

# WORK-Life Balance and Working Conditions as Predictors of Teachers' Job Satisfaction of Secondary Public Schools in Davao Del SUR

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## ABSTRACT

Job satisfaction is critical in every organization to promote employee well-being. The study intended to determine the predictors of job satisfaction regarding work-life balance and working conditions of secondary public teachers in Davao del Sur since teaching is one of the most challenging professions in the service industry. A descriptive correlational design was employed, and 205 public secondary teachers in selected schools of Davao del Sur were chosen as respondents through a simple random sampling technique. Mean, Standard Deviation, Pearson  $r$ , and Multiple Regression were the statistical tools utilized to analyze the study results. Results showed that the status of the work-life balance of secondary public teachers in Davao del Sur is often manifested. Moreover, public secondary schools have favorable working conditions. Further, the level of teachers' job satisfaction is high, implying that secondary public teachers in Davao del Sur are satisfied in their jobs and professions. Finally, work-life balance and working conditions significantly predict employees' job satisfaction. Furthermore, the regression model indicates that the combined influence of work-life balance and working conditions can explain 22.9% of the variation in job satisfaction.

**KEYWORDS:** *Business Management, work environment, satisfaction, teachers descriptive- correlation, regression, Davao del Sur, Philippines*

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## INTRODUCTION

Job satisfaction is a common problem in every organization (Ali & Anwar, 2021). Consequently, job dissatisfaction leads to unfavorable attitudes of employees toward their employment and abandoning the organization (Pongton

& Suntrayuth, 2019). It has recently been identified as a potential cause of an existing educational problem among private catholic schools in Antique, which results in teacher absences and turnover difficulties that lead to inadequate learning (Ballarata & Roberto, 2020). However, even though educational institutions have tried several programs to increase teacher satisfaction, these have yet to be highly effective in addressing the main issues of teachers (Akram et al., 2015). Teachers may have differing opinions on how satisfied they are with their jobs, influencing their intention to continue teaching (Naz, 2017). Moreover, Osorno and Manonag (2022) concluded in their study that the teachers at Magsaysay, Bansalan, Matanao (MABAMA) in Davao del Sur faced a range of issues, including material complexity, a heavy workload, a lack of teaching resources, and inadequate professional development which decreases the level of satisfaction.

Job satisfaction is crucial to the school organization's overall commitment and effectiveness as a whole, in which happiness or fulfilment of the educators in the school influences the total process for carrying out their job, thus contributing to schools' development, providing high-quality education, and satisfies students (Baluyos et al., 2019). Likewise, workers who are satisfied in their positions are typically more engaged, driven, and committed to the organization. They feel a strong sense of dedication, which frequently results in productivity. Further, high employee job satisfaction helps boost worker productivity, which favors accomplishing firm objectives (Utari et al., 2021).

Furthermore, Arif and Farooqi's (2014) study shows a direct and strong correlation between job satisfaction and work-life balance among university teachers. Workers who manage their personal and professional lives well are happier in their positions. On the other hand, Raziq and Maula-Bakhsh (2015) observed a positive relationship between working conditions and employee job satisfaction in schools and other service industries. It concluded in their study that satisfaction at work enhances employee efficiency, productivity, and job dedication; an organization has to satisfy its demands by providing an optimal working environment. Taheri et al., (2020) infer that job satisfaction depends on working conditions.

This study determines the extent to which the findings from earlier similarly related studies manifest in Davao del Sur's public schools. These findings offer insightful information for understanding teachers' satisfaction levels and the overall efficacy of the organization. Numerous research studies

have investigated the factors that influence job satisfaction. However, the researcher did not come across studies specifically examining which work-life balance and working conditions have the most impact as an essential factor of teachers' job satisfaction using a descriptive-correlational approach. Likewise, various studies have been conducted on job satisfaction; however, few studies have been investigated in secondary public schools, particularly in Davao del Sur.

### **Theoretical Lens**

This study is anchored on Herzberg's theory of motivation, which pertains to the two variables for satisfaction in any company. He developed a two-dimensional paradigm of the variables affecting people's perspectives about their jobs. This attempts to explain the aspects that drive individuals by comprehending and satisfying their distinct wants, aspirations, and the goals they pursue to fulfill those requirements.

One's work satisfaction can be influenced by various factors such as competitive compensation and rewarding schemes, accomplishment recognition, fascinating and meaningful work that aligns with values, clear career growth chances, and a positive work environment. These elements collectively contribute to higher employee satisfaction, motivation, and productivity in organizations. Hygiene factors, such as job context, company policies, and administration, can contribute to employee dissatisfaction if they are inadequate or poorly managed. Poor working environment, ineffective rules, and communication impediments can all harm employees' well-being and job satisfaction levels. Moreover, Martin (2020) stated that a person's job satisfaction grows as they discover how directly what they're looking for from a job complements whatever they get from where they work.

## **METHODS**

### **Research Design**

A descriptive-correlational research approach was utilized in this study conducted in Davao del Sur secondary public schools. The descriptive feature enabled researchers to methodically describe teachers' work-life balance, working conditions, and levels of job satisfaction. The study used a correlational approach to evaluate and establish significant correlations between work-life balance, working circumstances, and job satisfaction to discover predictors of job satisfaction among teachers in the region.

## **Research Locale**

The study was done among the seven public secondary schools in Davao del Sur, specifically in municipalities like Magsaysay, Bansalan, Matanao, and Padada. Davao del Sur, classified as a province with nine towns and one component city, encompasses 232 barangays and falls under a single legislative district. With 41 active public secondary schools expected in 2024 according to Division of Davao del Sur data, the province was selected as the research locale due to its significant number of schools and teachers, highlighting the importance of teacher satisfaction for educational quality and school effectiveness. Teaching, recognized as a challenging profession, underscores the need to study factors influencing job satisfaction in this service sector, making Davao del Sur an appropriate setting for examining work-life balance, working conditions, and job satisfaction among secondary public school teachers.

## **Sampling and Respondents of the Study**

This study surveyed 205 secondary teachers from public schools across Davao del Sur, chosen through simple random sampling from a total population of 436 teachers. The sample size was determined using a Raosoft calculator based on the population size per school, ensuring representation across various schools in the province. Inclusion criteria required all respondents to be probationary or regular teachers with at least one year of teaching experience. This sampling method provided equal opportunity for all eligible teachers to participate, reflecting a comprehensive approach to understanding work-life balance, working conditions, and job satisfaction among secondary school educators in the region.

## **Research Instruments**

The tool was comprised of three parts where some of the items adapted and modified. The first part contains statements for work-life balance adapted from the study of Helvacı and Eker (2019) with an overall Cronbach alpha of 0.728. It has four indicators: work-life harmony, neglecting life, allocating self-time, and life consisting of work. There are 20 items in the work-life balance survey questionnaire, including six items for work-life harmony and neglecting life, four items for allocating self-time and life consisting of work. The second part contains statements on working conditions adapted from the study of Toropova et al. (2021). It has five indicators and has reliability ratings for the items indicating features of school working conditions ranged from good to exceptional: 0.84 for student discipline, 0.87 for leadership support, 0.76 for school resources, 0.86 for teacher cooperation, and 0.71 for

teacher workload. There are 23 items in the working conditions survey tool, including five items for student discipline, three for leadership support, four for school resources, six for teacher cooperation, and five items for teacher workload. The third part contains the dependent variable, job satisfaction, with two indicators: work environment and profession. It includes statements on job satisfaction adapted from the study of Zakariya (2020). The stratified Cronbach's alpha for job satisfaction reveals strong reliabilities for all populations for both the scale and the subscales ranging from 0.818 to 0.932 (OECD, 2019b). The job satisfaction survey questionnaire contains eight items, which includes four items for each indicator. A five-point Likert scale was used to measure the agreement or disagreement of the respondents in the statements of the variables, with five as the highest and one as the lowest.

### **Gathering Procedure**

The researcher initiated the survey by securing necessary approvals from the Graduate School at the University of the Immaculate Conception and local authorities in Davao del Sur. This included obtaining ethics clearance. Once there is approval, the researcher writes a letter explaining the survey's purpose to the school division superintendent where the study was conducted. Upon the release of the conduct of research approval form, the researcher addressed a letter to the school principals of the selected public secondary schools in Davao del Sur, together with the permit to conduct research from the office of the school's division superintendent. The respondents were chosen randomly and informed consent was obtained before administering the questionnaire. The survey was designed to take 5-10 minutes, thus the researcher returns on the day set by the principal after the distribution to provide the respondents ample time to answer the survey, with data collection spanning three weeks. Upon completion, data was compiled, tallied, and prepared for subsequent statistical analysis.

### **Statistical Tools**

Mean was used to describe the status and level of work-life balance, working conditions, and teacher job satisfaction in Davao del Sur secondary public schools. Standard deviation was used to measure the variation or dispersion of the respondents' responses. For correlational analysis, Pearson  $r$  was used to determine the relationship between teachers' work-life balance, working conditions, and job satisfaction. Multiple Regression was used to determine which work-life balance and working conditions best predict teachers' job satisfaction in Davao del Sur public schools.

## Ethical Statement

The research underwent thorough evaluation by the UIC Research Ethics Committee prior to the survey commencement, ensuring that participants' informed consent was obtained and their privacy was rigorously protected. Participants were required to sign an informed consent form before receiving and completing the survey questionnaires, emphasizing their understanding of the study's purpose, confidentiality guarantees, and their right to withdraw. Researchers accommodated respondents who needed additional time to complete the questionnaire, ensuring flexibility in data collection. Proper citation of all sources was maintained in the study, and the research paper was securely stored online. Filled survey questionnaires were securely archived for future reference, maintaining confidentiality and integrity of the data collected.

## RESULTS

**Table 1**

*Status of Work-Life Balance*

<b>Work-Life Harmony</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. Deciding priorities in their work life and acting accordingly.	4.25	0.87	Very High
2. Balancing work and personal life.	4.39	0.73	Very High
3. Believing that they manage their work well.	3.89	0.93	High
4. Thinking appropriately allocated time to both work and private life.	4.31	0.76	Very High
5. Being able to do anything by planning life well	4.29	0.78	Very High
6. Doing activities that they like in their work and private life	4.32	0.69	Very High
<b>Category Mean</b>	<b>4.24</b>		<b>Very High</b>
<b>Neglecting Life</b>			
1. Finding time for simple things during the day	4.01	0.83	High
2. Thinking that they watch life from behind	3.52	0.98	High
3. Keeping up with the intensity of work	3.87	0.79	High
4. Sacrificing basic vital activities such as sleep, regular nutrition and movement	3.34	1.18	Moderate

since they try to do a lot of work at the same time.			
5. Living with the thought that they missed something although they think that their life reflects the ideal way of life.	3.46	0.94	High
6. Seeing themselves as someone who only knows how to work and who doesn't live the rest of life	2.93	1.17	Moderate
<b>Category Mean</b>	<b>3.52</b>		<b>High</b>
<b>Allocating Self-time</b>			
1. Believing that they would have been happier if they had done things that would make them happy.	4.01	1.03	High
2. Making unhealthy decisions about which jobs will spend their time and energy in an ordinary day.	3.17	1.09	Moderate
3. Having difficulty in work because they do not compromise their private life.	2.74	1.11	Moderate
4. Tensions arising from their work negatively affect their private lives.	2.98	1.13	Moderate
<b>Category Mean</b>	<b>3.22</b>		<b>Moderate</b>
<b>Life Consisting of Work</b>			
1. Keep working on the weekends.	3.16	1.12	Moderate
2. Leaving work mostly late.	2.67	1.10	Moderate
3. Missing out-of-work activities because of the time spent on work.	2.84	1.08	Moderate
4. Spending weekends doing something with their wife and / or friend	3.86	0.85	High
<b>Category Mean</b>	<b>3.13</b>		<b>Moderate</b>
<b>Overall Mean</b>	<b>3.60</b>		<b>High</b>

The data in Table 1 displays the status of work-life balance as measured in four indicators: work-life harmony, neglecting life, allocating self-time, and life consisting of work. Based on the data, the work-life balance status is high, with an overall mean score of 3.60, implying it is often manifested. More so, it can be noted that the standard deviation of work-life balance ranged from 0.69 to 1.13. Those items that are less than 1.0 connote consistency of responses, while those with a greater than 1.0 connote heterogeneity in their responses.

The results suggest that teachers set and maintained balanced priorities between their personal and professional lives. Further, they engage in activities they enjoy in their personal and professional lives by managing their workload and scheduling their time. The findings are consistent with the study of Mahajan and Singh (2023), which states that teachers maintain a healthy work-life balance because they effectively manage their work and personal obligations, leading to higher satisfaction.

Work-life harmony was very high with a category mean of 4.24, which means the work-life harmony is always manifested. This means they can manage their job and personal lives while ensuring that participating in activities is fun for them, although they have a lot of tasks. Moreover, balancing work and personal life, with the highest mean score of 4.39, is described as very high, meaning that teachers established and upheld a healthy balance between personal and professional lives. Meanwhile, the respondents' belief that they manage their work well got the lowest mean score of 3.89, which was described as high. This connotes that teachers feel capable of handling their work effectively. The result is tuned to the study of Manohar (2020), which states that employees report effectively managing their work and personal lives since the organization also makes appropriate measures to assist employees in balancing their jobs and personal lives.

Neglecting life has a high mean score of 3.52, which is often manifested. This entails that teachers know how to enjoy life and grasp the art of living, although they sometimes sacrifice the basic vital activities and perceive the existing gap. They can manage the perceived challenges of the workplace. Furthermore, results indicated that finding time for simple tasks garnered the highest mean score of 4.01, described as high. It implies that teachers prioritize and manage activities to provide time for personal needs. While perceiving themselves as someone who only knows how to work and who doesn't live the rest of life obtained the lowest mean score of 2.93, described as moderate. It shows that people are aware of their propensity to view themselves just as workers and place less value on other facets of their lives. Nevertheless, it implies that there is potential for development toward a more balanced approach to life. The findings are consistent with the study of Lee and Shin (2017), which states that work-life balance is essential for teachers and that they should not neglect their personal lives or their families while committing to working long hours.

Allocating self-time attained a moderate category mean of 3.22, conveying that it is sometimes manifested. This indicates that teachers occasionally make unreasonable decisions about which to focus and that personal difficulties sometimes impair their work. In addition, the item about their belief that they would have been happier if they had done things that would make them happy, got the highest mean score of 4.01 or high; it appears that participants strongly agreed that taking steps to prioritize their happiness will result in better overall satisfaction. This demonstrates an upbeat perspective toward self-care and the significance of seeking endeavors that provide personal fulfillment. Consequently, the item that describes the difficulty in work because they do not compromise their private life got the lowest category mean score of 2.74, which sometimes manifested itself. It entails that teachers encounter modest difficulties, which personal life issues lead to minor problems at work. The results substantiate the findings of Hasan and Teng (2017) that workers can find time for personal needs and equally balance their personal and professional responsibilities even though sometimes teachers have minor challenges with personal life issues leading to minor workplace issues.

Life consisting of work obtained the lowest category mean of 3.13, described as moderate, which conveys that the concept of workaholism is sometimes manifested. This entails that some teachers experience missing out on important activities due to their tendency to work sometimes through the weekend and leave work late. However, they still spend most of their time on their families. It can be gleaned that spending weekends doing something with a wife and friend got the highest mean of 3.86, which is described as high, as they spend most of their time in social aspects of their lives. Meanwhile, the items that refer to leaving work mostly late obtained the lowest category mean of 2.67, described as moderate, meaning they occasionally experience an extended time of their work.

This moderate level is consistent with the study of Helvacı and Eker (2019) that some teachers may not allocate enough time for other important activities since they sometimes leave the office late. However, they can still spend their free time with their families. Additionally, it conforms to the result of the study of Mahajan and Singh (2023) that teachers' personal relationships are positively impacted by work-life balance. Teachers build support networks and foster healthy interactions by making time and effort for their friends, family, and personal relationships. A sense of emotional support and belonging from solid personal relationships can significantly affect educators' general well-being

and satisfaction with their work.

**Table 2**  
*Status of Working Conditions*

<b>Student Discipline</b>	<b>Mean</b>	<b>SD</b>	<b>Description</b>
1. Students behave in an orderly manner.	3.58	0.91	High
2. Students are respectful of the teachers.	3.58	0.80	High
3. Students respect school property.	3.27	0.85	Moderate
4. School has clear rules about student conduct.	4.20	0.86	Very High
5. School's rules are reinforced in a fair and consistent manner	4.17	0.85	High
<b>Category Mean</b>	<b>3.76</b>	<b>0.41</b>	<b>High</b>
<b>Leadership Support</b>			
1. Having high collaboration between school leadership and teachers to plan instruction.	4.27	0.75	Very High
2. Having adequate instructional support provided to teachers by school leadership	4.02	0.82	High
3. There is adequate school leadership's support for teachers' professional development.	4.11	0.74	High
<b>Category Mean</b>	<b>4.13</b>	<b>0.12</b>	<b>High</b>
<b>School Resources</b>			
1. Teachers do not have adequate workspace.	2.90	1.15	Moderate
2. Teachers do not have adequate instructional materials and supplies.	3.05	1.07	Moderate
3. The school classrooms need maintenance work.	3.78	1.03	High
4. Teachers do not have adequate technological resources.	3.35	1.15	Moderate
<b>Category Mean</b>	<b>3.27</b>	<b>0.39</b>	<b>Moderate</b>
<b>Teacher Cooperation</b>			
1. Discussing how to teach a particular topic.	4.15	0.76	High
2. Collaborate in planning and preparing instructional materials.	4.10	0.77	High
3. Sharing the learning about their teaching experiences.	4.24	0.66	Very High
4. Working together to try out new ideas.	4.26	0.72	Very High

5. Working as a group on implementing the curriculum.	4.32	0.71	Very High
6. Working with teachers from other grades to ensure continuity in learning.	4.18	0.81	High
<b>Category Mean</b>	<b>4.21</b>	<b>0.08</b>	<b>Very High</b>
<b>Teacher Workload</b>			
1. Having too much material to cover in class.	3.35	0.82	Moderate
2. Having too many teaching hours	2.97	1.02	Moderate
3. Need more time to prepare for class.	3.46	0.87	High
4. Need more time to assist individual students	3.67	0.83	High
5. Having too many administrative tasks	2.80	1.04	Moderate
<b>Category Mean</b>	<b>3.25</b>	<b>0.36</b>	<b>Moderate</b>
<b>Overall Mean</b>	<b>3.73</b>	<b>0.50</b>	<b>High</b>

The data in Table 2 presents the level of working conditions as measured in five indicators: student discipline, leadership support, school resources, teacher cooperation, and teacher workload. Based on the data, the working conditions are high, with an overall mean of 3.73. This result implies that the working conditions of public high schools in Davao del Sur are favorable. It is evident in the results that teachers have a high level of interpersonal relationships with the students, colleagues, and administrators, which supports teachers' professional development. The leaders addressed the needs of the teachers, which led to satisfaction at work.

The high level of working conditions supports the study of Tropova et al. (2022), which states that teachers place more excellent value on social than material working circumstances. This is also consistent with the study of Admiraal (2022), which states that the critical factors influencing teachers' contentment with their place of employment are a safe environment for learning and working and possibilities for professional growth. Furthermore, the standard deviation of work-life balance ranged from 0.08, which was less than 1.0, indicating that respondents' responses were consistent.

Student discipline obtained the category mean of 3.76, described as high. It reflects an immense dedication to implementing effective behavior management to foster a positive learning environment. The item about the school's clear rules about student conduct got the highest mean score of 4.20, which is defined as very high. It implies that the school discipline policies are favorable. It is regularly followed and upheld, and a formalized process is

probably in place to deal with misbehavior, leading to a positive interaction environment between teachers and students. This result is congruent with the study of Sims (2017) and Toropova et al. (2021), who found that student behavior is one of the most essential factors in satisfaction at the workplace. Positive interactions between students and teachers also have a good perception of disciplinary measures in the classroom, which significantly impacts teachers' job satisfaction.

However, the item regarding learners' Respect for School Property got the lowest mean score of 3.27, which is described as moderate. This entails that teachers moderately agree that students respect school facilities. Learners act in a disciplined manner and show teachers respect, which leads to satisfaction in the workplace, even though sometimes they experience students' misbehavior due to learners' diversity. It implies to strengthen and improve fostering the school culture of respect for school facilities to let the students understand the significance of discipline and respect for the effort of others since it influence learning process. It corroborated to the study of Otchere et. Al (2019) and Nurizka et al. (2020) that school culture is an important aspect of the school that can influence and provides an excellent atmosphere that affects students' behavior. It emphasizes the significance of fostering a positive school culture in which all students feel respected and appreciated, which would encompass respect for school facilities.

Leadership support reaped a category mean of 4.13, which is described as high. It can be gleaned that there is smooth and positive interaction between the administrators and teachers. The school leaders support their teachers specifically in professional development and enhancement of instructional materials for learning. Additionally, the high collaboration between school leadership and teachers to plan instruction ( $\bar{x} = 4.27$ ) is described as very high, implying a strong partnership between school leaders and teachers in planning to provide a well-rounded environment for learning. Meanwhile, the adequate instructional support provided to teachers by school leadership is still considered high ( $\bar{x} = 4.02$ ). It entails that teachers still believe they get a lot of assistance from school administrators through educational materials. These results are similar to the study of Bernarto et al. (2020), which showed that teachers require support and a reason to do their duties, which is frequently influenced by the school leadership.

School resources obtained the category mean of 3.27, described as

moderate. The teachers moderately agree that there is no adequate workspace, instructional materials, supplies, and technological resources, which implies that public educational institutions provide physical facilities for teachers and students to learn. Likewise, classroom maintenance, with a mean score of 3.78, is described as high. It suggests that they still need support in classroom development and maintenance as a result of the earthquake occurrence, in which Davao del Sur is the most affected area in Region XI. Meanwhile, the item referring to Teachers who do not have adequate workspace got the lowest mean score of 2.90, described as moderate, which teachers favor that they have enough workspace and a conducive work environment.

The fairly favorable level of school resources is consistent with the study of Morgan and Atienzar (2023), which suggests that Davao City public school teachers moderately agree that there are useful and operating provisions for school facilities in their schools. Likewise, Conlin and Thompson (2017) and Gunter and Shao (2016) indicate in their study that sufficient physical infrastructure and facilities are needed to create a teaching and learning environment in schools, which is critical to effective teaching. He also suggests that teachers rely on instructional materials in many aspects of education to do their duties and responsibilities. This is also similar to Kolber's (2019) study, which found that well-lit classrooms encourage more transparent communication, which is essential for instructors to do their jobs well.

Teacher cooperation obtained the highest category mean of 4.21, which is described as very high, which means that the teachers show a high level of teamwork among their colleagues. These findings support the study of Nwinyokpugi and Omunakwe (2019) that positive interactions between employees in a workplace promote love and teamwork, raise cooperation levels, boost staff morale and inspiration, satisfaction with work and involvement, and overall efficiency. The item with the highest mean score of 4.32 was Working as a group on implementing the curriculum. It was described as very high, implying that they planned and implemented the curriculum to improve productivity. Moreover, The item that shows collaboration in planning and preparing instructional materials had the lowest mean score of 4.10 but was still high, indicating that it is often manifested. It connotes that they usually share their expertise with others and work together to try out new concepts for continuity in learning. It also substantiate from the study of Olsen and Huang (2019), which states that individual collaboration and cooperation have been regarded as a means of developing new ideas, increasing self-efficacy, and increasing

satisfaction with work.

Teacher workload obtained the lowest category mean of 3.25, described as moderate, suggesting that secondary school teachers generally concur that their job hours and administrative responsibilities are reasonable. It indicates that while there may be some workload difficulties, it is not highly burdened with teachers. Further, the need for more time to assist individual students is described as high with the highest mean rating of 3.67. This signifies that teachers still need additional time to prepare for class and support the learners' particular needs due to its diversity to provide quality instruction.

Also, demonstrating too many administrative tasks scores the lowest ( $\bar{x}$  = 2.80), which is described as moderate. This signifies that the school leaders addressed the teacher workload, reducing the strain on teachers with excessive workloads. It concludes on the new DepEd order no.05, s. 2024 provides teachers with a streamlined workload on teaching and states the standards and procedures for the appropriate teaching load to be assigned to teachers. The result is confirmed by the study of Ujir et al. (2020) that the teaching burden significantly impacts the quality of instruction, and it is suggested that reducing the workload can improve the quality of instruction.

**Table 3**  
*Level of Job Satisfaction*

<b>Work Environment</b>	<b>Mean</b>	<b>SD</b>	<b>Interpretation</b>
1. Considering changing to another school if that were possible.	2.27	1.16	Moderate
2. Enjoying working at this school.	4.36	0.78	Very High
3. Recommending this school as a good place to work.	4.27	0.85	Very High
4. All in all, being satisfied with my job.	4.31	0.73	Very High
<b>Category Mean</b>	<b>3.79</b>	<b>1.02</b>	<b>High</b>
<b>Profession</b>			
1. The advantages of being a teacher clearly outweigh the disadvantages.	3.94	0.77	High
2. Still choosing to work as a teacher.	3.91	0.99	High
3. Regretting the decision to become a teacher.	2.21	1.12	Low
4. Wondering whether it would have been	2.81	1.17	Moderate

better to choose another profession.

<b>Category Mean</b>	<b>3.22</b>	<b>0.85</b>	<b>Moderate</b>
<b>Overall Mean</b>	<b>3.51</b>	<b>0.92</b>	<b>High</b>

Presented in Table 3 is the level of job satisfaction as measured in two indicators: work environment and profession. Based on the data, the level of job satisfaction is high, with an overall mean of 3.51. This result inferred that teachers are satisfied with their jobs. They are contented and happy in their workplace because the school leaders pay attention to the teachers' well-being. The results affirm the conclusions of Cabaron and Oco (2023); Calago and Nocquiao (2021) that teachers' job satisfaction is generally high. School heads and administrators should give teachers the best care and attention possible to feel satisfied in their work and raise the standard of professional welfare.

Work environment has category mean of 3.79 was acquired by this domain, which is considered high, suggesting that teachers were satisfied with their work environment. The results affirm the conclusions of Basalamah (2021) that the work environment is vital to the role of teachers in which they can work and be satisfied in a more comfortable environment and express their creativity in carrying out tasks to achieve the organization's goals.

Moreover, this is also associated with the item of enjoying working at school. It was evaluated very high, having a mean score of 4.36, indicating that teachers enjoyed working in the school where they were assigned. Moreover, changing to another school got the lowest mean score of 2.27, which is considered moderate. It's likely that respondents are happy at their current school and aren't thinking about changing. This might have a favorable effect on the effectiveness, standing, or services offered by the institution. More so, it can be noted that the standard deviation of this item is 1.16, which was greater than 1.0, which indicates a heterogeneity of the responses from the respondents. This implies that some teachers may want to shift schools for personal reasons, such as the distance between their homes and school, but they enjoy and are satisfied with their workplace. This result is substantiate the findings of Gomez and Tantiado (2023) that teachers' work environments were generally observed, indicating that teachers are satisfied with their workplace.

Profession achieved a category mean of 3.22, this domain is described as high, suggesting that teachers are satisfied with their profession. It proposes that despite obstacles or worries, teaching is seen as a rewarding and valuable job

because they are recognized and empowered. This is consistent with the study of Madigan and Kim (2021), which states that teachers will always stay in their profession when they feel empowered and are more likely to be satisfied with their jobs.

The advantages of being a teacher clearly outweigh the disadvantages, ( $\bar{x}=3.94$ ), described as high, implying that teachers believe that there are various benefits you can gain in the teaching profession even though teachers face demanding challenges. In addition, the assessment of regretting the decision to become a teacher got the lowest score of 2.21, which is described as low, which means that teachers did not regret choosing their professions. It could be due to considerations such as a desire to teach, happiness from making a difference in the lives of learners, or personal enjoyment from the career itself. Despite numerous hurdles, they develop a love for teaching because they feel valued and appreciated. This is also proved by the study of Mahajan and Singh (2023), which shows that recognizing and appreciating teachers' efforts and contributions significantly impacts their satisfaction. When educators feel respected and empowered, devoted, and contribute to a positive impact on the lives of their students, they feel more accomplished and happy.

**Table 4**

*Correlation between Variables*

<b>Variables being paired with job satisfaction</b>	<b>r</b>	<b>p-value</b>	<b>Remarks</b>
Work-Life Balance	.392**	.000	Significant
Working Conditions	.443**	.000	Significant

*\*\*Correlation is significant at the 0.01 level (2-tailed)*

The data in Table 4 presents the relationship between work-life balance, working conditions, and job satisfaction. The information showed that there is a strong correlation between work-life balance and job satisfaction ( $r=.392$ ,  $p\text{-value}<.05$ ). This result is affirmed by the findings of Hasan and Teng (2017), who found that there is a significant relationship between work-life balance and job satisfaction, which employees today prefer to operate in an environment where they can handle their personal and professional needs. This also

corresponds to the study of Johari et al. ( 2018), which found that work-life balance correlates with job satisfaction within the organization and the general state of their interpersonal and professional lives. Employees who maintain a healthy work-life balance can do their assigned responsibilities more effectively and efficiently.

Furthermore, Table 4 revealed a significant relationship between working conditions and job satisfaction ( $r = .443$ ,  $p\text{-value} < .05$ ). It suggests that job satisfaction increases if the work environment is enhanced. This finding is consistent with the study of Shrivasthi and Bhola (2015), which states that the working environment in the service industry correlates with job satisfaction. They concluded that these service sectors are entirely consumer-oriented, and firms must develop policies that promote a pleasant working environment. Likewise, this is also attuned to the study of Kathure (2018), which states that workplace conditions have a significant relationship with employee satisfaction. The state of the physical surroundings in which they perform their duties also impacts them. Firms are encouraged to provide flexible, movable, and changeable workplaces that can be adjusted to the changing needs of the workplace since a well-designed workspace also fosters better employee communication and collaboration.

**Table 5**  
*Predictors of Job Satisfaction*

<b>Job Satisfaction</b>	<b>Beta</b>	<b>p-value</b>	<b>t</b>	<b>Remarks</b>
Work-Life Balance	.271	.004	2.954	Significant
Working Conditions	.326	.000	4.448	Significant
r = .479				
r <sup>2</sup> = .229				
p = .000				
F = 30.043				

In table 5, the result of the regression analysis, demonstrates the impact of job satisfaction on work-life balance and working conditions (Table 5). All the examined variables significantly influence job satisfaction ( $p < .05$ ). Inferred from the results, working conditions could better predict job satisfaction, as

manifested by a higher beta coefficient of .326 compared to work-life balance, which is only .271. The results suggest that a one-unit increase in work-life balance leads to a .271 improvement in job satisfaction. There is also a .326 one-unit increase based on the beta coefficient, a one-unit increase in working conditions, and a .326 in job satisfaction.

The findings that working conditions predict job satisfaction confirm the study of Raziq and Maula-Bakhsh (2015) that the working environment positively affects employee job satisfaction. They concluded that employee work satisfaction increases if the firms prioritize a positive work environment. Moreover, the results also support the study of Oginyi et al. (2018), which suggests that a pleasant work environment leads to job satisfaction in which workers experience safety on the job, a sense of security, and familiarity with the company.

Moreover, the regression model, with an R-squared value of .229, indicates that the combined influence of work-life balance and working conditions can explain 22.9% of the variation in job satisfaction. However, it is essential to note that other factors not included in the study may account for the remaining 77.1% of the variation in job satisfaction.

The findings support the claims of Abdullah et al. (2022) that when employees can successfully manage their personal and professional lives, they are more satisfied with their jobs at work and home. Furthermore, Taheri et al. (2020) confirmed that working circumstances significantly influence job satisfaction, that institutions can only operate effectively with better facilities, and that employees' main concerns are working conditions.

Furthermore, Herzberg's two-factor theory of motivation confirms the study's findings that two aspects influence job satisfaction and dissatisfaction: hygienic considerations and motivators. Hygiene components are fundamental job factors, such as working environment and remuneration. Thus, if the institution does not provide it, it could lead to discontentment. Likewise, motivator factors include achievement, recognition, and work itself; workers have a greater capacity to be inspired to succeed effectively if they believe that their work matters, that their duties have meaning, and that they feel valued and accomplished, which increases job satisfaction.

## CONCLUSION

Based on the findings and conclusions of this study, the following recommendations which teachers should maintain their adaptability and flexibility in their environment. Implementing a more focused approach to teacher well-being by school administrators would improve the likelihood that educators will be able to balance their personal and professional lives as their academic careers develop and, ultimately, continue to do their duties effectively. The school leaders may assess the needs of the teachers and send them to work-life balance and time management seminars, training programs, and conferences on managing the intensity of work and how to harmonize their problems from work. They may impose a mental health break for teachers and engage them in enjoyable activities that refresh them from work, like team building. They may also implement flexible working schedules for teachers to work from home and on-site to manage their work and avoid extended long hours effectively.

In addition, school leaders must maintain and strengthen harmonious relationships and collaboration with their colleagues through monthly forums, bonding meetings, seminars, and workshops. However, they need support in improving classrooms due to earthquake damage and upgrading technologies for learning to cater to their needs and carry out their duties and responsibilities. The school leaders may seek financial support from different government and private agencies or individuals to improve partnerships or linkages to support instructional materials, upgrading learning technologies, and other facilities. The superintendent and supervisors may prioritize the construction of classrooms, especially in those affected areas. The teachers and administrators may conduct orientation periodically for the students and integrate the rules and regulations on taking care of and respecting the school's facilities into the curriculum. The teachers may also be sent to workshops, seminars, and training sessions on handling students' misbehavior. On the other hand, since the DepEd implemented the streamlined teaching hours, the effectiveness may still be monitored. They may also hire an administrative assistant in every school to let the teachers provide ample time for class preparation, focus on teaching, assist the student's individual needs, and reduce the scope of administrative work assigned to teachers.

Moreover, school leaders may sustain and improve teachers' motivation, which leads to satisfaction at work for productivity and overall effectiveness in educational outcomes. They may continue to support teachers' professional

development and strengthen harmonious relationships in the workplace through skills enhancement and career advancement through webinars, conferences, and leadership and mentorship programs.

Furthermore, future researchers may explore other factors that could strongly predict job satisfaction that weren't considered in this study. They may also employ various research designs to investigate the study's variables.

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