

Working Condition and Job Satisfaction among Teachers in Don Carlos Districts, Bukidnon

Krystal Kate Maribao Fredeluces¹, Nora C. Narido, PhD²

¹ Teacher, Department of Education

² Professor, School of Graduate and Professional Studies, Cagayan de Oro College

Abstract

When teachers feel supported, valued, and treated fairly, they become more motivated and committed to their work. A positive work environment with strong leadership and good peer relationships enhances job satisfaction. This study aimed to determine the working conditions and job satisfaction of public elementary school teachers in Don Carlos, Division of Bukidnon, during School Year 2024–2025. Specifically, it sought to assess the level of teachers' working conditions and job satisfaction and examine the significant relationship between the two. The study involved 309 teachers using a descriptive-correlational research design and total enumeration sampling. Data were gathered using a modified questionnaire and analyzed through descriptive statistics and Pearson correlation.

Findings revealed that while teachers experience positive interactions with learners, teacher-to-teacher relationships are lacking, with many feelings isolated due to limited teamwork. Teachers reported high satisfaction with their work itself but only slight satisfaction with the organization. A significant positive relationship was found between working conditions and job satisfaction. The study concludes that meaningful interactions with students enhance teacher satisfaction, but poor collaboration among teachers and weak leadership reduce it. It recommends fostering stronger peer relationships, improving teamwork, and enhancing school leadership and support systems to boost teacher morale and job satisfaction.

Keywords: Teachers' Working Condition, Job Satisfaction

1. Introduction

This study focuses on understanding and improving the working conditions and job satisfaction of public elementary school teachers, which are crucial for fostering a positive and effective teaching environment. Teacher satisfaction not only affects their well-being but also the quality of education and overall school effectiveness. Key factors examined include workload, resources, administrative support, and professional development opportunities (Ronquillo, 2022). Poor working conditions such as overcrowded classrooms, heavy workloads, and lack of collaboration contribute to teacher burnout and decreased job satisfaction, which can negatively impact student outcomes and teacher retention (Ronquillo, 2022). Personal motivation and organizational factors, especially leadership styles, also influence satisfaction; supportive leadership promotes higher job satisfaction, while unsupportive leadership harms it (Awoeyo, 2021). The physical work environment—including classroom conditions, lighting, temperature, and safety—also affects teachers' ability to perform and their satisfaction levels (Montuori et al., 2021). Other important

factors include teachers' autonomy, access to professional development, and compensation (Gallup, 2020). However, the connection between working conditions and satisfaction is complex; some teachers may tolerate poor conditions if they find their work meaningful, while others may feel dissatisfied despite favorable conditions (Lee, 2018). Perugini and Vladisavljevic (2019) highlight that no single factor guarantees job satisfaction, as the effects of working conditions vary among individuals. Still, improving these conditions generally supports greater teacher satisfaction and effectiveness. This research provides valuable insights to guide policies and interventions aimed at enhancing teachers' work environments and well-being. By advocating for better conditions and job satisfaction, the study aims to contribute to a stronger, more sustainable education system benefiting both teachers and students.

Research Questions

This study aimed to determine the level of working condition and job satisfaction among Public Elementary School Teachers in Don Carlos I District, Division of Bukidnon, School Year 2024-2025.

Specifically, this study sought to answer the following questions:

1. What is the level of teachers' working condition in terms of teacher to learner interaction, teacher to teacher interaction and teacher to school Head interaction?
2. What is the level of teachers' job satisfaction based on personal, organizational, working environment, and work itself?
3. Is there a significant relationship between the teachers' working condition and their job satisfaction?

Significance

This study provides valuable insights into teachers' working conditions and job satisfaction, especially amid growing concerns about teacher accountability. It helps school officials better understand teacher workload and stress related to instructional tasks. Teachers can reflect on their tasks and time management, while learners may become more engaged by understanding their teachers' challenges. Parents can gain awareness and support teachers by participating in school programs and guiding their children. Lastly, the study serves as a reference for future researchers exploring the impact of working conditions on teacher satisfaction in public schools.

Scope and Limitations

This study examined the working conditions and job satisfaction of public elementary school teachers in Don Carlos, Bukidnon, during the 2024-2025 school year. The participants included 309 teachers from the division. The independent variables focused on aspects of working conditions, specifically teacher-to-learner interaction, teacher-to-teacher interaction, and teacher-to-school head interaction. The dependent variables were limited to job satisfaction, measured through personal, organizational, work environment, and work itself factors.

2. Literature Review

Teachers Working Condition

Dinham and Scott (2000) found that supportive environments—characterized by good administrative support, fair workloads, and professional recognition—greatly enhance teachers' job satisfaction and motivation. Their study highlighted the importance of teachers feeling respected and valued in the workplace. In contrast, Sebastian and Fabian (2021), in their study on public school teachers in the

Philippines, revealed that heavy workloads and limited administrative support contribute to job dissatisfaction, stress, and burnout. They emphasized the urgent need for improved support systems and professional development to boost teacher satisfaction and retention.

Teacher and Learner Interaction

Teachers significantly influence students' development, but large class sizes and limited time can hinder positive teacher-student relationships (Wu et al., 2020). Supportive interactions improve student well-being and engagement, while negative relationships lead to disengagement and behavioral problems (Meng Xiao et al., 2023; Ronquillo, 2022). Student misbehavior and poor outcomes increase teacher stress and burnout, highlighting the need for effective behavior management and realistic expectations (Dimaculangan & Cuenca, 2018). Working conditions such as workload, control, and physical environment also impact burnout risk (Sebastian & Fabian, 2021; Chang et al., 2021).

Teacher to Teacher Interaction

Communities of practice, where teachers collaborate regularly to address shared challenges, are essential for professional growth. Mutual engagement builds trust and fosters productive collaboration, which supports problem-solving and continuous learning (Akinyemi, 2020). Strong relationships within these communities are necessary to sustain collective efforts.

Teacher to School Head Interaction

A supportive school culture based on shared vision and collaboration positively impacts teacher confidence, professional growth, and job satisfaction (Admiraal, 2021). Leadership is a collective activity, but principals play a central role in fostering effective teacher collaboration and school improvement (Xia, 2020). Positive relationships with colleagues and management, along with autonomy and professional development opportunities, enhance teacher commitment and well-being (Admiraal, 2021).

Teacher shortages often stem from poor retention linked to unsatisfactory working conditions. Research shows that school leadership quality, teacher training in assigned subjects, and career progression opportunities are strongly related to teacher job satisfaction and retention (Sam Sims, 2019). Improving these factors can help schools retain teachers and improve educational outcomes.

Job Satisfaction

Teacher job satisfaction significantly impacts education quality and student well-being, influenced by both personal and external factors. Lumocso (2023) studied public school teachers in the Philippines and found that while intrinsic factors like passion for teaching and student relationships boost satisfaction, extrinsic issues such as low salaries, limited benefits, and poor working conditions lead to dissatisfaction. The study highlights the need to address these external challenges to improve overall teacher satisfaction.

Personal Factors

Teachers' job satisfaction is influenced by personal traits, values, and expectations about rewards (Vroom, 1964). Traits like conscientiousness, optimism, and self-efficacy—confidence in their teaching abilities—are linked to higher satisfaction (Wu et al., 2021; Bandura, 1997). Supporting teachers' personal growth and work-life balance helps improve their well-being and the quality of education (Celik et al., 2021).

Organizational Factors

Job satisfaction also depends on intrinsic motivation, workload, compensation, and professional development. Effective leadership that provides support, clear direction, and recognition enhances morale and satisfaction (Sebastian & Fabiann, 2021). Manageable workloads and adequate resources prevent burnout (Calub & Vizconde, 2019). Fair compensation and benefits attract and retain qualified teachers

(Perugini & Vladisavlievic, 2019). Opportunities for continuous professional development increase teacher satisfaction and teaching quality (Masoom, 2021).

Work Environment

A positive school culture marked by collaboration, respect, and open communication fosters teacher satisfaction (EWCS, 2022). Strong leadership, adequate resources like technology and curriculum materials, and a supportive community help teachers perform well and stay motivated (Viernes et al., 2024; Paul and Spector, 1994).

Work Itself

Teachers who have autonomy to make decisions and perceive their work as meaningful report higher satisfaction (Lee, 2018; Dolch & Bates, 2020). Professional growth opportunities further engage and satisfy teachers (Celik & Yildiz, 2017).

Overall, teacher job satisfaction is shaped by personal characteristics, organizational support, work environment, and the nature of the work itself. Addressing these factors can enhance teacher well-being, improve teaching quality, and benefit student learning outcomes.

3. Methodology

Research Design

This study employed a Descriptive-Correlational research method to effectively examine the relationship between working conditions and job satisfaction. Utilizing a quantitative approach, data were collected and analyzed to provide a detailed description of the variables and their connections, offering important insights for organizational improvement and employee well-being. Although there are some limitations, this research design aligns well with the study's objectives, laying a strong groundwork for future research and assessing the significance of the link between working conditions and teachers' job satisfaction. A survey questionnaire was used to efficiently collect and organize respondents' answers. Additionally, the study combined numerical data with explanations to gain a comprehensive understanding of the research problem from multiple perspectives (Creswell, 2018). All teachers from each school were invited to participate, ensuring a large dataset for pattern analysis. Thus, the study is quantitative in nature, while also correlational, as it seeks to determine the existence and strength of the relationship between teachers' working conditions and their job satisfaction.

Participants

The respondents of the study were the three hundred nine (309) public elementary school teachers in Don Carlos District, Division of Bukidnon during the School Year 2024-2025. These teachers are currently teaching in the aforesaid district and division handling Kindergarten to Grade 6 classes in the schools where this study was conducted.

Data Collection

The instrument used in gathering the necessary data was a questionnaire composed of two parts.

The first part dealt with teachers' working condition teacher to learner, teacher to teacher and teacher to school head. This was patterned and modified from teacher to learners' interaction by Koul (2003), teacher to teacher interaction by Cole (2020) and teacher to school head interaction by OECD Principal Questionnaires (2001). The variables has ten (10) indicators each with the options: Always(4), Very Often(3), Rarely(2) and Never(1).

The second part inquired about teacher job satisfaction as to personal, organizational, work environment and work itself. The questionnaire is patterned and modified from Spector (1994) from the Department of Psychology in the University of South Florida. It has ten (10) indicators each and the variable with the option: 4 (Always), 3 (Very Often), 2 (Rarely), and 1 (Never).

Data Analysis

After collecting and recording the data gathered in the study, descriptive statistics were employed to summarize the working condition and job satisfaction. This included measures such as mean and standard deviation. Pearson correlation (r) analysis was also conducted to examine the relationships between different variables related to teachers' working condition and job satisfaction. This analysis helped to identify any significant associations or dependencies among the variables.

4. Results and Discussions

Problem 1. What is the level of teachers' working condition in terms of teacher to learner interaction, teacher to teacher interaction, and teacher to School Head interaction?

Table 1

Summary of the Level of Teachers' Working Condition

Variables	Mean	SD	Interpretation
Teacher to Learner Interaction	3.01	0.70	Positive
Teacher to Teacher Interaction	2.49	0.68	Negative
Teacher to School Head Interaction	2.62	0.68	Positive
Overall	2.71	0.69	Positive

Table 1 presents a summary of teachers' working conditions, with an overall mean score of 2.71 (SD = 0.69), interpreted as Positive. This indicates that teachers generally perceive their working conditions as favorable, experiencing a supportive professional environment characterized by positive interactions, adequate resources, and helpful support systems. Such an environment suggests that teachers feel their workplace meets their professional needs and goals, contributing to a positive school climate where they can focus on instruction and professional growth. These positive experiences likely enhance teacher motivation and commitment, which in turn may improve teaching quality and student outcomes. Teachers' perception of a supportive and enabling work setting also helps reduce stress and promote retention, fostering greater workforce stability. Johnson et al. (2019) emphasizes that supportive working conditions such as manageable workloads, sufficient resources, and a positive school culture are critical for improving teacher satisfaction, performance, and retention. When teachers view their working environment positively, they are more likely to stay committed and provide high-quality education.

Among the specific variables, Teacher-to-Learner Interaction received the highest mean of 3.01 (SD = 0.70), indicating frequent positive and effective engagement with students. This reflects teachers' prioritization of building strong relationships with learners, which enhances classroom management and promotes better academic outcomes. Such interactions create a welcoming and interactive classroom atmosphere, fostering student participation, motivation, and achievement. Effective teacher-to-learner relationships also enable personalized instruction tailored to individual needs, contributing significantly to teachers' job satisfaction and sense of professional fulfillment. Wubbels et al. (2019) highlight that positive teacher-student interactions are essential for fostering student engagement, emotional well-being,

and academic success, as they build a supportive learning environment where students feel valued and motivated.

Conversely, Teacher-to-Teacher Interaction received the lowest mean score of 2.49 (SD = 0.68), interpreted as Negative. This suggests that teachers experience relatively limited collaboration and communication with their peers, indicating a lack of opportunities or structures that encourage teamwork and mutual support. Such isolation can hinder the sharing of best practices, collaborative problem-solving, and the development of a cohesive teaching community, potentially leading to decreased motivation and job satisfaction. Without regular peer interaction, teachers may miss valuable feedback and professional growth opportunities, which could negatively impact their engagement and enthusiasm for collaborative initiatives. Hargreaves and O'Connor (2021) stress that strong teacher collaboration is vital for creating inclusive and supportive school environments. Their research shows that when teachers work together, they build trust and collegiality, better addressing diverse student needs and fostering a positive school climate that benefits both educators and learners.

Problem 2. What is the level of teachers' job satisfaction in terms of personal, organizational, working environment, and work itself factor?

Table 2

Summary of the Level of Teachers' Job Satisfaction

Variables	Mean	SD	Interpretation
Personal	2.66	0.71	Satisfied
Organizational	2.33	0.62	Slightly Satisfied
Work Environment	2.44	0.66	Slightly Satisfied
Work Itself	2.78	0.71	Satisfied
Overall	2.55	0.68	Satisfied

Table 2 presents a summary of teachers' job satisfaction with an overall mean of 2.55 (SD = 0.68), interpreted as Satisfied. This indicates that teachers are moderately satisfied with their jobs, finding some aspects fulfilling while others require improvement. The moderate satisfaction level highlights the need for schools to address areas that could enhance teachers' experiences, as it may affect their long-term commitment and enthusiasm. Teachers appear to have mixed feelings about their roles, balancing positive elements with concerns that need attention to boost satisfaction and engagement.

According to Nguyen et al. (2021), job satisfaction is influenced by factors such as work environment, administrative support, professional development opportunities, and the intrinsic rewards of teaching. High job satisfaction contributes to teacher retention, motivation, and effectiveness in the classroom, fostering positive engagement with students and a supportive school climate.

Among the job satisfaction variables, "Work Itself" scored highest with a mean of 2.78 (SD = 0.71), showing that teachers feel moderately fulfilled and engaged in their core teaching duties. This suggests that the nature of their work provides purpose and achievement, although there is still room for enhancing satisfaction. Raziq and Maulabakhsh (2019) emphasize that meaningful, autonomous, and creative work significantly boosts job satisfaction.

Conversely, the "Organizational" variable received the lowest mean of 2.33 (SD = 0.62), indicating only slight satisfaction with organizational aspects such as policies, communication, administrative support,

and resource allocation. These issues may hinder teachers' effectiveness and motivation. Kim and Lee (2020) highlight that leadership style, communication, and support systems are vital organizational factors that affect teachers' job satisfaction. A positive organizational culture with effective leadership and open communication helps teachers feel valued and respected, which is essential for improving satisfaction.

Problem 3. Is there a significant relationship between the teachers' working condition and their job satisfaction?

Table 3

Result of the Test of Relationship Between the Teachers' Working Condition and their Job Satisfaction

		Job Satisfaction				
		Personal	Organizational	Work Environment	Work Itself	Overall
		r-value	r-value	r-value	r-value	r-value
		p-value	p-value	p-value	p-value	p-value
Teacher to Learners Interaction		0.77 0.0103 S	0.89 0.0785 NS	0.73 0.0210 S	0.84 0.0221 S	0.81 0.0330 S
Teacher to Teacher Interaction		0.69 0.0159 S	0.76 0.0752 NS	0.74 0.0309 S	0.61 0.0202 S	0.70 0.0356 S
Teacher to School Head Interaction		0.71 0.0128 S	0.65 0.0121 S	0.67 0.0244 S	0.75 0.0732 NS	0.70 0.0306 S

Table 3 reveals a significant positive relationship between teachers' working conditions—specifically their interactions with learners, colleagues, and school heads—and overall job satisfaction ($r = 0.73$, $p = 0.0331$). Teacher-to-learner interaction strongly correlates with personal fulfillment ($r = 0.77$, $p = 0.0103$), work environment ($r = 0.73$, $p = 0.0210$), and satisfaction with the work itself ($r = 0.84$, $p = 0.0221$), indicating that positive engagement with students greatly enhances teachers' motivation and enjoyment of their work. Similarly, teacher-to-teacher interaction shows significant relationships with personal satisfaction ($r = 0.69$, $p = 0.0159$), work environment ($r = 0.74$, $p = 0.0309$), and work itself ($r = 0.61$, $p = 0.0202$), suggesting that collaboration among colleagues fosters a supportive and engaging work atmosphere. Interaction with school heads also significantly influences personal ($r = 0.71$, $p = 0.0128$), organizational ($r = 0.65$, $p = 0.0121$), and work environment satisfaction ($r = 0.67$, $p = 0.0244$), highlighting the importance of effective leadership and fair treatment in enhancing job satisfaction. However, some relationships were not significant, such as teacher-to-learner and teacher-to-teacher interactions with organizational satisfaction, and teacher-to-school head interaction with satisfaction regarding the work itself. This suggests that while good relationships contribute to job satisfaction, organizational factors like policies, management styles, and workload require targeted attention and strong leadership support. Collins and McLaughlin (2020) emphasize that working conditions—including

classroom environment, administrative support, workload, and resources—play a critical role in shaping teachers' job satisfaction, with positive conditions enhancing both satisfaction and teaching effectiveness.

5. Conclusion and Recommendations

Conclusion

The study concludes that teachers are most satisfied when they have good relationships with their learners and find meaning in their work. These two areas of teacher-to-learner interaction and the work itself greatly affect their happiness and motivation. This shows that when teachers feel connected and fulfilled, they are more likely to stay in the profession. This means that schools support strengthens by creating a positive environment and making the work more engaging. This can lead to better teaching and better learning outcomes.

Recommendations

Teachers are encouraged to work with their partner or with their co teachers to plan lessons, create digital learning materials, and use apps or online platforms to make activities more engaging for learners. School Administrators should employ the administrative procedures to improve teachers' ability to do their job effectively. This can include reducing unnecessary paperwork, simplifying reporting requirements, and providing clearer guidelines for teachers. Seminars, training, and Learning Action Cell (LAC) sessions should be implemented to ensure teachers fully understand these procedures and how to follow them efficiently.

References

1. Anderson, P., & Johnson, R. (2019). The impact of regular meetings with school heads on teachers' professional development. *Journal of Educational Leadership*, 77(3), 203-221.
<https://doi.org/10.1177/0013161X19847634>
2. Anderson, T., & Davis, R. (2020). The role of appropriate rewards in enhancing teachers' job satisfaction. *Journal of Educational Research*, 113(2), 124-138.
<https://doi.org/10.1080/00220671.2020.1753904>
3. Admiraal W. (2021). Teachers Working Conditions And Their Job Saisfaction in Primary and Secondary. https://www.researchgate.net/publication/359052220_Teachers'_Work_Conditions_and_Their_Job_Satisfaction_in_Primary_and_Secondary_Education_International_Journal_on_Studies_in_Education
4. Akinyemi et.al., (2020). Trust and Positive Working Relationships among Teachers in Communities of Practice as an Avenue for Professional Development. <https://www.mdpi.com/2227-7102/10/5/136>
5. Awoeyo, (2021). Effect of Work Environment on Employee Job Satisfaction : A Study of Ics Outsourcing Ltd https://www.researchgate.net/publication/376953016_Effect_of_Work_Environment_on_Employee_Job_Satisfaction_A_Study_of_Ics-Outsourcing_Ltd
6. Calub, B. M., & Vizconde, K. G. (2019). Working conditions and professional intentions among teachers in the Philippines. *Educational Research for Policy and Practice*, 18(2), 171-191.
7. Celik, B., & Yildiz, Y. (2017). Commitment to the Teaching Profession. *International Journal of Social Sciences and Educational Studies* 4(2), 93-97.
8. Chang, B., et.al. (2021). The Project for Critical Research, Pedagogy & Praxis: An educational pipeline model for social justice teacher education in times of division and authoritarianism. In B. S. Faircloth, L. M.

9. Cole, (2020). CO-TEACHING AND TEACHER PERCEPTIONS OF CO-TEACHING RELATIONSHIPS. <https://library.immaculata.edu/Dissertation/digitalB/Doc857ColeK2020.pdf>
10. Collins, P., & McLaughlin, M. (2020). The impact of working conditions on teachers' job satisfaction. *Journal of Education Policy*, 35(4), 472-491. <https://doi.org/10.1080/02680939.2019.1682034>
11. Creswell (2018) Motivational Strategies to Improve Artisan's Productivity in the Construction Industry in Ghana. <https://www.scirp.org/reference/referencespapers?referenceid=2895169>
12. Davis, M. T., & Miller, A. L. (2020). The impact of bureaucratic procedures on teachers' job performance and satisfaction. *Journal of Educational Administration*, 58(4), 445-459. <https://doi.org/10.1108/JEA-02-2020-0023>
13. Dimaculangan, J. B. L., & Cuenca, A. V. G. (2018). Mentoring programs for new teachers in the Philippines: A case study. *Asia Pacific Education Review*, 19(3), 457-467.
14. Dinham, S., & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Educational Administration*, 38(4), 379-396. <https://doi.org/10.1108/09578230010373633>
15. Dolch, N. A., & Bates, L. (2020). Synthesis of teacher working conditions research: A review of the literature. *Review of Educational Research*, 90(2), 193-2
16. EWCS European Working Conditions Surveys (EWCS) 2021. [(accessed on 9 July 2022)]. Available online: <https://www.eurofound.europa.eu/surveys/european-working-conditions-surveys-ewcs>
17. Gallup S. 2020. Available online: <https://www.gallup.com/workplace/316064/employee-engagement-hits-new-high-historic-drop.aspx>
18. Goodwin, A. L., & Parker, R. E. (2020). The role of teacher awareness in classroom management and student engagement. *Educational Psychology Review*, 32(1), 67-82. <https://doi.org/10.1007/s10648-019-09492-4>
19. Jensen, B., & Schiele, J. (2021). Job satisfaction and the enjoyment of tasks among teachers. *Teaching and Teacher Education*, 102, 103341. <https://doi.org/10.1016/j.tate.2021.103341>
20. Johnson, R., & Smith, L. (2020). The role of teacher-to-teacher interactions in shaping working conditions and job satisfaction. *Journal of Educational Administration*, 58(5), 579-594. <https://doi.org/10.1108/JEA-11-2019-0201>
21. Johnson, R., & Stevens, M. (2021). The intrinsic factors influencing teachers' job satisfaction. *Journal of Educational Psychology*, 113(4), 625-638. <https://doi.org/10.1037/edu0000548>
22. Johnson, S., Kraft, M., & Papay, J. (2019). How working conditions predict teacher turnover in charter and traditional public schools. *Teachers College Record*, 121(11), 1-44. <https://doi.org/10.1177/016146811912101104>
23. Jones, P., & Smith, L. (2020). Collaborative technology integration: Enhancing student engagement through teacher teamwork. *Educational Technology Research and Development*, 68(3), 1227-1246. <https://doi.org/10.1007/s11423-020-09717-8>
24. Harris, A., & Jacobs, L. (2021). The role of professional pride in teachers' job satisfaction and commitment. *Journal of Educational Psychology*, 113(3), 456-470. <https://doi.org/10.1037/edu0000462>
25. Harris, J., & Jones, K. (2021). The impact of teacher listening on student academic performance and emotional well-being. *Journal of Educational Psychology*, 115(3), 312-328. <https://doi.org/10.1037/edu0000615>
26. Howard, K., & Johnson, B. (2020). The influence of personal factors on teachers' job satisfaction. *Journal of Educational Psychology*, 112(6), 1225-1239. <https://doi.org/10.1037/edu0000425>

27. Kallenberg, M., & Killeen, K. (2019). Perceptions of promotion opportunities and their effects on teachers' motivation and job satisfaction. *Journal of Educational Administration*, 57(3), 275-290. <https://doi.org/10.1108/JEA-08-2018-0125>
28. Kim, J., & Lee, S. (2020). The impact of organizational factors on teacher job satisfaction: A study of school climate and leadership. *Educational Management Administration & Leadership*, 48(5), 807-824. <https://doi.org/10.1177/1741143219836689>
29. Kim, S. H., & Lee, M. Y. (2020). Organizational factors and their impact on teachers' job satisfaction: A study of school leadership and administrative support. *Journal of Educational Administration*, 58(6), 623-640. <https://doi.org/10.1108/JEA-09-2019-0192>
30. Koul, (2003). Teacher-Student Interactions and Science Classroom Learning Environments in India. <https://core.ac.uk/download/pdf/195633108.pdf>
31. Lee H.J. How emotional intelligence relates to job satisfaction and burnout in public service jobs. *Int. Rev. Adm. Sci.* 2018;84:729–745. doi: 10.1177/0020852316670489.
32. Lumocso, G., Quality of work life and job satisfaction among public school teachers in Alubijid District, 2022.
33. Meng Xiao et.al. (2023). Impact of teacher-student interaction on students' classroom well-being under online education environment. <https://link.springer.com/article/10.1007/s10639-023-11681-0>
34. Mitchell, R., & Castle, J. (2020). Teacher-school head interactions: Influences on working conditions and job satisfaction. *Journal of Educational Administration*, 58(4), 385-400. <https://doi.org/10.1108/JEA-01-2020-0021>
35. Montuori P. et.al., (2021). Job Satisfaction: Knowledge, Attitudes, and Practices Analysis in a Well-Educated Population. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9656398/>
36. Morris, (2023). How Do Colleague Relationships Impact Staff Wellbeing? <https://blog.team-satchel.com/relationship-with-colleagues>
37. Nguyen, T. D., Nguyen, T. P., & Williams, A. (2021). Understanding teacher job satisfaction: An analysis of the Schools and Staffing Survey. *Educational Research and Evaluation*, 27(3-4), 184-207. <https://doi.org/10.1080/13803611.2021.1932551>
38. O'Bannon, B. W., & Thomas, K. M. (2020). Teacher-to-learner interaction as a predictor of job satisfaction among educators. *Educational Review*, 72(5), 610-626. <https://doi.org/10.1080/00131911.2019.1648264>
39. Perugini C., Vladislavljević M. Gender inequality and the gender-job satisfaction paradox in Europe. *Labour Econ.* 2019;60:129–147. doi: 10.1016/j.labeco.2019.06.006
40. Principal Questionnaire, (2001). OECD Teaching and Learning International Survey (TALIS). International Project Consortium: International Association for the Evaluation of Educational Achievement (IEA), The Netherlands IEA Data Processing and Research Center (IEA DPC), Germany Statistics Canada, Canada
41. Raziq, A., & Maulabakhsh, R. (2019). Impact of working environment on job satisfaction. *Procedia Economics and Finance*, 23, 717-725. [https://doi.org/10.1016/S2212-5671\(15\)00524-9](https://doi.org/10.1016/S2212-5671(15)00524-9)
42. Ronquillo, (2022). Survey on teacher-student interaction and DepEd Order No. 49. <https://www.scribd.com/document/634549682/1Final-Survey-Questionnaires>
43. Sam Sims, (2019). Modelling the relationships between teacher working conditions, job satisfaction and workplace mobility. https://www.researchgate.net/publication/336584233_Modelling_the_relationships_between_teacher_working_conditions_job_satisfaction_and_workplace_mobility

44. Sebastian and Fabian B., (2021). Teacher work conditions and satisfaction across school configuration and contexts. <https://unesdoc.unesco.org/ark:/48223/pf0000380059>
45. Shimizu M. et.al. (2011). Factors of Working Conditions and Prolonged Fatigue among Teachers at Public Elementary and Junior High Schools. https://www.jstage.jst.go.jp/article/indhealth/49/4/49_MS1206/_pdf
46. Spector, Paul E., (1994). JOB SATISFACTION SURVEY. Department of Psychology University of south florida. <https://www.scribd.com/document/116649416/JSS-Questionnaire>
47. Thompson, J., & Richards, L. (2020). The role of salary progression in teachers' job satisfaction. *Journal of Educational Administration*, 58(3), 275-289. <https://doi.org/10.1108/JEA-09-2019-0164>
48. Thompson, H., & Williams, S. (2020). Supervisors' emotional sensitivity and its effects on teachers' job satisfaction and performance. *Educational Psychology Review*, 32(3), 519-535. <https://doi.org/10.1007/s10648-019-09543-7>
49. Viernes, D. R., Pontillas, P. V., Ongcachuy, B. L., Corpuz, G. G., & Samson, V. B., Jr. (2024). Job commitment, satisfaction, and teachers' performance: Basis for retention program. *European Modern Studies Journal*, 2024, 8(3), <https://lorojournals.com/index.php/emsj/article/view/1190/1178>
50. Wang, Y., & Cheng, S. (2020). Perceived promotion opportunities and their impact on job satisfaction and motivation among teachers. *Educational Psychology Review*, 32(4), 729-749. <https://doi.org/10.1007/s10648-020-09553-x>
51. Williams, P., & Green, A. (2020). Collaborative practices in classroom responsibilities: Impacts on instructional effectiveness. *Educational Psychology Review*, 32(3), 367-384. <https://doi.org/10.1007/s10648-020-09542-1>
52. Wilson, C., & Davis, M. (2021). The role of the working environment in teachers' job satisfaction. *Teaching and Teacher Education*, 102, 103336. <https://doi.org/10.1016/j.tate.2021.103336>
53. Wubbels, T., Brok, P. D., Tartwijk, J. V., & Levy, J. (2019). Teacher–student relationships and student achievement. In T. Wubbels, P. D. Brok, J. V. Tartwijk, & J. Levy (Eds.), *Interpersonal relationships in education: From theory to practice* (pp. 17-33). Springer. https://doi.org/10.1007/978-94-017-9812-6_2
54. Wu F., et.al. (2021). The relationship between job stress and job burnout: The mediating effects of perceived social support and job satisfaction. *Psychol. Health Med.* 2021;26:204–211. doi: 10.1080/13548506.2020.1778750
55. Xia, (2020). The Influence of Principal Leadership on Teacher Collaboration: Does Effective Professional Development Mediate this Effect? <https://digitalcommons.unl.edu/cehsedaddiss/315/>