, experimentation, reflection, and regular feedback. Fostering a collaborative work environment with strong collegial relationships is equally essential, as it promotes a sense of belonging and shared purpose. Supporting employees' autonomy through self-determination and involvement in decisionmaking further strengthens their engagement and motivation. Ultimately, aligning professional development initiatives with a positive and inclusive school or organizational culture ensures a cohesive approach that significantly contributes to overall job satisfaction.

Future studies should investigate how professional development impacts teachers' long-term work satisfaction in diverse educational settings. Research may also examine the relationship between job satisfaction and specific aspects of school culture, including shared values, leadership support, and teamwork. Determining which combinations best improve teacher well-being may be possible by investigating the relationship between professional development and school culture. Furthermore, mixed-methods research can provide a more in-depth understanding of the contextual and individual factors that affect these interactions.

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