



Life priority and satisfaction during the COVID-19 pandemic of OFW teachers in Thailand

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ABSTRACT

This study is action research using a quantitative approach to define the influence of Life Priorities based on Maslow's Hierarchy of Needs: physiological, love and belonging, safety and security, self-esteem, self-actualization, and life satisfaction amidst of pandemic. The study's data comprised 264 OFW Teachers in Thailand via a Google Form questionnaire and utilized non-probability sampling: purposive, convenience, and snowball. G*Power was utilized to calculate the sample size. In SPSS, multiple linear regression was used to test hypotheses at a 0.95 significance level. Demographics of respondents: Gen X has the highest mean rating ratings; females outnumber men; married status is most common; yearly income varies by tenure. The mean rating on the Life priorities and Satisfaction results showed that the respondents were extremely satisfied. The Life Priorities and Life Satisfaction and the demographic assessment showed that boomers II and females were more concerned about love and belonging, married marital status was more concerned about psychological needs, and the greater the income, the more psychological needs. Finally, the study discovered that psychological, love and belonging, safety and security, and self-actualization are the factors that influence life satisfaction. The study recommended the following: the Philippine Government's Policymakers, Educators, and Psychologists: Develop a program for OFW Teachers in Thailand that can improve the wellness of daily living, leading to extreme life experiences; The OFW Teachers in Thailand: To be involved in the activities that can improve Life satisfaction and encourage others to keep a positive outlook during the pandemic, and future Researchers: it is suggested to increase the number of respondents to normalize data distribution and add additional variable constructs like coping strategies.

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INTRODUCTION

These past and present years have been full of anxieties, worries, and uncertainties. According to Jerzy et al. (2020), the widespread coronavirus epidemic creates a unique atmosphere that is frightened, unsure, and concerned. Happiness and personal values are malleable and adaptable systems that react to environmental events (Bojanowska, 2021). Thus, the COVID-19 pandemic transformed individuals' life priorities and satisfaction. Humanity cherished these lessons of humility and co-existence learned during the pandemic, prioritized the general good, invested in meaningful relationships instead of pursuing material wealth, and refrained from ravaging nature (Gupta, 2020). As a result, connecting and communicating with family and friends may look different for some during COVID-19 (Chinn, 2020). Mortel (2022) stated that the COVID-19 epidemic allowed people to evaluate human motivation. Atwan (2016) said prioritizing life would be more productive and less stressful and provide additional time for family, friends, a job, God, and paradise after death. In addition, priorities assist in picking what you want to focus on first (Beard, 2018). Maslow felt that humans had an inborn urge to be self-actualized. Conferring to Lester et al. (1983), the objective of Maslows requires meeting numerous additional fundamental requirements such as food, safety, love, and self-esteem are basic needs.

Human motivations are divided into five levels by Maslow's Hierarchy of Needs. Physical requirements are the first level and keep people alive (Aruma & Hanachor, 2017). The second kind of need is one for safety, which may refer to any aspect of one's life, career, family, and health. In conclusion, individuals desire some degree of control, order, and predictability in their life, and these needs may be satisfied by the family and society (McLeod, 2022). Finally, the third level consists of the demands for love and belonging; it encompasses many forms of social connection, such as friendships, family ties, romantic partners, and interactions with other community organizations (Chan, 2022). This need group includes the desire to be accepted by others, form friendships, show love to others, and receive love from them, according to Uysal and Genç (2017). The fourth level is self-esteem, which may be defined as a sense of contentment with one's company and a constructive outlook on one's life (Orth, Erol, & Luciano, 2018). Finally, one's overall sense of self-worth is called global self-esteem. It contrasts with specific self-esteem, which focuses on assessing a person's involvement in various life activities, such as social or professional responsibilities (Soest, Wichstrøm, & Kvaalem, 2016). A self-actualized person is natural, autonomous, democratic, frequently non-conformist, socially sympathetic, at ease with themselves, creative, imaginative, and unique. Self-actualization is this pyramid's fifth and highest step (Deep & Goyal, 2021).

Life satisfaction correlates with better physical health, exceptional performance, and stronger social connections; however, well-being goes beyond pleasure and life satisfaction (Ruggeri et al., 2020). As a result, how pleased you are with your life is critical for your well-being, easier to react to than how joyful you are, and a more suitable method for assessing your existence's quality (Tsaousides, 2018). Life satisfaction is an evaluation of one's life, not just their level of happiness right now (Ackerman, 2018). A comprehensive evaluation of one's sentiments and attitudes about one's life runs from negative to good (Buetell, 2006). Living satisfaction is a subjective well-being cognitive element related to an individual's overall assessment of living conditions (Diener, Suh, & Oishi, 1997). People place a high value on life satisfaction, not just as a measure of subjective well-being but also as a basis for making decisions regarding the quality of their lives (Abrams et al., 1990). It is a fundamental part of positive psychology and a crucial indicator of one's sense of well-being and outlook on life (Gilman & Huebner, 2003). Satisfaction with one's life is a multifaceted term that may be affected by internal and external factors. Overall happiness may be affected by a well-rounded personality and other positive characteristics (Loewe et al., 2014).

Multiple research (Gawrych, Cicho, & Kiejna, 2021) have shown that the pandemic has a destructive effect on people's sense of well-being and contentment with life in general. Satici et al. (2021) and Harper et al. (2020), for instance, discovered that worrying about contracting COVID-19 negatively affected people's happiness. Both of these findings are consistent with one another. Furthermore, according to prior research findings, COVID-19 affects life satisfaction based on five of Maslow's Motivation Needs. However, gratification based on fundamental psychological needs may provide challenges, particularly preventative mechanisms like social distance and thorough quarantine, which seem to play an essential part in well-being (Brooks et al., 2020).

Lower levels of contentment with autonomy and unhappiness are likely to have arisen from persons being obliged to halt at home against their will and having fewer options available (Calvo, Deterding, & Ryan, 2020). According to Šakan, Žuljević, and Rokvi's (2020) research, achieving one's utmost level of well-being may depend on how well one satisfies or fails to meet their fundamental psychological requirements. On the other hand, during COVID-19, many people are primarily motivated by more basic requirements. For instance, since the working circumstances of a significant number of individuals have evolved, meeting fundamental criteria may now be a more significant issue. In addition, since so many people are under orders to remain in their homes, it may not be feasible for them to engage in other activities that are typically done to preserve their physiological health (Matias, Dominski, & Marks, 2020).

People were concerned about their ability to make ends meet and keep their jobs, which amplified the importance of security. Voluminous people lost employment due to firms closing and staff being put on extended "furlough." People want to feel safe. Thus, the lack of PPE for our frontline employees became a source of dispute. Nevertheless, it was not enough to keep our people safe. When people are out of work, getting the things they need is more complex, and they are less secure in their lives because of it. Home security worries have increased, leading to discontent at this tier (Ryan et al., 2020). As an effect of the COVID-19 pandemic, public health knowledge and attitudes have significantly improved (Niu et al., 2021). Many of us experience loneliness, fear, and depression. Rising unemployment rates and insufficient assistance programs are projected to impact (Gross, 2020) significantly. Conversely, a higher opinion of oneself was linked to more contentment with one's life (Liu, 2022). After the most persistent needs have been met during a pandemic, people should focus on their desires and goals (Sipl, 2021).

The COVID-19 epidemic contributes to heightened dread and anxiety throughout society, which influences the priorities one holds in life and the degree of pleasure one gains from life. However, using Maslow's theory still lacks adequate study on the topic, like life priorities' effect on life satisfaction. Furthermore, this is rare in literature in an OFW context. Therefore, this was noted as a potential gap in the study. Consequently, the effect of Life priority on satisfaction among OFWs in Thailand is significant. Therefore, to identify solutions for dealing with this study was conducted. Therefore, this study will determine the life priority and Satisfaction of Covid-19 of OFW Teachers in Thailand.

AIMS OF THE STUDY

This research aimed to evaluate the relationship between the participants' life priorities and their level of satisfaction amidst the recent COVID-19 pandemic. The present study answers the following questions: (1) Regarding age, gender, marital status, and income, what is the demographic profile of the Overseas Filipino Workers employed as teachers in Thailand? (2) What is the mean assessment of the OFW Teachers' demographic profile in Thailand regarding Life Priorities and Satisfaction? (3) According to Maslow's hierarchy of needs, how fulfilled are OFW educators regarding their physiological, love and belonging, safety and security, self-esteem, and self-actualization needs? (4) Does Maslow's hierarchy of needs (physiological, love and belonging, safety and security, self-esteem, and self-actualization) correlate in any meaningful way with a person's life priorities and level of life satisfaction? (5) What program may be developed to enhance the Life Priorities and Satisfaction of Overseas Filipino Workers in Thailand?

MATERIALS AND METHODS

This study is action research using a quantitative approach. Using five of Maslow's Hierarchy needs and selected demographic profiles, the study used a descriptive correlational model to describe the relationship between the respondents' life satisfaction during COVID-19 and life priorities. OFW Teachers in Thailand are the study's respondents, and to be qualified, the OFW stayed in Thailand during the pandemic up to the present. Besides, this study used purposive sampling, which entails the researcher establishing specific criteria or judgments to pick the study's participants as responders. The researchers utilized designs known as convenience sampling and snowball sampling. Within the framework of the convenience sampling strategy, the researchers amassed the data in a manner

that was simple to access. As a result, snowball effects occurred, making it easier for the researcher to collect the data. The needed sample size for this research was determined through G*Power 3.1 software, and the result was 264 participants in the study. The 264 respondents with an actual power result of 95%, which is the same as the 95% Power ($1-\beta$ err probability), determined that this had a medium effect size.

The modified questionnaire combined the dependent variable, life satisfaction, with the independent variables, life priorities, including physiological, safety and security, love and belonging, self-esteem, and self-actualization (Lester, 1990; Pavot & Diener, 2008). In their earlier research, the validity and reliability of this modified questionnaire were investigated, and the value of Cronbach's alpha was more significant than 0.70. Meanwhile, a validity and reliability test were conducted on a modified version of the study's questionnaire. Three specialists reviewed the content validity of the research questionnaire. The modified questionnaire had a few minor alterations; thus, 30 respondents underwent pretesting; altogether, the Cronbach alpha is 0.943, and the total item statistics are higher than 0.70. As a result, the survey's items were appropriate.

The following are the steps in data collection (1) A letter requesting permission to conduct the research was written and sent to the respondents along with a description of the study's aims. (2) Respondents were chosen and identified according to the established criteria (OFW stayed in Thailand during the pandemic until the present). (3) The Google form document was emailed to 264 qualified respondents with access to both the questionnaire and the permission letter. This number corresponds to the minimum sample size required for this study. (4) Once the researcher had reached the minimum number of respondents necessary for the study, they checked the respondents' responses and stopped sending the link to the Google form document. (5) The final step involved running the questions, responses, and data through the SPSS program to conduct statistical analysis.

The statistical analyses were distributed into three parts (1) Analysis of demographic variables use of descriptive statistics, such as frequency and percentage, allowed for an investigation into the qualities and demographic factors connected to the respondents. (2) Analysis of respondent satisfaction level: to interpret the score of the replies represented by the five levels of the Likert scale, the criteria for interpreting the mean scores of the agreement levels were defined (higher score minus lower score divided by many levels). (3) Hypothesis Testing using Multiple Regression Analysis MRA: an MRA was performed to test the study's (During COVID-19, life satisfaction was significantly associated with the following Maslowian priorities: Physiological, Love and belonging, Safety and security, Self-Esteem, and Self-actualization.) at a 95% level of significance. In addition, the MRA assumptions were performed to check that there is no violation of the traditions of MRA, such as normality, linearity, homogeneity of variance, uncorrelated predictors, residuals, and outliers. Based on the assumptions checked, it was found that the raw data were not customarily spread, and it was converted using arithmetic log 10, but other assumptions were met.

RESULTS AND DISCUSSION

Respondent Characteristics

Table 1 displays the demographic data of Thai OFW Teachers. The highest age group was between 41 to 56 Gen X years old (42.8%), followed by 18 to 24 Gen Z (25.4%), 57 to 66 Boomers II (20.1%), and 25 to 40 Millennials (11.7%), respectively. The results indicate that OFW Teachers in Thailand's age group distribution were dispersed. This result is similar to Geroche (2021) that OFWs in Thailand have an uneven distribution of age groups. Females comprised most of the respondents' gender, accounting for 74.6%. According to the findings, women empower OFW teachers in Thailand, with a 25.4% dissimilarity concerning males and females. A gender gap of 25.4% was found between male and female OFW Teachers in Thailand, suggesting that women were more influential than men in the field.

Female dominated males among the OFWs in Thailand and some other countries (Hasnan, 2019). The most common marital status was married (58%), followed by a single (39.8%), widow (1.9%), and divorced 0.4%. According to the findings, married persons consider their family members' financial issues to maintain the whole

family; this is why more married OFWs travel overseas to Thailand and other countries. There are billions of OFWs overseas, most of whom are married, to provide for their family needs (Isavta, 2019). It also indicates that most academic institutions prefer married teachers in Thailand because married individuals are more responsible than single individuals. The married teachers had higher job satisfaction and extra responsible than the single (Mocheche et al., 2019). Additionally, the highest respondent's annual income is \$10,01-\$20,000 accounted for 43.6 %, followed by \$20,001-\$35,000 (27.3 %). The results indicate that OFW Teacher's annual income depends on their service tenure. Geroche (2021) mentioned that the annual income of OFW remitters in Thailand fluctuates depending on their services' kind of job and tenure.

Table 1. Demographic Profile of OFW Teachers in Thailand

Groups/Factors (N = 264)	N	%
AGE		
(Gen X) 41 – 56 yrs old	113	42.8 %
(Gen Z) 18 – 24 yrs old	67	25.4 %
(Boomers II) 57 – 66 yrs old	53	20.1 %
(Millennials) 25 – 40 yrs old	31	11.7 %
GENDER		
Female	197	74.6 %
Male	67	25.4 %
MARITAL STATUS		
Married	153	58.0 %
Single	105	39.8 %
Widow	5	1.9 %
Divorced	1	0.4 %
INCOME		
\$10,01-\$20,000	115	43.6 %
\$20,001-\$35,000	72	27.3 %
>\$50,000	33	12.5 %
\$35,001-\$50,000	27	10.2 %
\$5,001-\$10,000	17	6.4 %

Mean Rating of Life Priorities and Satisfaction to Demographic Profiles

Table 3 shows the mean rating on Life Priorities and Satisfaction according to the demographic profile. Boomers II got the highest mean rating (4.88) on love and belonging as Life priorities, while Millennials got the lowest (4.02) on Self-esteem. The results implied that Boomers II was more concerned with love and belonging while

Millennials were less concerned with their Self-esteem during the pandemic. The COVID-19 epidemic has primarily impacted Boomers II and older individuals; experts have termed it a geriatric health emergency (Pelicioni & Lord, 2020). Thus, Boomers II became more concerned with love and belonging needs as they sought further attention and care.

Regarding gender, females got the highest mean rating (4.76) on love and belonging needs as Life Priorities, and females got the lowest (4.23) on Self-actualization. It indicates that females were more concerned about love and belongingness than Self-actualization. According to Maslow, for people to combat feelings of isolation, anxiety, and melancholy, they must engage in interactions that foster love, affection, and a sense of belonging. Friendship, other social activities, family and other familial relationships, social networks, and work groups may help an individual satisfy these requirements. As a result, women have a more substantial capacity for emotional expression, but males have more robust emotional experiences in response to optimistic and pessimistic stimuli (Deng et al., 2016).

The married marital status got the highest mean rating (4.98) on psychological needs as the Life priorities, while divorced got the lowest (4.0) on Self-actualization. It indicates that married marital status is more concerned with psychological needs, while divorced is less concerned with Self-actualization. According to Barlia (2019), marriage is an institution that was developed intentionally for the economic sharing of resources; it meant ensuring that only the healthiest individuals would be able to survive. Therefore, marriage often brings individuals and families together to develop the most productive way of living.

The annual income <\$5,000 got the highest mean rating (4.97) on the Psychological as Life priorities. At the same time, the lowest (4.11) group of \$10,001 - \$20k on Self-actualization implies that a higher salary is concerned with psychological needs. In addition, higher wages were strongly connected to higher levels of perceived well-being, evaluative well-being, and psychological needs (Killingsworth, 2021).

Table 2. Mean rating on Life Priorities and Satisfaction according to the Demographic Profiles

Variables:	Boomers II	Gen X	Gen Z	Millennials	Mean Ave.
Age					
Psychological	4.86	4.58	4.20	4.13	4.44
Safe and Security	4.76	4.35	4.06	4.37	4.39
Love and belonging	4.88	4.93	4.33	4.76	4.73
Self-esteem	4.81	4.19	4.04	4.02	4.27
Self-actualization	4.80	4.16	4.04	4.15	4.29
Life Satisfaction	4.85	4.63	4.06	4.14	4.42
Mean Ave	4.83	4.47	4.12	4.26	
Gender	Female	Male	Mean Ave.		
Psychological	4.53	4.36	4.45		
Safe and Security	4.32	4.47	4.40		
Love and belonging	4.76	4.70	4.73		

Self-esteem	4.24	4.32	4.28			
Self-actualization	4.23	4.35	4.29			
Life Satisfaction	4.52	4.31	4.42			
Mean Ave	4.43	4.42				
Marital status	Divorce	Married	Single	Widow	Mean Ave	
Psychological	4.88	4.98	4.37	4.38	4.55	
Safe and Security	4.75	4.54	4.10	4.45	4.46	
Love and belonging	4.75	4.84	4.61	4.60	4.70	
Self-esteem	4.38	4.43	4.01	4.40	4.31	
Self-actualization	4.00	4.43	4.02	4.15	4.15	
Life Satisfaction	4.20	4.57	4.34	4.20	4.28	
Mean Ave	4.46	4.56	4.24	4.36		
Annual income	\$5,001 - \$10k	\$10,001 - \$20k	\$20,001 - \$35k	\$35,000 - \$50k	>\$50k	Mean Ave
Psychological	4.53	4.22	4.53	4.88	4.97	4.63
Safe and Security	4.47	4.25	4.30	4.47	4.74	4.45
Love and belonging	4.76	4.55	4.87	4.96	4.97	4.82
Self-esteem	4.44	4.07	4.20	4.41	4.84	4.39
Self-actualization	4.31	4.11	4.16	4.41	4.85	4.37
Life Satisfaction	4.14	4.17	4.62	4.93	5.00	4.57
Mean Ave	4.44	4.23	4.45	4.68	4.90	

Mean Rating on the Life Priorities and Satisfaction during COVID-19

Table 4 shows the mean rating on Life Priorities and Satisfaction during COVID-19. It was revealed that according to the criteria for understanding the mean scores of the level of agreement of the Life priorities and Satisfaction: Psychological (4.49), Safe and security (4.36), Love and belonging (4.75), Self-esteem (4.26), Self-actualization (4.26), and Life Satisfaction (4.47) showed high positive responses. This result suggests that OFW Teachers in Thailand strongly agreed that their Life Priorities based on the Five Maslows Hierarchy Needs and the Life satisfaction affected during COVID-19.

Table 3. Mean Rating on the Life Priorities and Satisfaction during COVID-19

Factors	Mean	SD	Descriptive Rating
Five Maslow Hierarchy Needs			
Psychological	4.49	0.557	Strongly Agree
Safe and Security	4.36	0.525	Strongly Agree
Love and belonging	4.75	0.522	Strongly Agree
Self-esteem	4.26	0.519	Strongly Agree
Self-actualization	4.26	0.516	Strongly Agree
Life Satisfaction	4.47	0.56	Strongly Agree

Multiple Linear Regression Assumptions

This investigation employs a single dependent variable (life satisfaction) and five independent variables (the five levels of Maslow's Hierarchy of Needs: psychological, safety, belonging, esteem, and actualization). The appropriate test was Multiple Linear Regression MLR. Nevertheless, some assumptions sought to be tested (1) MLR Normality Assumptions: the critical ratio and kurtosis assessment were performed. It found that the raw data were not customarily spread, and it was transformed using arithmetic log 10, and the transform data were tested for normality with the kurtosis was 9.60. Multivariate normality was not violated because this was more significant than 7.0 (C.R.>1.96). Methodologists have suggested a minimum kurtosis of 7.0. In contrast, others suggest a minimum of 3.0, and critical ratios less than 1.96 suggest that the kurtosis is insignificant (Bandalos, 2018). (2) Test of Homogeneity of Variance: Levene's equality of error variances tests the null hypothesis that the dependent variable's error variance was equal across groups. From the outcome, for the Psychological, $F(17, 239) = 9.00$, $p = 0.00 < 0.05$, Safety and security $F(6, 235) = 16.51$, $p = 0.000 < 0.05$, Love and belonging $F(3, 225) = 89.87$, $p = 0.000 < 0.05$, Self-esteem $F(6, 235) = 35.5$, $p = 0.000 < 0.05$, and Self-actualization $F(5, 232) = 62.89$, $p = 0.000 < 0.05$. Since the p-value was less than 0.05, there was enough statistical evidence to suggest different error variances. In this regard, the equality of error variances was violated. According to Field (2016), despite the assumption being violated, this was not very important in instances where the sample size was large, as was in this case. (3) Outliers: this was done using box plots. As a result, only log 10 Love and belonging have outliers among the transformed variables. The significant outlier was {Case: 3, 6, 7, 10, 16, 95, 97, 127, 129, 130, 131, 148, 149, 167, 181, 182, and 209}, and these were eventually dropped from the dataset. (4) Multicollinearity: The condition index and the value inflated factor (VIF) were determined for multicollinearity. According to Belhekar (2016), the highest condition index threshold is 30, whereas the VIF threshold is 5.0; a VIF over 10 shows a substantial correlation and is the reason for alarm. This study confirmed that the multicollinearity assumption for the independent variables was not violated.

Hypothesis Testing

The tenacity of this research was to investigate how Maslow's hierarchy of needs (psychological, safety, belonging, esteem, and self-actualization) relates to life satisfaction. It is assumed that the five predictors are significantly related to Life satisfaction. According to the findings, the five predictors account for 64.8% of the variation, or $F(5, 241) = 88.79$, .001. The impacts of Life priorities on satisfaction are shown in Table 5. It was shown that Life satisfaction was substantially correlated with Psychological factors ($\beta = .479$, $t = 10.461$, $p < .000$), Safe and security ($\beta = -.253$, $t = -4.484$, $p < .000$), Love and belonging ($\beta = .501$, $t = 10.581$, $p < .000$), and Self-actualization ($\beta = .236$, $t = 2.207$, $p < .028$). Contrarily, self-esteem does not correlate in any meaningful way with life satisfaction ($\beta = -.105$, $t = -.989$, $p > .324$). The findings suggest that the OFW Teachers in Thailand experienced an effect on the

five levels of Maslow's Hierarchy of Needs during COVID-19: psychological, safe and secure, love and belonging, and self-actualization.

The Life Priorities to Life satisfaction influence results that amidst the COVID-19 pandemic, OFW Teachers in Thailand have created isolation and confinement, stimulating Life Priorities and Satisfaction of Teachers in Thailand. The OFW Teachers in Thailand realized the importance of the adage that Life priorities and satisfaction lie within the significant factors resulting in this study. According to Duana, Dragan, and Nikola (2020), people's fundamental psychological needs must continue to be met for their well-being to stay constant during the pandemic. Family time may be a critical factor that helps create strong friendships, love, connections, and family members during the lockdown. Spending quality time with family also aids in fostering family values and assisting in overcoming obstacles and stress brought on by external factors (Carew, 2020). In addition, self-actualization lessens sadness and death dread in some depressed individuals. People achieve self-actualization by seeking significance and happiness, which results in contentment and a good outlook on life (Bahar, Shahriary, & Fazlali, 2021).

Table 4. Life Priorities to Satisfaction Influence

Predictor	Estimate	S.E.	β	t	p
Intercept	-.029	.037		-.786	.433
Psychological	.565	.054	.479	10.461	.000
Safe and security	-.269	.060	-.253	-4.484	.000
Love and belonging	.576	.054	.501	10.581	.000
Self-esteem	-.116	.117	-.105	-.989	.324
Self-actualization	.257	.117	.236	2.207	.028

CONCLUSION AND RECOMMENDATION

Conclusions

Covid-19 has abruptly changed our society's way of life, including the OFW Teachers in Thailand. Nevertheless, unfortunately, some people were not prepared emotionally to deal with this crisis. The study concluded that the results of the mean rating on the Life priorities and satisfaction; and Life priorities and satisfaction according to the demographic profile are essential. It might provide important insights crucial for concerned organizations and educators, including psychologists, to create initiatives that can enhance life happiness among the general public. This study provides significant evidence of the factors that affect the Life Priorities to the satisfaction of the OFW Teachers in Thailand and raises profound awareness of human needs based on Maslow's Hierarchy during the pandemic. Thus, we need to know in what areas of life they are unmotivated to improve their emotional state. The hierarchy of needs proposed by Maslow gives us a hypothetical tool that may help us get a more comprehensive and precise appreciation of social behavior and personality (Koltko & Rivera, 2006). A method to prevent sickness, especially psychotic issues or psychological disorders, may be found by first gaining an awareness of the requirements of people and then knowing what those needs are during a pandemic. Furthermore, it is beneficial to develop public health policies that improve mental health campaigns, illness impediments, and mental disorders to enhance life satisfaction in the general population.

Recommendations

The researcher expected that the research findings would benefit the Philippine Government, particularly the agency concerned with the OFW, which is essential to upsurge the training undertakings to increase life satisfaction

and safeguard OFW mental health. In addition, the Educator and the Psychologist, the study results will give input on dealing with mental health issues, especially life satisfaction and priorities that will access the quality of life of OFW Teachers in Thailand. Based on the outcomes, the following are the recommendations:

The Philippine Government's Policymakers, Educators, and Psychologists

During the COVID-19 outbreak, this study yielded valuable results for psychology studies, prevention, and engagement for the public or health provider members. Those involved may be healthcare professionals or members of the general population. Develop a program for OFW Teachers in Thailand with components that can improve the wellness of daily living and lead to extreme life experiences, focusing on this study's Life Priorities and satisfaction factors by implementing and proposing skills training. There is a link between increased well-being, improved physical health, and lifespan (Diener, 2012), and improved individual performance at work (Knapp, McDaid, & Parsonage, 2011).

The OFW Teachers in Thailand

To be involved in activities that can improve Life satisfaction and encourage others to keep a positive outlook during the pandemic by staying connected with friends and family and focusing on the little things that bring happiness each day. Positive aspects of the COVID-19 pandemic were associated mainly with social ties with relatives, friends, and others, regardless of whether such interactions occurred in real life or were carried out online. Maintaining social ties in person and online requires a small quantity of creativity. In addition, participation in social activities, the preservation of regular living patterns, the pursuit of enjoyable activities, and regular exercise proved vital for one's well-being (Eklund et al., 2022).

For Imminent Researchers

Study findings might provide other scholars with a foundation to build a deeper understanding of the life priorities to satisfaction dynamics that contribute to an OFW's overall level of satisfaction. In addition, they can solve the shortcomings of this research, such as questionnaire design, sampling, and data collection. Future researchers suggest increasing the number of respondents to normalize data distribution and adding additional variables like coping strategies.

Proposed Action Plan

The proposed course of action based on the study's conclusions is shown in Table 5. Concerns raised by the action plan primarily relate to OFW teachers in Thailand. According to the research findings, the needs of psychological well-being, safety and security, love and belonging, and self-actualization were identified as the main priorities driving life satisfaction. Therefore, the objective of the action plan is to improve the Life satisfaction of OFWs Teachers in Thailand, which can lead to happiness and satisfied well-being. It can be done through program development for OFW Teachers in Thailand that can improve the wellness of daily living that can lead to extreme life experiences, focusing on this study's Life Priorities and satisfaction factors by implementing and proposing skills training based. It can be done yearly. The Philippine Government's Policymakers, Educators, and Psychologists, notably the Philippine Embassy in Bangkok, are the responsible stakeholders in implementing these strategies. In the long run, the output can help me measure a success indicator showing zero mental health issues for OFW Teachers in Thailand, like suicide and mental stress.

Table 5. Proposed Action Plan

Areas of Concern	Identified Needs	Objectives	Strategies	Time Frame	Human Resources	Success Indicator
OFWs Teachers in Thailand	The Life Priorities that influence life satisfaction based on the study's findings were Psychological, Safe and security, Love and belonging, and Self-actualization.	Improve Life satisfaction of OFWs Teachers in Thailand that can lead to happiness and satisfied well-being	Develop a program for OFW Teachers in Thailand with components that can improve the wellness of daily living and lead to extreme life experiences, focusing on this study's Life Priorities and satisfaction factors by implementing and proposing skills training.	It can be done yearly	The Philippine Government's Policymakers, Educators, and Psychologists, notably the Philippine Embassy in Bangkok	Zero mental health issues for OFW Teachers in Thailand, like suicide and mental stress

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