

Working Condition and Satisfaction of Elementary School Teachers

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Abstract

This study determined the influence of working condition and satisfaction of elementary school teachers in Caramoan North District, Division of Camarines Sur, for School Year 2025–2026. It focused on teachers' experiences in terms of community support, school leadership, facilities and resources, and workload, as well as their satisfaction in environmental, professional, personal, and organizational aspects. It also examined the relationship between working conditions and satisfaction and used the findings as a basis for developing an intervention program called Project WISE (Working Improvements for Satisfaction Enhancement). The study used a descriptive-correlational design with 64 teachers from selected island and mountainous schools, using a validated questionnaire and analyzing data through weighted mean and Pearson's r . Results showed that teachers generally experienced favorable working conditions, especially in community support and school leadership, while facilities and resources were the weakest area. Even so, teachers reported being highly satisfied in most aspects of their work, largely due to strong relationships with colleagues, students, and the school community. The analysis also showed a clear positive relationship between working conditions and teacher satisfaction, meaning that better school environments are linked to higher satisfaction levels. Based on these results, Project WISE was developed using the ADDIE Model (Analysis, Design, Development, Implementation, and Evaluation), although this study focused only on the Analysis, Design, and Development phases to create the proposed intervention.

Keywords: Working Conditions, Teacher Satisfaction, Elementary School Teachers, Intervention Program, Project WISE

1. Introduction

Teachers' working conditions play a crucial role in shaping their professional experiences, well-being, and effectiveness in the classroom. Supportive work environments characterized by manageable workloads, adequate instructional resources, and strong school leadership promote teacher motivation, engagement, and instructional quality. However, many public and rural schools continue to face persistent challenges such as excessive administrative responsibilities, inadequate facilities, and limited leadership support, resulting in stressful and demanding working conditions. In elementary schools where teachers are responsible for developing learners' foundational academic and social skills such conditions significantly affect not only teacher performance but also student learning outcomes. Addressing these challenges is essential to foster environments where teachers remain motivated, committed, and capable of delivering quality education.

Unfavorable working conditions not only increase teachers' transfer intentions but also reduce overall teacher satisfaction. When teachers experience low levels of satisfaction due to heavy workloads, inadequate facilities, limited recognition, or insufficient support, they are more likely to seek transfers in pursuit of better professional environments. This movement contributes to turnover and the loss of institutional knowledge. Understanding the relationship between working conditions, teacher satisfaction, and transfer intentions is therefore critical for administrators and policymakers. Improvements in workload management, school facilities, leadership support, and community engagement can significantly enhance teacher satisfaction, which in turn strengthens retention, boosts morale, and promotes professional fulfillment.

At the global level, teacher working conditions and job satisfaction remain major concerns in education systems. International evidence shows that factors such as workload, leadership support, school climate, and availability of teaching resources significantly influence teacher satisfaction (Skaalvik & Skaalvik, 2019; Johnson et al., 2020; Klassen & Kim, 2021). Recent global studies further emphasize that excessive workload and administrative pressure continue to be major predictors of teacher stress and turnover intentions (OECD, 2022; UNESCO, 2023). This indicates that although teacher satisfaction is generally positive worldwide, persistent workplace challenges continue to affect teacher well-being and retention.

In relation to the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth), the working conditions and job satisfaction of elementary school teachers are essential factors in ensuring a strong and sustainable education system. SDG 4 emphasizes inclusive, equitable, and high-quality education for all learners, underscoring the need for safe, supportive, and enabling environments for both students and teachers (United Nations, 2020). In connection with this, SDG 8 highlights the importance of fair working conditions, manageable workloads, and access to continuous professional development opportunities for workers, including educators. Recent UNESCO reports (2023) further stress that teacher well-being is a fundamental component in building resilient and sustainable education systems toward 2030.

In the Philippine context, DepEd reports and recent studies reveal that teacher satisfaction ranges from moderate to high however, it is significantly influenced by workload intensity, resource limitations, and administrative responsibilities (DepEd, 2023; Garcia & Lizada, 2024). Despite ongoing education reforms, public school teachers continue to experience considerable challenges in their working conditions. These include heavy workloads, multiple non-teaching assignments, limited instructional materials, and infrastructural constraints that negatively affect both performance and job satisfaction (Abante, 2021; Dizon & Santos, 2022; Reyes & Dela Cruz, 2023). Moreover, recent studies emphasize that administrative burden, resource shortages, and classroom demands remain persistent issues that adversely affect teacher well-being and efficiency (Navarro & Cruz, 2024; Santos et al., 2025). Although the Department of Education has implemented workload rationalization policies and school-based management reforms, gaps in implementation persist, particularly in remote and resource-limited schools.

The legal basis of this study is anchored on Republic Act No. 4670, or the Magna Carta for Public School Teachers, which ensures the protection and improvement of teachers' working conditions by providing humane working environments, reasonable workloads, security of tenure, and fair compensation



(DepEd, 2023). Recent policy discussions further emphasize strengthening these provisions to better address teacher welfare, workload management, and workplace support systems (House Bill 8384, 2024). In addition, teachers' job satisfaction is supported by Republic Act 10533, or the Enhanced Basic Education Act of 2013, which promotes professional development, instructional quality, and a supportive education system that contributes to teachers' motivation and satisfaction (DepEd, 2022).

In the Bicol Region, particularly in Camarines Sur, teachers continue to face challenges related to school infrastructure, resource availability, and administrative support. Recent studies show that teachers in rural and geographically isolated schools often experience limited instructional materials, increased workload demands, and additional responsibilities that affect their job satisfaction (Ortega & Villanueva, 2022; Francisco, 2023). Updated regional education reports also indicate continuing concerns regarding resource gaps and workload distribution affecting teacher morale and performance (DepEd Region V, 2024). These conditions are more evident in remote communities where transportation difficulties and environmental factors further complicate teaching responsibilities.

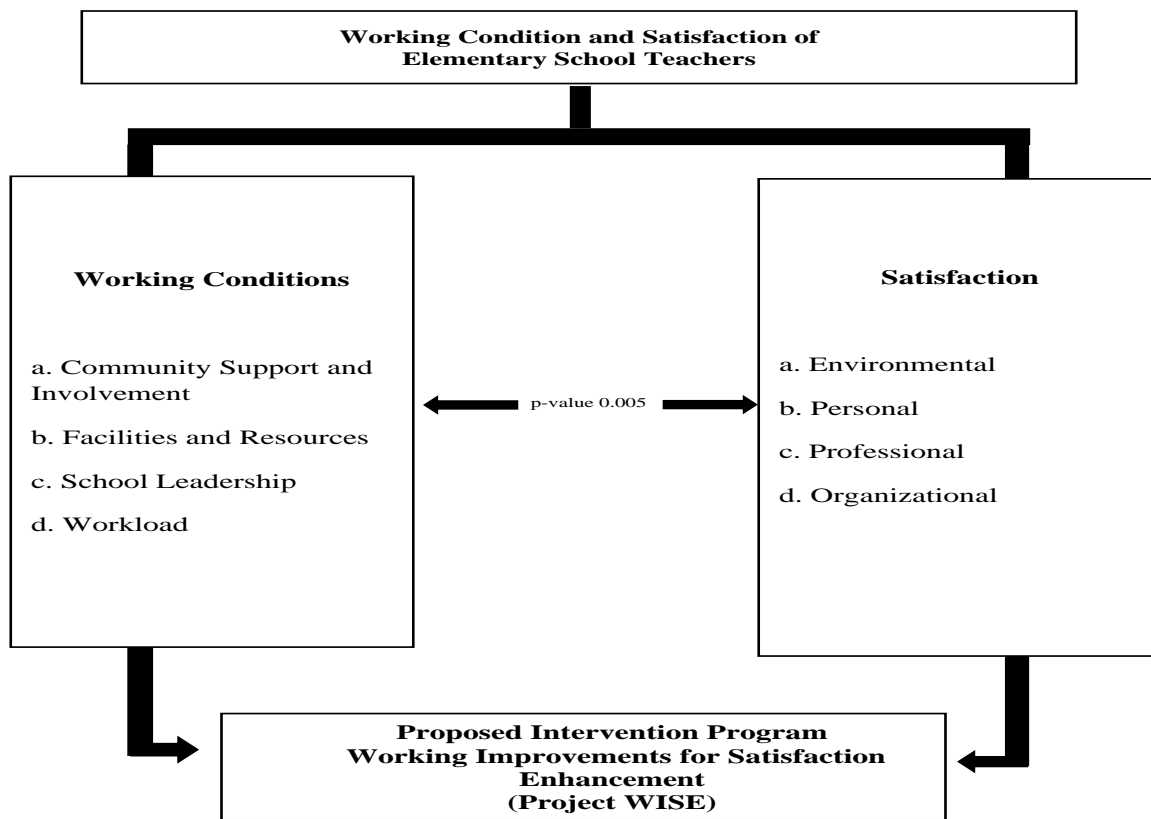
This study is conducted in the Caramoan North District, where elementary school teachers work in island and mountainous areas that often have limited resources, inadequate facilities, and heavy workloads. The respondents are public elementary school teachers from different schools in the district, representing various teaching experiences and grade levels. The study focuses on three main issues: working conditions, which include the availability of materials, facilities, and support; transfer intentions, which refer to teachers' plans to move to other schools due to challenges in their workplace; and teaching satisfaction, which reflects how content teachers are with their job despite the conditions they face.

2. Theoretical and Conceptual Framework

The study anchored with three interconnected theories that collectively explain the significant influence of teachers working condition on their satisfaction. The Two-Factor theory is the main theory, and the sub theories are Job Demands–Resources (JD-R) theory and the theory of Model of Work Satisfaction and Behavioral Intentions. Integrating these theoretical perspectives, the study comprehensively explains how working conditions influence teacher satisfaction.

The conceptual paradigm illustrated the framework for determining the influence of working condition and satisfaction of elementary school teachers. The Independent Variable and Dependent Variable paradigm presents how the independent and dependent variables were assessed and contributes in developing a proposal as an intervention program for the elementary school in relation to their working conditions and transfer intentions.

Figure 1: Conceptual Paradigm



3. Methodology

This study employed a descriptive correlational research design to determine the influence of working condition and satisfaction of elementary school teachers at the Caramoan North District, Division of Camarines Sur, during school year 2024-2025.

The research involved assessing the level of teachers working conditions and satisfaction through validated survey questionnaire as the primary data-gathering tool, which were validated for content, reliability, and validity. Total enumeration was used to include all 64 respondents across 10 mountainous and island schools, ensuring comprehensive data collection without sampling. Data were collected using validated survey questionnaire composed of two parts: working conditions and transfer intentions, measured using a four-point Likert scale. Ethical standards were strictly observed, including securing formal permissions, obtaining informed consent, ensuring voluntary participation, and maintaining confidentiality through anonymized data handling. Data analysis involved the use of weighted mean to determine the levels of working conditions and transfer intentions, Pearson Product–Moment Correlation Coefficient (PPMCC) to assess the strength and significance of relationships, and the coefficient of determination (r^2) to measure the extent of influence of working conditions on transfer intentions. Statistical analyses were conducted using Microsoft Excel and JAMOVI. In addition, intervention program, designed using the ADDIE model, aimed to improve teachers' satisfaction on their working condition

4. Results and Discussion

This section presents the analyzed quantitative data gathered from the validated survey instruments administered to the elementary school teachers of the Caramoan North District. The findings are organized systematically according to the research objectives and collected data using validated research made questionnaires. The discussion connects these findings to relevant theoretical frameworks and previous in working conditions and satisfaction. Statistical analysis determined the level of working conditions and satisfaction of elementary school teachers.

5. Level of Working Conditions of Elementary School Teachers

Table 2 presents the level of working conditions of elementary school teachers across all aspects. The highest weighted mean was recorded for “community support and involvement” with a weighted mean of 3.51, interpreted as “Very Highly Favorable,” followed by “school leadership” with a weighted mean of 3.37, also interpreted as “Very Highly Favorable.” The lowest weighted means were observed in “workload” with a weighted mean of 3.00, interpreted as “Highly Favorable,” and “facilities and resources” with a weighted mean of 2.46, interpreted as “Moderately Favorable.” The average weighted mean for all aspects was 3.09, indicating an overall “Highly Favorable” level of working conditions among elementary school teachers.

Table 1

Level of Teachers Working Conditions

Aspects	Average WM	Interpretation
Community Support and Involvement	3.51	VHF
School Leadership	3.37	VHF
Workload	3.00	HF
Facilities and Resources	2.46	MF
Overall	3.09	Highly Favorable

Note. WM is interpreted based on the following ranges: 1.00 to 1.75 Fairly Favorable (FF), 1.76 to 2.50 Moderately Favorable (MF), 2.51 to 3.25 Highly Favorable (HF), and 3.26 to 4.00 Very Highly Favorable (VHF).

The results reflected that teachers felt most supported by their school community and leadership. Strong community involvement highlighted collaboration and shared responsibility for student success, while approachable and supportive leadership strengthened trust and morale. Favorable workload ratings suggested that teaching responsibilities were generally manageable, though additional tasks occasionally challenged balance. The lower score in facilities and resources signaled a critical area where teachers faced constraints despite support and leadership.

Based on these findings, Teachers are encouraged to maintain positive relationships with students and colleagues, actively participate in school and community initiatives, and pursue professional development. School heads should continue providing supportive and fair leadership, involving teachers in decision-making and promoting collaborative practices. Administrators can strengthen teacher well-being and retention by ensuring adequate resources, improving infrastructure, and implementing policies that foster a positive work environment. Targeted strategies to address resource gaps may enhance

instructional quality and overall teacher satisfaction. These measures collectively support sustainable and high-performing schools.

The summary findings on teachers' working conditions are strongly supported by recent literature emphasizing the importance of leadership, collaboration, workload balance, and resource availability in shaping teacher experiences. Esogon and Gumban (2024) highlighted that transformational leadership enhances teacher motivation and commitment, which aligns with the strong positive perceptions of school leadership observed in this study. Similarly, Sebulen and Jimenez (2024) emphasized that supportive administrative structures contribute significantly to teacher job satisfaction by providing guidance and institutional stability. Moreover, Springer (2025) further noted that favorable organizational conditions help reduce burnout among teachers, while Thomas et al. (2020), Caharian and Cabanlit (2024), Coleman (2020), Wang et al. (2019), and Bakker et al. (2023) collectively found that collaborative school cultures and adequate resources enhance teacher effectiveness and professional engagement. These studies consistently reinforce that strong leadership, community support, and sufficient resources are essential in promoting positive working conditions for teachers.

The summary can be interpreted through the Job Demands–Resources Theory, which explains how job resources help employees manage job demands and maintain well-being. In this context, strong community support, effective school leadership, and manageable workload serve as key resources that enhance teacher engagement, satisfaction, and performance. However, limited facilities and instructional materials represent resource gaps that increase job demands and may place additional strain on teachers. Consistent with the theory, the availability of adequate resources and supportive work conditions fosters teacher well-being, strengthens commitment, and reduces the likelihood of withdrawal or transfer intentions. Addressing deficiencies in school facilities and instructional support can further improve teacher performance and overall school effectiveness.

6. Level of Transfer Intentions of Elementary School Teachers

Table 3 presented the summary of teachers' satisfaction across the four main dimensions: environmental, professional, personal, and organizational factors. The highest-rated dimensions were environmental factors, with a weighted mean of 3.21 interpreted as "Highly Satisfied," and professional factors, with a weighted mean of 3.16 also interpreted as "Highly Satisfied." The lowest-rated dimensions were personal factors, with a weighted mean of 3.03 interpreted as "Highly Satisfied," and organizational factors, with a weighted mean of 2.71 likewise interpreted as "Highly Satisfied." The overall average weighted mean across all dimensions was 3.03, indicating a general level of "Highly Satisfied" among teachers.

The findings suggested that teacher's overall level of satisfaction were most strongly influenced by environmental and professional factors. Positive student relationships, school climate, leadership support, and professional growth opportunities appeared to play a critical role in retention decisions. Personal and organizational factors, while slightly lower, still contributed meaningfully, with logistical challenges, accessibility, and resource limitations within the organizational dimension potentially explaining its lower rating.

Table 2

Level of Teachers Transfer Intentions

Aspects	Average WM	Interpretation
Environmental	3.21	HI
Professional	3.16	HI
Personal	3.03	HI
Organizational	2.71	HI
Overall	3.03	Highly Intended

Note. The Interpretation values are based on the following range of 3.26-4.00 Very Highly Intended (VHI), 2.51-3.25 Highly Intended (HI), 1.76-2.50 Moderately Intended (MI), and 1.00-1.75, Fairly Intended (FI).

The results imply that teachers are more likely to remain in schools where they experience supportive environments and opportunities for professional development. Teachers may strengthen retention by fostering positive relationships with students and colleagues, thereby enhancing the social and professional climate of the school. School heads can further support retention by demonstrating fair, approachable leadership and by facilitating meaningful professional development opportunities. At the administrative level, providing adequate resources, maintaining school facilities, and implementing responsive policies can help address both practical and psychosocial needs of teachers. Collectively, these efforts contribute to a work environment that promotes teacher well-being, satisfaction, and long-term commitment.

The findings are consistent with Anog et al. (2024), Santiago et al. (2022), Ramirez and Capili (2024), Dupriez et al. (2020), Johnson et al. (2020), and Tran and Truong (2021), who collectively emphasized that supportive leadership, positive school climate, career development opportunities, and adequate resources significantly influence teacher satisfaction and retention. Recent evidence from Ertaş and Pekmezci (2024) further demonstrates that a supportive leadership style can mitigate the negative effects of resource scarcity in developing educational systems. These studies collectively support the present findings, showing that favorable environmental and professional conditions enhance teacher satisfaction, while limited organizational support may reduce it. Conversely, workload pressures and inadequate resources increase dissatisfaction and turnover risk, aligning with the observed lower ratings in organizational factors (Wang & Hall, 2022; Zhou et al., 2024).

The results can be explained through the Model of Work Satisfaction and Behavioral Intentions, which posits that teachers' intentions to stay or leave an organization are primarily influenced by their level of job satisfaction, shaped by working conditions and organizational support. In this study, favorable environmental and professional conditions function as retention-enhancing factors that strengthen satisfaction, while organizational constraints act as risk factors that may contribute to transfer intentions. This perspective is reinforced by the Job Demands–Resources Theory, which explains that adequate resources enhance well-being, whereas excessive demands increase strain, and by Two-Factor Theory, which highlights that inadequate hygiene factors lead to dissatisfaction. Together, these theories emphasize that strengthening both working conditions and organizational support systems is essential for improving teacher satisfaction and retention.

7. Relationship between Working Conditions and Transfer Intentions of Teachers

The results in Table 4 show a strong and significant relationship between teachers’ working conditions and their satisfaction. The highest correlation is observed between community support and involvement and personal satisfaction, which obtained the highest r-value of 0.99 and is interpreted as a very high correlation. In contrast, the lowest relationship is found between school leadership and personal satisfaction, which obtained the lowest r-value of 0.87 and is still interpreted as a very high correlation. All p-values are less than 0.05, indicating that the relationships are statistically significant.

The findings indicate that working conditions are strongly associated with teachers’ satisfaction, particularly in professional and organizational aspects. The significant relationships suggest that when workload is manageable, resources are adequate, leadership is supportive, and community involvement is strong, teachers experience higher levels of satisfaction. The non-significant relationship between workload and personal satisfaction implies that personal factors may be influenced by variables beyond the school environment. Moreover, the consistently high correlations for facilities, leadership, and community support highlight that both structural and social dimensions of the workplace are critical in shaping satisfaction. These results emphasize that teachers respond more strongly to institutional and work-related conditions than to purely personal considerations.

Table 3
Relationship between Working Conditions and Transfer Intentions

Working Conditions	Transfer Intentions	r-value	Int.	p-value	Int.
Community Support and Involvement	Professional	0.96	VHC	<.001	Sig
	Environmental	0.91	VHC	<.001	Sig
	Organizational	0.90	VHC	<.001	Sig
	Personal	0.99	VHC	<.001	Sig
Facilities and Resources	Professional	0.96	VHC	<.001	Sig
	Environmental	0.90	VHC	<.001	Sig
	Organizational	0.93	VHC	0.009	Sig
	Personal	0.98	VHC	<.001	Sig
School Leadership	Professional	0.91	VHC	0.003	Sig
	Environmental	0.97	VHC	0.015	Sig
	Organizational	0.94	VHC	<.001	Sig
	Personal	0.87	VHC	0.003	Sig
Workload	Professional	0.95	VHC	<.001	Sig
	Environmental	0.90	VHC	<.001	Sig
	Organizational	0.92	VHC	0.001	Sig
Overall		0.82	Very High Correlation	<.001	Significant

Note. r-value is interpreted as No Correlation (≤ 0.00); Very Low Correlation (0.01 to 0.19); Low Correlation (0.20 to 0.39); Moderate Correlation (0.40 to 0.59); High Correlation (0.60 to 0.79); Very High Correlation (0.80 to 0.99); Perfect Correlation (1.00). p-value: <0.05 is Significant (Sig).

From these findings, it can be inferred that teachers' satisfaction is largely determined by the quality of their working environment rather than individual or personal circumstances alone. Supportive leadership, adequate facilities, and strong community engagement enhance teachers' sense of value, competence, and belonging, thereby increasing satisfaction. Conversely, heavy workload and insufficient support may reduce satisfaction, even if personal conditions remain stable. This suggests that improving institutional practices and providing balanced workloads are essential strategies for enhancing teacher satisfaction and sustaining their commitment.

The findings are strongly supported by empirical studies that emphasize the critical role of working conditions in shaping teacher satisfaction. Toropova et al. (2021) found that manageable workload and collaborative school environments significantly enhance teacher satisfaction, while Skaalvik and Skaalvik (2020) reported that excessive workload and emotional demands reduce teachers' motivation and well-being. Similarly, Johnson et al. (2020) and Tran and Truong (2021) emphasized that supportive leadership, adequate facilities, and a positive school climate are strong predictors of teacher satisfaction and retention. Cross-national evidence from Zhou et al. (2024) further highlights that improved workload management and digital support systems help prevent teacher burnout. In the Philippine context, studies by Dayagbil et al. (2021), Corpuz (2020), Dizon (2022), and Maligalig and Reyes (2024) consistently show that leadership effectiveness, resource availability, and balanced workload are key determinants of teacher satisfaction, with disparities in school facilities also influencing satisfaction levels. Collectively, these studies confirm that favorable working conditions significantly enhance teacher satisfaction and retention.

From a theoretical perspective, the findings are anchored on the Job Demands–Resources (JD-R) Theory, which explains that job resources such as leadership support, collegial relationships, and adequate facilities enhance motivation and well-being, while high job demands such as heavy workload increase strain and reduce satisfaction. The updated JD-R framework further emphasizes the importance of social and relational resources in sustaining teacher engagement in demanding school environments (Bakker & Demerouti, 2024). The study is also grounded in Two-Factor Theory, which distinguishes hygiene factors such as working conditions and workload whose absence leads to dissatisfaction from motivators such as recognition and professional growth that enhance satisfaction. In addition, the Model of Work Satisfaction and Behavioral Intentions explains that perceived working conditions influence job satisfaction, which in turn affects teachers' intentions to stay or leave. These theories highlight that teacher satisfaction is achieved through a balance of adequate working conditions and motivational factors that support retention and professional stability.

Extent of Influence of Working Conditions of Teachers on their Transfer Intentions

To determine the extent of the working conditions of teachers on their transfer intentions using Coefficient of Determination (r^2). This section details how community support and involvement, facilities and resources, school leadership, and workload influence to environmental, personal, professional, and organizational factors. Table 5 presents the results on the extent of influence of the working conditions of teachers on their satisfaction.

Table 5 presents the extent of influence of teachers' working conditions on their level of satisfaction across professional, environmental, organizational, and personal domains. The results show that all

indicators of working conditions have a strong to very strong influence on teachers' satisfaction based on the r^2 -values. The highest r^2 -value is observed in community support and involvement on personal satisfaction, which obtained the highest r^2 -value of 0.98 and is interpreted as a very strong influence. In contrast, the lowest relationship is found between school leadership and personal satisfaction, which obtained the lowest r^2 -value of 0.76 and is still interpreted as a very strong influence. The total r^2 -value indicates a strong overall influence of working conditions on teachers' satisfaction across all domains.

Table 4

Extent of Influence of Working Conditions of Teachers on their Transfer Intentions

Working Conditions	Transfer Intentions	r-value	r^2 -value	Interpretation
Community Support and Involvement	Environmental	0.91	0.825	VSI
	Personal	0.99	0.982	VSI
	Professional	0.96	0.912	VSI
	Organizational	0.90	0.816	SI
Facilities and Resources	Environmental	0.90	0.804	SI
	Personal	0.98	0.959	VSI
	Professional	0.96	0.919	VSI
	Organizational	0.93	0.859	SI
School Leadership	Environmental	0.97	0.949	VSI
	Personal	0.87	0.765	SI
	Professional	0.91	0.820	VSI
	Organizational	0.94	0.877	VSI
Workload	Environmental	0.90	0.817	SI
	Personal	0.90	0.818	SI
	Professional	0.95	0.902	VSI
	Organizational	0.92	0.843	SI
Overall		0.82	0.678	Strong Influence

Note: r^2 -value is interpretation is based on 0.82 to 1.00 = Very Strong Influence (VSI); 0.41 to 0.81 = Strong Influence (SI); 0.17 to 0.48 = Moderate Influence (MI); 0.05 to 0.16 = Weak Influence (WI); 0.00 to 0.04 = Very Weak Influence (VWI).

The results indicate that working conditions exert a substantial influence on teachers' satisfaction, particularly in professional and organizational aspects. The high r^2 -values suggest that a large proportion of variation in teachers' satisfaction can be explained by factors such as workload, availability of resources, leadership practices, and community engagement. Facilities and resources, along with community support, show consistently very strong influence, highlighting the importance of both material and social support systems in shaping satisfaction. School leadership also plays a critical role, particularly in environmental and organizational domains, suggesting that leadership practices significantly affect teachers' perceptions of their work environment. While workload shows strong influence across domains,

its slightly lower effect in personal aspects suggests that individual satisfaction may also be shaped by external or non-work-related factors.

From these findings, it can be inferred that enhancing working conditions is essential in improving teachers' overall satisfaction. When teachers are provided with adequate resources, supportive leadership, and a collaborative work environment, they are more likely to feel satisfied and committed to their profession. Conversely, inadequate facilities, weak leadership support, and excessive workload may reduce satisfaction and affect performance. The strong influence of community support further implies that fostering positive relationships within and beyond the school contributes significantly to teachers' well-being. Therefore, improving both structural and relational aspects of the school environment is a key strategy for sustaining teacher satisfaction.

The findings are supported by empirical studies highlighting the strong influence of working conditions on teacher satisfaction. Johnson et al. (2020) and Tran and Truong (2021) found that supportive leadership, adequate school resources, and a positive work environment significantly enhance teacher satisfaction and retention. Similarly, Delvaux and Lothaire (2020) emphasized that a manageable workload and access to instructional materials contribute to improved teacher well-being. Furthermore, Zhou et al. (2024) further confirms that modernizing workload through digital support and administrative streamlining is crucial in preventing educator burnout. In the local context, Dayagbil et al. (2021) and Dizon (2022) underscored the importance of effective workload management, strong leadership practices, and resource availability as key determinants of teacher satisfaction, while Maligalig and Reyes (2024) noted that regional disparities in facility quality directly affect satisfaction levels. These studies affirm that improved working conditions are strongly associated with higher teacher satisfaction.

From a theoretical perspective, these findings are anchored in the Job Demands–Resources (JD-R) Theory, which posits that job resources such as leadership support, adequate facilities, and collegial relationships enhance employee satisfaction, whereas excessive job demands, including heavy workload, diminish it. The updated JD-R framework, further highlights collegial support and relatedness as critical resources for sustaining engagement in high-demand educational settings. These findings are also consistent with Self-Determination Theory, which asserts that satisfaction is achieved when the needs for autonomy, competence, and relatedness are fulfilled, particularly in instructional decision-making and professional interactions. In addition, Organizational Support Theory, explains that perceived institutional support strengthens employee satisfaction and commitment, as teachers who feel valued by their organization are more likely to remain engaged.

Proposed Intervention Program for Elementary School Teachers

Working Improvement and Satisfaction Enhancement (Project WISE)

Project WISE is an intervention program designed to enhance the working conditions and satisfaction of elementary school teachers in the Caramoan North District. The rationale of the program is anchored on the need to address deficiencies in facilities and resources, as well as excessive workload, which negatively affect teacher satisfaction and contribute to transfer intentions. The program aims to improve the accessibility and adequacy of instructional resources, reduce workload pressures, and strengthen a positive organizational climate that promotes teacher satisfaction, well-being, and school

effectiveness. It was developed using a modified ADDIE model, which guided the systematic process of analysis, design, and development.

Analyze Phase. During this phase, surveys, interviews, and consultations with teachers and administrators were conducted to identify key concerns affecting working conditions and satisfaction. Findings revealed gaps in instructional resources, workload distribution, and organizational support systems that influence teacher satisfaction and performance. These data were carefully analyzed to determine priority areas for intervention. This ensured that Project WISE is evidence-based and responsive to the actual needs and experiences of teachers within the district.

Design Phase. In this phase, the structure of the program was developed, including strategies, activities, and interventions aligned with the identified needs. Planned initiatives include resource mobilization programs, digitalization of instructional materials, workload management strategies, and safe-space communication mechanisms to improve teacher satisfaction. Roles, timelines, and implementation procedures were clearly outlined to ensure feasibility and sustainability. This phase ensured that all components of the program are aligned with its goal of improving working conditions and satisfaction.

Develop Phase. This phase involved the preparation of program materials, training modules, and implementation guides. Workshops and instructional support tools were developed to enhance usability and effectiveness. Feedback from stakeholders was integrated to refine the program components. This ensured that the intervention is practical, context-sensitive, and ready for implementation in schools.

The analysis of working conditions shows that each factor significantly influences teachers' satisfaction, with varying degrees of impact across dimensions. Community support and involvement strongly enhance teachers' sense of belonging and satisfaction, emphasizing the importance of collaboration and recognition in the workplace. Facilities and resources significantly contribute to both professional effectiveness and job satisfaction, as adequate instructional materials and infrastructure support teaching efficiency. School leadership plays a vital role in shaping organizational climate and satisfaction, while workload strongly affects teachers' professional satisfaction due to its direct impact on performance and stress levels. Overall, the findings highlight that improving social support, resource availability, leadership quality, and workload management is essential in enhancing teachers' satisfaction and overall school effectiveness.

The study infers that implementing Project WISE can significantly improve teachers' satisfaction by strengthening working conditions and promoting organizational support. The use of the modified ADDIE model ensured a systematic and evidence-based approach in addressing key problem areas. By focusing on both professional and personal needs, the program enhances teacher engagement, motivation, and satisfaction. This suggests that structured, well-planned interventions are effective in improving working conditions and fostering a more supportive and satisfying school environment.

These findings are supported by existing literature emphasizing the importance of working conditions in teacher satisfaction. Wang and Hall (2023) and Bello and Guerrero (2022) highlight that strong community support enhances teachers' sense of belonging and satisfaction, consistent with the present findings. Martínez and Kim (2024) and Singh (2023) emphasize that adequate facilities and

resources improve instructional effectiveness and job satisfaction. Likewise, Nguyen and Brown (2025) and Carter et al. (2024) confirm that effective school leadership enhances organizational satisfaction and school climate, while O'Connor and Lee (2024) and Zhao and Park (2022) emphasize that workload significantly affects teacher satisfaction and well-being. These studies reinforce the importance of improving working conditions to enhance teacher satisfaction and retention.

The study is anchored on the Job Demands–Resources (JD-R) Theory, which explains that balancing job demands with adequate resources enhances employee satisfaction and reduces stress. The Two-Factor Theory further supports that motivators such as supportive leadership, recognition, and adequate resources increase satisfaction, while excessive workload and poor working conditions lead to dissatisfaction. Similarly, Organizational Support Theory emphasizes that when teachers perceive strong institutional support, their satisfaction and commitment increase. Together, these theories explain that improving working conditions through better resources, supportive leadership, balanced workload, and strong community involvement directly enhances teacher satisfaction. Project WISE operationalizes these principles by addressing workload concerns, improving access to resources, and strengthening leadership and community support, ultimately promoting higher teacher satisfaction and school effectiveness.

8. Conclusion

The working conditions of elementary school teachers in Caramoan North District were generally highly favorable in terms of strong community support and involvement, effective school leadership, and manageable workload. These show that teachers receive support from the community and school administration and experience reasonable work demands. However, facilities and resources were only moderately favorable, showing a need for improvement in instructional materials and technology.

Teachers' satisfaction was generally highly satisfied across environmental, professional, personal, and organizational dimensions. This means teachers were very satisfied with their working environment, teaching experiences, relationships at work, and personal well-being in the school setting. Environmental and professional factors were the strongest contributors, showing that teachers felt comfortable in their schools and confident in their teaching roles. However, organizational and personal factors were slightly lower, reflecting some concerns related to resources and school processes, although overall satisfaction remained positive.

There is a significant positive relationship between teachers' working conditions and their satisfaction, leading to the rejection of the null hypothesis. This means that better working conditions are associated with higher levels of teacher satisfaction. As working conditions improve, teachers also tend to become more satisfied in their work. Therefore, improving school conditions can help increase teacher satisfaction.

The working conditions directly influence teachers' satisfaction, particularly in terms of facilities and resources, school leadership, workload, and community support and involvement. This shows that both structural and relational aspects of the school environment play an important role in shaping how satisfied teachers are. When these conditions are favorable, teacher satisfaction increases. Therefore, improving working conditions can strengthen teachers' overall satisfaction.

Improving working conditions is essential to enhance teachers' satisfaction. In response, Project WISE (Working Conditions Improvement and Satisfaction Enhancement) was developed to address key concerns such as limited resources, leadership practices, workload, and community support. The program aims to improve facilities, strengthen leadership support, enhance community involvement, and promote balanced workload. Overall, it seeks to create a more supportive and satisfying work environment for teachers.

9. Recommendations

School administrators and the Department of Education (DepEd) are encouraged to prioritize the upgrading of facilities and instructional resources, including access to technology, learning materials, and classroom equipment. Strengthening infrastructure support will help address the most critical gap identified in the study and improve teaching effectiveness.

School leaders should continue to sustain strong community partnerships and participatory leadership practices, as these were found to be major contributors to teacher satisfaction. Encouraging collaboration among teachers, parents, and stakeholders will further enhance a supportive school environment.

School Head should implement structured workload management systems, including the reduction of non-teaching tasks and equitable distribution of responsibilities. This will help prevent burnout and improve professional well-being.

Education policymakers should consider working conditions as key indicators in teacher satisfaction and retention policies. Regular monitoring and evaluation of school environments should be conducted to identify emerging issues and ensure timely interventions.

Schools should adopt and institutionalize evidence-based intervention programs (Project WISE) focused on improving resources, leadership, workload balance, and community engagement. These programs should be continuously evaluated for effectiveness and scaled across districts to promote sustainable teacher satisfaction and school effectiveness.

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