



Professional life quality as correlate to job satisfaction of public elementary teachers: Basis for mental health fatigue solace program

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ABSTRACT

Teachers' professional life quality and job satisfaction are essential factors in the success of their careers as prime movers of learning. This study explored the relationship between professional life quality and job satisfaction of public elementary teachers through a descriptive-correlational research design. Pearson Product Moment correlation was used to assess the relationship between variables, while multiple regression analysis was also utilized to bolster the link between professional life quality and the job satisfaction of teachers. The findings of the study revealed that indebtedness, health and safety, financial literacy, and family responsibilities subscales sometimes and fairly affect their professional life quality. Teachers have a very high level of satisfaction on community linkages, high level of satisfaction on job responsibilities, while security and working environment have fair levels of job satisfaction. Furthermore, professional life quality has a significant relationship on the job satisfaction of teachers. The recommendations provide information to the school leaders and the human resource department, allowing them to focus on key aspects that could improve the satisfaction, welfare, and well-being of their employees. The findings of this study can be utilized for the development of interventions and policies that can enhance the quality of life and job satisfaction of teachers, leading to a more engaged and productive workforce in the education sector.

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INTRODUCTION

Many individuals desire a fulfilling career that enables them to maintain a high standard of living, yet many people are unaware that the foundations of professional life quality (PLQ) and job satisfaction (JS) are very closely intertwined. In the sphere of education, job satisfaction and quality of life are two significant factors that impact a teacher's professional life. Personal happiness and improved mental health, both of which are essential in the teaching profession, are linked to the quality of life. Meanwhile, productivity and a more positive attitude toward work are associated with job satisfaction. Understanding this connection and its influence on our quality of life can help us enjoy our work, attain personal and professional success, and enhance our students' learning experiences.

Teachers need to be aware of the influence of students and community expectations on their work, as well as their own strengths and weaknesses. Despite facing successes and failures, teachers are continually developing both professionally and personally. According to Ishak et al. (2018), a high-quality work life can enhance organizational performance, effectiveness, and innovation and can also have positive impacts on family life. Friaes (2021) found that resilience and benevolence are essential characteristics exhibited by teachers in the face of pandemic threats. When teachers feel valued, satisfied, and recognized, they are more likely to improve their teaching skills and performance. Satisfied teachers are more likely to provide effective instruction, create positive student-teacher relationships, and offer a better learning experience.

Teachers recognize the importance of looking out for their personal health and safety while on the job. It is constantly being told that it needs to spend more money in order to be happy, but because he lives in a culture where questions of consumerism and its value are hotly debated and offered as incentives, he is influenced by these topics. As a result, his salary, which should be to meet their fundamental demands, is much more to endure the constant harassment of a consumer society seeking extra sources of income and or additional employment, leaving him progressively fatigued and emotionally drained. Consequently, Canoy (2020) discovered in her study that teachers had a poor quality of life at work concerning financial literacy and a reasonable quality of life at work in respect of debt, secondary occupation, lack of teaching commitments, health, and family responsibilities.

Drus, Nadaraja, and Khalid (2019) suggest that a poor quality of work-life may lead to risky behaviors such as absenteeism, failure to complete assigned tasks, engaging in workplace misconduct such as theft, and disrupting organizational processes. These examples demonstrate the possible consequences of a low degree of professional life quality. Jahanbani et al. (2018) assert that investing in human resources is the most critical variable in implementing strategic management, and this is indicated by the quality of work-life. Furthermore, to raise organizational and employee effectiveness, we must improve the quality of work-life said Ramawickrama, Opatha and Kumari (2017). Quality of work-life provides employees with a pleasant and secure workplace, allowing them to embrace their rights and advance professionally (Alzalabani, 2017).

Mobaraki et al. (2017) suggest that work-life quality is influenced by factors beyond job satisfaction, including contentment in areas such as family, leisure, social life, and financial well-being. Job satisfaction, defined as individuals' positive feelings toward their jobs (Nuari, 2016), is among several outcomes that affect work-life quality. Additionally, as stated by Ramawickrama, Opatha, and Kumari (2017), job satisfaction can also refer to the outcomes of employees' work and their attitudes towards the workplace (Pio & Tampi, 2018).

As teachers in the field, we often feel pressure to provide our students with the best possible education and to view our work as a source of fulfillment and joy. However, it's easy to lose sight of the original motivations for choosing teaching as a profession and settle for mediocrity over time. We often neglect to reflect on our lives outside of school, and as a result, we fail to recognize the link between job satisfaction and our overall quality of life. Therefore, this study aims to augment teachers' perception of how job satisfaction affects their quality of life as well as provide data that can guide administrators, supervisors, and school leaders in improving the working conditions for their personnel. In addition, this study aims to establish a foundation for subsequent research that will advise policymakers on structuring a better work environment for teachers, which could enhance job satisfaction and consequently improve the quality of life.

OBJECTIVES OF THE STUDY

The study aims to determine whether the professional life quality has a significant correlation with job satisfaction of public elementary teachers. This sought to answer the following questions:

1. What is the demographic profile of the respondents (n=104) in terms of the following: gender, civil status, educational attainment, and teaching position?
2. What is the professional life quality of teachers in terms of financial literacy, indebtedness, health and security, and family responsibilities?
3. What is the level of job satisfaction of teachers in terms of security, work environment, job responsibilities, and community linkages?
4. Is there a significant relationship between professional life quality and job satisfaction?
5. Do teachers' professional life quality has an effect on job satisfaction?

MATERIALS AND METHODS

Method

The study employed a descriptive-correlational design to explain various phenomena, such as attitudes, opinions, behaviors, or other defined variables, by collecting numerical data that was analyzed using statistically based methods, as outlined by Becker et al. (2016). The descriptive-correlational design was deemed appropriate for the study as it allowed for the collection of data on both professional life quality and job satisfaction without manipulating these variables.

The participants of this study are the 104 public elementary teachers of Buhi South District, Schools Division of Camarines Sur, for the school year 2022-2023 determined by Slovin's sampling method with a marginal error of seven percent. The participants are chosen through convenience sampling, concentrating on the schools near the place of the researcher.

Instrument

The instrument used was a researcher-made instrument that has undergone content validation and reliability testing using Cronbach's alpha coefficient. Five master teachers have content validated the instrument's appropriateness, relevance, and structure, which was then tested for reliability and administered to 20 unaccounted respondents. The quality of work-life factor subscales, consisting of six items each were used to gauge the quality of work-life of teachers in terms of financial literacy ($\alpha=.892$), indebtedness ($\alpha=.884$), health and safety ($\alpha=.882$) and family responsibilities ($\alpha=.806$). Some items were revised in the quality of the work-life subscales on financial literacy and on health and safety to suit their internal validity. The job satisfaction subscale consists of seven relevant questions each in terms of security ($\alpha=.855$), work environment ($\alpha=.912$), job responsibilities ($\alpha=.967$) and community linkages ($\alpha=.900$). The professional life quality and job satisfaction Cronbach alpha coefficient results manifested an acceptable internal consistency and reliability rating.

Data Collection

The researchers created a virtual survey questionnaire using Google Forms and disseminated the link for ease of access and convenience of the research participants through personal messages and emails, along with the letter to the participants and consent information. The institutional emails were used to access the form to ensure that only the participants could access it. Ultimately, when the number of target respondents' responses was collected, it was tabulated and statistically treated for data analysis. Selected respondents have undergone an in-person, unstructured interview to gather, confirm, and further the research data gathered.

Data Analysis

The compiled data was retrieved from the Google Form-generated Excel file and analyzed using version 28 of the IBM-Statistical Package for the Social Sciences (SPSS). The study utilized descriptive analysis and statistical treatment to examine the weighted mean of the survey responses on the quality of work life and job satisfaction. Pearson product-moment correlation was employed to assess the relationship between variables. Multiple regression analysis was also applied to uncover the link between the quality of work life and job satisfaction. The levels of professional life quality and job satisfaction were evaluated using the following descriptive scale: 1.00-1.79: Very Low, 1.80-2.59: Low, 2.60-3.39: Fair, 3.40-4.19: High, 4.20-5.00: Very High

Ethical Considerations

The researcher requested approval from the Public Schools District Supervisor prior to carrying out the study. The administrators of the participants' respective schools received letters requesting their participation in the study. Participants agreed to the informed consent letters before answering the online survey questionnaires. The consent form provided information about the study's objective and rationale, duration, risks, confidentiality, and the benefits of participation. Respondents were reminded that their participation was discretionary and that they could voluntarily withdraw their participation at any time, with or without reason, and it was assured that the collected data would solely be utilized for educational purposes.

RESULTS AND DISCUSSION

1. Demographic Profile of the Respondents

Table 1 presents the demographic profile of the respondents, such as gender, civil status, educational attainment, and teaching position. The majority of the participants were female, making up 80.8 percent while 20 teachers, or 19.2 percent, were male. Seventy-six percent were married, while only 24 percent were single. Most of the participants who achieved educational status have a bachelor's degree (38.5%), 32.7 percent have master's degree units, 23.1 percent have finished their master's degree, and 5.8 percent have pursued and are in a doctorate program. Lastly, most of the participants were Teachers I to III (85.6%), and 15 or 14.4 percent have elevated their ranks to Master Teachers I to IV.

Table 1. Demographic Profile of the Respondents

		F	%
Gender	Male	20	19.2
	Female	84	80.8
Civil Status	Single	25	24.0
	Married	79	76.0
Educational Attainment	Bachelor's degree	40	38.5
	Master's Degree	24	23.1
	Master's units	34	32.7
	Doctorate units	6	5.8
Teaching Position	Teachers I to III	89	85.6
	Master Teachers I to IV	15	14.4

2. Level of Professional Life Quality of Teachers

The level of professional life quality of teachers in terms of financial literacy, indebtedness, health and safety and family responsibilities are presented and discussed below.

2.1 Financial Literacy

Financial literacy becomes a determining factor in the professional life quality of teachers for their financial skills usability, and wellness is a daily venture. Table 2 presents the teachers’ professional life quality in terms of financial literacy. Most of the teachers are always vigilant against scams, fraud, and illicit business schemes (M=4.22; SD=0.847), while often having insufficient emergency or personal savings (M=3.51; SD=0.737) yet regularly create their weekly or monthly financial plan (M=3.43; SD=0.798). However, sometimes easily get attracted to promotional offers or products on sale (M=2.92; SD=0.832), struggle to manage their monthly household expenses (M=3.10; SD=0.782), and yet confident to engage in financial investments (M=2.95; SD=0.793). Financial literacy therefore sometimes (OAM=3.36; SD=0.253) affects the quality of professional life of teachers.

Table 2. Teachers’ PLQ on Financial Literacy

Statements	Mean	Standard Deviation	Adjectival Rating	Descriptive Evaluation
1. I easily get attracted to promotional offers or products on sale.	2.92	0.832	Sometimes	Fair
2. I regularly create my weekly or monthly financial plan.	3.43	0.798	Often	High
3. I struggle to manage our monthly household expenses.	3.10	0.782	Sometimes	Fair
4. I am confident to engage in financial investments.	2.95	0.793	Sometimes	Fair
5. I have a insufficient emergency or personal savings.	3.51	0.737	Often	High
6. I am vigilant against scams, fraud, and illicit business schemes	4.22	0.847	Always	Very High
Overall	3.36	0.253	Sometimes	Fair

The level of professional life quality of teachers in terms of financial literacy is fair, with an overall mean of 3.36. This manifests that many of the teachers are guided by their financial plans yet are striving to make ends meet, managing their financial resources (Canoy, 2020), because of their modest salaries but are hopeful to succeed and have a positive outlook in life (Plaza & Jamito, 2021) as manifested by their urge to engage in obtaining financial investments. Some are attracted to promotional offers which is a factor we can consider why they have insufficient or dire emergency and personal savings at hand. Luckily, teachers nowadays are aware of many fraudulent or illicit schemes of getting money which prevents them from getting involved (The Philippine Star, 2022).

2.2 Indebtedness

Indebtedness among teachers becomes a common challenge due to their financial limitations, such as the demands of their needs and survival. Table 3 shows the teachers’ level of professional life quality on indebtedness. The findings reveal that they often anticipate and plan their loans and prevent excessive spending (M=3.91; SD=0.956), keep their benefits and bonuses intact and refrain from fiscal advances (M=3.70; SD=0.994), productive even when financially challenged (M=3.59; SD=0.888) and open to engage in opportunities and legit side hustle for additional income (M=3.47; SD=0.812). They sometimes think of looking for a new high paying job (M=2.66; SD=1.048). Surprisingly, findings show that teachers rarely attend financial trainings or productivity seminars

(M=2.52; SD=0.836) due to some specific personal reasons such as lack of time, money, or access to such trainings. Teachers' indebtedness sometimes (OAM=2.31; SD=0.595) affects their professional life quality.

Table 3. Teachers' PLQ on Indebtedness

Statements	Mean	Standard Deviation	Adjectival Rating	Descriptive Evaluation
1. I anticipate and plan my loans and prevent excessive spending.	3.91	0.956	Often	High
2. I am open to engage in opportunities and legit side hustle for additional income	3.47	0.812	Often	High
3. I am productive even when financially challenged	3.59	0.888	Often	High
4. I keep my benefits and bonuses intact and refrain from fiscal advances	3.70	0.994	Often	High
5. I am thinking to look for a new high paying job.	2.66	1.048	Sometimes	Fair
6. I attended financial trainings or productivity seminars.	2.52	0.836	Rarely	Low
Overall	3.31	0.397	Sometimes	Fair

These results support the study by Brown et al. (2016) that over-indebtedness is one of the main causes of financial behavior problems. Indebtedness, though rarely manifested in the professional life quality among teachers with an overall mean of 3.31 with an SD of 0.397, is evaluated as fair. This only means that teachers may experience indebtedness or overindebtedness, which may result in turnover behaviors as manifested by the sometimes-expressed intention to look for a new high-paying job. Teachers who are in debt may experience financial stress, which can negatively impact their overall well-being and job satisfaction. They may feel anxious or worried about their financial situation, leading to increased stress levels and reduced focus on their job responsibilities such as lesson planning, grading, and other teaching-related duties. Nyamubi (2016) stated in his study that teachers might look for other opportunities to earn money when dissatisfied with their jobs. They may feel less engaged in their work, which can impact their ability to connect with their students and provide effective instruction. In addition, employees must be provided with safe working conditions, a generous salary, and career advancement to gain respect and trust.

2.3 Health and Safety

Health and safety in the professional life of teachers refer to the measures and policies that are in place to ensure that teachers can perform their job duties effectively without risking their physical or mental well-being. Table 4 presents the level of professional life quality of teachers in terms of health and safety. The results indicated that teachers often like their work as teacher (M=4.11; SD=0.812), regularly attend to their work even when faced with financial constraints (M=4.08; SD=.821), do not mind unexpected or startling sounds (M=3.90; SD=.854) and are happy and valued at work (M=3.88; SD=.855). However, results manifest that they sometimes experienced voice problems, body pain, headache, etc. (M=3.07; SD=0.686) and usually have great regular sleep (M=2.98; SD=1.024). Health and safety subscales, in general, often (OAM=3.67; SD=0.339) impact the professional life quality of teachers.

Table 4. Teachers' PLQ on Health and Safety

Statements	Mean	Standard Deviation	Adjectival Rating	Descriptive Evaluation
1. I am happy and valued at work.	3.88	0.855	Often	High
2. I like my work as a teacher.	4.11	0.812	Often	High
3. I usually have great regular sleep	2.98	1.024	Sometimes	Fair
4. I experience voice problems, body pain, headache etc.	3.07	0.686	Sometimes	Fair

5. I regularly attend to my work even with financial constraints	4.08	0.821	Often	High
6. I do not mind unexpected or startling sounds	3.90	0.854	Often	High
Overall	3.67	0.339	Often	High

The general health and safety of teachers’ professional life quality are high with an overall mean of 3.67 with a standard deviation of 0.339. This result means that though teachers experience physical challenges in performing the work, they often possess positive attitudes towards work. Teachers' health and safety is perceived as a predictor of their quality of professional life for decent work and well-being which is good for mental health (WHO, 2022). Teachers must prioritize their physical, emotional, and mental health and safety in order to foster long-term well-being (Waterford.org, 2021). This was supported by the study of Go (2022), that the factors that influence life satisfaction are psychological needs, love and belonging, safety and security, and self-actualization. Neglecting the health and safety needs of teachers can have serious consequences, including increased rates of work-related injuries and illnesses, reduced job satisfaction, and increased risk of burnout. This can negatively impact the quality of education provided to students and lead to reduced student outcomes and academic achievement. It is therefore essential for schools and education systems to prioritize the health and safety needs of teachers to ensure that they are able to perform their jobs effectively and provide quality education to their students.

2.4 Family Responsibilities

Family responsibilities are valuable predictors of the quality of professional life. Table 5 presents the subscales of family responsibilities on teachers’ professional life quality. Results indicate that often their financial situation does not affect their relationship with their family (M=3.70; SD=0.954) and that they are able to attend family members success ordeals (M=3.70; SD=0.954) though finding it challenging to distinguish personal life from work (M=3.51; SD=0.892). Sometimes, neither teachers’ financial constraints impede them to attend family gatherings (M=3.38; SD=0.917) nor schoolwork take precedence over family concerns (M=2.62; SD=0.826). Teachers rarely are preoccupied with multiple individual affairs at work (M=2.57; SD=0.833). Hence in general, family responsibilities sometimes (OAM=3.26; SD=0.366) impact the professional life quality of teachers.

Table 5. Teachers’ PLQ on Family Responsibilities

Statements	Mean	Standard Deviation	Adjectival Rating	Descriptive Evaluation
1. I am preoccupied with multiple individual affairs at work.	2.57	0.833	Rarely	Low
2. I find it challenging to distinguish my personal life from my work.	3.51	0.892	Often	High
3. My financial constraints does not impede me to attend family gatherings	3.38	0.917	Sometimes	Fair
4. My financial situation does not affect my relationship with my family.	3.78	0.945	Often	High
5. My schoolwork take precedence over my family concerns	2.62	0.862	Sometimes	Fair
6. I can attend my family members success ordeals like graduation, meetings, etc.	3.70	0.954	Often	High
Overall	3.26	0.366	Sometimes	Fair

The family responsibilities subscale of professional life quality of teachers is fair, with a mean of 3.26 and an SD of 0.366. Teachers, like other persons, always seek to preserve, defend, and expand the resources they deem valuable, such as the family. When they confront a conflict between their job and family, they will inevitably use their own resources to deal with it, and they are cognizant of its potential perils (Halbesleben et al., 2014). Furthermore, individuals will experience pressure because of their continued consumption, and they will be unable to fulfill their responsibilities at work or at home.

3. Level of Job Satisfaction

The findings and tables below present the level of job satisfaction of teachers in terms of security, work environment, job responsibilities, and community linkages.

3.1 Security

Security refers to the security of income, benefits, appreciation, and tenure. Table 6 presents the level of job satisfaction of teachers in the subscale of security, which indicates that teachers are very satisfied when their efforts are properly rewarded as they should (M=3.41; SD=0.691). They are moderately satisfied with the possibility of being reclassified or promoted (M=3.28; SD=0.853), the way they get full credit for their work and take delight in a job well done (M=3.19; SD=0.698), the way their job secures their future (M=3.05; SD=1.018), the benefits (M=3.04; SD=0.823), the pay they receive (M=3.02; SD=0.812) and how their salary compares to that of similar jobs (M=2.87; SD=0.801). As a result, teachers are generally moderately satisfied (OAM=3.00; SD=0.581) on the subscale of job security.

The overall results of this study indicate that the security subscale is at a fair level of job satisfaction, which supports the findings of Yousaf et al. (2018) that teachers who have opportunities for recognition, decision-making control, task planning, and contribution to productivity, and receive useful suggestions and assistance from their school administrators are more contented. Furthermore, Muguongo, Muguna, and Muriithi’s (2015) findings were supported by these results, which confirms that compensation serves as a driver for motivation, leading to a more positive outlook of teachers towards their work. Compensation is a significant factor for both employers and employees, being one of the primary motivations for people to work (Bona, 2020).

Table 6. Levels of Job Satisfaction on Security

Statements	Mean	Standard Deviation	Adjectival Rating	Descriptive Evaluation
1. The pay I receive for the job I perform.	3.02	0.812	Moderately Satisfied	Fair
2. Possibility of being reclassified or promoted.	3.28	0.853	Moderately Satisfied	Fair
3. The benefits I receive are comparable to what most other organizations provide.	3.04	0.823	Moderately Satisfied	Fair
4. When my efforts are properly rewarded as it should.	3.41	0.691	Very Satisfied	High
5. The way in which my job secures my future.	3.05	1.018	Moderately Satisfied	Fair
6. The way I get full credit for my work and take delight in a job well done.	3.19	0.698	Moderately Satisfied	Fair
7. How my salary compares to that of similar jobs.	2.87	0.801	Moderately Satisfied	Fair
Overall	3.12	0.555	Moderately Satisfied	Fair

3.2 Work Environment

Work environment refers to the physical, social, and psychological conditions in which work is performed. Table 7 manifests the level of job satisfaction of teachers in the work environment, which indicates that teachers are very satisfied with the comfort of the working environment they are in (M=3.47; SD=0.934) and the cooperative attitudes among their coworkers (M=3.44; SD=0.810). Teachers are moderately satisfied with how their school head trains (M=3.35; SD=0.868) and instructs subordinates (M=3.34; SD=0.691), the school’s policies and practices

towards its personnel (M=3.24; SD=0.806), how the school head handles employee complaints (M=3.14; SD=0.829) and the working conditions (M=3.10; SD=0.842). Hence, teachers are moderately satisfied (OAM=3.30; SD=0.667) on the subscales of working environment.

Table 7. Levels of Job Satisfaction on Work Environment

Statements	Mean	Standard Deviation	Adjectival Rating	Rank
1. The school's policies and practices towards its personnel.	3.24	0.806	Moderately Satisfied	Fair
2. The cooperative attitude among my coworkers.	3.44	0.810	Very Satisfied	High
3. The workplace conditions (heating, lighting, ventilation, etc.)	3.10	0.842	Moderately Satisfied	Fair
4. How my direct school head instructs subordinates.	3.34	0.691	Moderately Satisfied	Fair
5. The way my immediate school head trains his or her subordinates.	3.35	0.868	Moderately Satisfied	Fair
6. How my school head handles employee complaints.	3.14	0.829	Moderately Satisfied	Fair
7. The comfort of the working environment.	3.47	0.934	Very Satisfied	High
Overall	3.30	0.667	Moderately Satisfied	Fair

Gleaned from the findings, the overall job satisfaction in the work environment is fair. The result indicated that factors related to the work environment significantly contribute to teachers' job satisfaction which supports the study conducted by Baluyos, Rivera, and Baluyos (2019), which emphasizes that teachers highly value effective communication, support, and supervision from school administrators, as well as recognition of the importance of their work and efforts to streamline systems to enhance efficiency. According to Debes (2021), the ethical conduct and attitude of school leaders have a significant impact on the improvement of schoolwide ethics. Because their decisions have an impact on the school's people and how they see their leadership, school leaders should make decisions with integrity. Therefore, creating a supportive, positive, and respectful work environment that promotes growth and development can contribute to increased job satisfaction, employee retention, and productivity.

3.3 Job Responsibilities

Job responsibilities pertain to the level of control and decision-making authority that an employee has over their job and how meaningful they perceive their work as to their personal values and interests, which is linked to their sense of accomplishment and self-worth.

Table 8. Levels of Job Satisfaction on Job Responsibilities

Statements	Mean	Standard Deviation	Adjectival Rating	Descriptive Evaluation
1. The chance to mingle with important people	3.39	0.743	Moderately Satisfied	Fair
2. Being able to do activities that do not contradict my morals.	3.35	0.810	Moderately Satisfied	Fair
3. The opportunity to perform work that matches my ability	3.46	0.709	Very Satisfied	High
4. The opportunity to do something unique that makes use of my abilities.	3.37	0.777	Moderately Satisfied	Fair

5. The chance to develop new and better ways to do the job	3.41	0.719	Very Satisfied	High
6. The freedom to use/do my own discretion.	3.35	0.822	Moderately Satisfied	Fair
7. The chance to the job without the feeling I am cheating anyone	3.58	0.733	Very Satisfied	High
Overall	3.41	0.677	Very Satisfied	High

Table 8 presented the level of job satisfaction of teachers on job responsibilities, which indicate that teachers are very satisfied with the chance to the job without the feeling of cheating anyone ($M=3.58$; $SD=0.733$), the opportunity to perform work matching their ability ($M=3.46$; $SD=0.709$) and the chance to develop new and better ways to do the job ($M=3.41$; $SD=0.719$). Teachers are moderately satisfied on the chance to mingle with important people ($M=3.39$; $SD=0.743$), doing something unique that makes use of teachers' ability ($M=3.37$; $SD=0.777$), do activities that do not contradict morals ($M=3.35$; $SD=0.810$) and freedom to use or do my own discretion ($M=3.35$; $SD=0.822$). Ultimately, teachers are moderately satisfied ($OAM=3.41$; $SD=0.667$) on the subscales of working environment on their level of job satisfaction.

The results manifested that the overall level of job satisfaction of teachers on subscales of job responsibilities is fair, leading to a realization that teachers are very satisfied with their job when they work at their own pace, do things with their own abilities, and do so in a morally upright manner. Macutay (2020) expounded in his study that teachers find job pleasure in the feeling that their work is meaningful, which likewise supports the study of Wula et al. (2020), which appraised that job satisfaction in teachers can contribute to fostering commitment and obligation to improve school effectiveness and promote student achievement.

3.4 Community Linkages

Community linkages reflect the extent to which employees feel connected and engaged with their workplace community and the broader community that the organization serves, which promotes feelings of social support, inclusion, and belonging among employees. Table 9 presents the level of job satisfaction of teachers on community linkages, which indicates that teachers are very satisfied with the opportunity to be valued as members of the society ($M=3.82$; $SD=0.785$), on the chance to be of service to other people ($M=3.81$; $SD=0.837$), the linkages of the school in the immediate community ($M=3.68$; $SD=0.862$), the chance to encourage stakeholders participation in all school activities ($M=3.66$; $SD=0.866$), participate in community service programs ($M=3.62$; $SD=0.874$), and the likeability of the school community towards external stakeholders ($M=3.64$; $SD=0.696$). However, teachers are moderately satisfied with the way the school head responds to parents' concerns ($M=3.39$; $SD=0.730$). In summary, teachers are very satisfied ($OAM=3.64$; $SD=0.697$) on the subscales of community linkages on the level of job satisfaction.

Table 9. Levels of Job Satisfaction on Community Linkages

Statements	Mean	Standard Deviation	Adjectival Rating	Descriptive Evaluation
1. The opportunity to establish myself as a valued members of society	3.82	0.785	Very Satisfied	High
2. The chance to be of service to other people	3.81	0.837	Very Satisfied	High
3. The chance to encourage the stakeholders' participation in all school activities	3.66	0.866	Very Satisfied	High
4. The opportunity to participate in community service programs (i.e. linis barangay, coastal clean-up, tree planting)	3.62	0.874	Very Satisfied	High

5. The linkages of the school in the immediate community	3.68	0.862	Very Satisfied	Fair
6. The way my school head responds to the concerns of some parents in the community.	3.39	0.730	Moderately Satisfied	High
7. The likeability of the school community toward external stakeholders.	3.53	0.812	Very Satisfied	High
Overall	3.64	0.697	Very Satisfied	High

Community linkages subscale overall level of satisfaction is high, which suggests that community relations highly contribute to job satisfaction. This validated the assumption of Ganiron (2017) that job satisfaction and organizational performance have a big link. Furthermore, in the study by Murphy (2020), it is probed that teachers' level of job satisfaction is predicted by their sense of community.

4. Relationship between Levels of Professional Life Quality and Job Satisfaction

This section explores the relationship between levels of professional life quality and job satisfaction among educators in the public elementary school system. Table 10 presents the degree of relationship between professional life quality and job satisfaction. As gathered from the table, there is a significant relationship between professional life quality and job satisfaction ($p=0.316>0.05$). Hence, the null hypothesis is rejected. The results have shown that professional life quality has a bearing on the job satisfaction of teachers in the performance of their work. This result validates the study of Kermansaravi et al. (2014) that the quality of work life of faculty members was significantly and positively correlated with their job satisfaction, as well as the comparative study of Nair and Subash (2019), which proved that job satisfaction is positively influenced by the creativity of the work, job benefits for the family, and job safety. Additionally, positive impacts on job satisfaction were found for factors such as suggestions and promotion in a career in terms of quality of work life.

Table 10. Relationship between Professional Life Quality and Job Satisfaction

Variables	Pearson r	Sig. value	Interpretation	Decision to H_0
Professional Life Quality * Job Satisfaction	0.316	0.001	Significant	Rejected

$\alpha=0.05$ Level of Significance

5. Effect of Professional Life Quality to Job Satisfaction

The research hypothesis H_1 : Professional life quality has a significant effect on job satisfaction, was tested to deepen the link between variables. Table 11 presents the summary of findings of the regression hypothesis test of professional life quality's impact on job satisfaction. To test H_1 , the predicting variable of professional life quality was regressed on the dependent variable of job satisfaction. Professional life quality significantly predicted job satisfaction, $F(1,102)=11.287$, $p < 0.001$, which indicates that professional life quality plays a significant role in the job satisfaction of teachers ($b=0.891$, $p < 0.001$). Since the correlation is significant, the professional quality of life has an effect on the job satisfaction of teachers. Moreover, the R^2 value of 0.100 indicates that the model accounts for 10% of the variation in job satisfaction that can be attributed to teachers' professional life quality.

Table 11. Regression Analysis of Professional Life Quality and Job Satisfaction

Regression weights	Beta Coefficient	R^2	F	p-value	Hypotheses Supported
Professional Life Quality * Job Satisfaction	0.891	0.100	11.287	0.001	Yes

CONCLUSION

Teachers' professional life quality and job satisfaction are essential factors in the success of their careers as prime movers of learning. The researchers believe that strengthening teachers' satisfaction and the quality of their professional lives will have an effect on how teachers regard their present lives, their performances, interaction and relationships, and their optimistic outlook on life. Based on the findings of the study, the demographic profiles of the respondents vary. The majority of the participants were female, married, with a bachelor's degree, and belonged to Teacher I-III positions. The level of professional life quality subscales among teachers in general often and highly impact their life as teachers. Indebtedness, health and safety, financial literacy, and family responsibilities subscale sometimes and fairly affect their professional life quality. The moderate level of job satisfaction of teachers in general fairly impacts their life as teachers. The subscale of community linkages received a very high level of satisfaction from teachers, while they had a high level of satisfaction with the job responsibilities subscale. Subscales of security and working environment were appraised as having a fair level of job satisfaction. Public elementary teachers' job satisfaction is significantly related to their professional life quality. Since professional life quality is significant to job satisfaction, it influences the job satisfaction of teachers and vice versa.

RECOMMENDATION

In light of the foregoing findings and conclusions, it is recommended that teachers should improve their professional status by gradually preparing their qualifications for promotion to their position by continuing their postgraduate degrees with the promise of a better salary, allowing them to better sustain themselves and their families without resorting to uncontrolled debts through sufficient guidance, attendance at financial wellness programs, and constructive support at home and in school with their colleagues to help them better their financial conditions and judgments.

Human resource managers should ensure that teachers receive fair and competitive salaries, benefits, and retirement plans. Providing competitive compensation packages and benefits attracts and retains quality teachers. Recognizing and rewarding outstanding and performing teachers for their hard work and dedication will boost their confidence and interest in overcoming challenges and constraints. School leaders and administrators should acknowledge the achievements of outstanding teachers and recognize them publicly.

School leaders should learn how to value teachers by providing them with opportunities for improvement and protecting their welfare and rights to benefits and compensation to sustain their professional quality life. Offering professional development and training programs that align with teachers' needs and goals helps them have opportunities to enhance their skills and knowledge to improve their effectiveness in the classroom. Teaching programs should be carefully planned to prorate the loads of teachers based on their abilities and skills, minimizing stress and anxiety. Supporting the work-family balance has a big impact on the life and mental health of teachers. School leaders should foster a positive and supportive work environment that encourages collaboration and teamwork that promotes a culture of mutual respect, open communication, and teamwork where teachers feel valued and supported. Any grievance and dissatisfaction should be addressed to find the best win-win solutions and maintain a supportive workplace environment that is able and ready to listen to their concerns and needs.

In addition, the researchers recommend that future researchers explore a qualitative study or mixed-method analysis to take a comprehensive look at the variables, such as the demographics and number of respondents, that could potentially impact the generalizability of the findings. Finally, if circumstances permit, a wide study might be carried out to increase the study's scope, give educators everywhere a voice, and bolster the department's human resources program and strategy that will benefit its personnel.

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APPENDIX

Descriptive Statistics

	N	Mean	Std. Deviation
PLQ_FL_OAM	104	2.79	.423
PLQ_ID_OAM	104	3.05	.421
PLQ_HS_OAM	104	3.01	.347
PLQ_FR_OAM	104	2.63	.451
JS_S_OAM	104	3.00	.581
JS_WE_OAM	104	3.30	.667
JS_JR_OAM	104	3.41	.677
JS_CL_OAM	104	3.64	.697
Valid N (listwise)	104		

Figure 2. Mean and Standard Deviation of the Subscales of PLQ and JS

Correlations

		PLQ_FL_OAM	PLQ_ID_OAM	PLQ_HS_OA M	PLQ_FR_OA M	JS_S_OAM	JS_WE_OAM	JS_JR_OAM	JS_CL_OAM
PLQ_FL_OAM	Pearson Correlation	1	.161	.382	.345	.275	.435	.224	.283
	Sig. (2-tailed)		.102	.000	.000	.005	.000	.023	.004
	N	104	104	104	104	104	104	104	104
PLQ_ID_OAM	Pearson Correlation	.161	1	.067	.206	-.348	-.223	-.162	-.227
	Sig. (2-tailed)	.102		.500	.036	.000	.023	.101	.021
	N	104	104	104	104	104	104	104	104
PLQ_HS_OAM	Pearson Correlation	.382	.067	1	.516	.112	.490	.176	.111
	Sig. (2-tailed)	.000	.500		.000	.258	.000	.074	.261
	N	104	104	104	104	104	104	104	104
PLQ_FR_OAM	Pearson Correlation	.345	.206	.516	1	.107	.134	-.026	-.174
	Sig. (2-tailed)	.000	.036	.000		.278	.174	.795	.077
	N	104	104	104	104	104	104	104	104
JS_S_OAM	Pearson Correlation	.275	-.348	.112	.107	1	.622	.646	.557
	Sig. (2-tailed)	.005	.000	.258	.278		.000	.000	.000
	N	104	104	104	104	104	104	104	104
JS_WE_OAM	Pearson Correlation	.435	-.223	.490	.134	.622	1	.616	.619
	Sig. (2-tailed)	.000	.023	.000	.174	.000		.000	.000
	N	104	104	104	104	104	104	104	104
JS_JR_OAM	Pearson Correlation	.224	-.162	.176	-.026	.646	.616	1	.717
	Sig. (2-tailed)	.023	.101	.074	.795	.000	.000		.000
	N	104	104	104	104	104	104	104	104
JS_CL_OAM	Pearson Correlation	.283	-.227	.111	-.174	.557	.619	.717	1
	Sig. (2-tailed)	.004	.021	.261	.077	.000	.000	.000	
	N	104	104	104	104	104	104	104	104

Figure 3. Correlation Table of the Subscales of PLQ and JS

Training Proposal: **Mental Health Fatigue Solace Program for Teachers**

Background and Rationale:

Teaching is a demanding and stressful profession that often leads to mental health fatigue and financial stress for teachers. In recent years, research has shown that teachers are experiencing high levels of burnout and job dissatisfaction due to these issues. This training proposal aims to provide teachers with the tools and strategies to manage their emotional and financial well-being, improve their job satisfaction, and ultimately enhance the quality of education they provide to their students.

Intervention Description:

The Mental Health Fatigue Solace and Financial Wellness Program is an 8-week training program designed to provide teachers with the skills and knowledge to manage their emotional and financial well-being. The program includes interactive discussions, group activities, and individual reflection exercises to support teachers in developing their emotional resilience and financial literacy.

Target Learner's Description:

The target learners for this training program are K-12 teachers who are experiencing mental health fatigue and financial stress due to the demands of their profession. Participants should be open to learning new skills and strategies to enhance their emotional and financial well-being and be committed to applying the knowledge and skills learned in the program.

Workplace Development Objectives:

- Improve job satisfaction and reduce teacher burnout rates.
- Enhance the quality of education provided to students.
- Create a supportive workplace culture that prioritizes teacher well-being and development.

Intervention Learning Objectives:

By the end of the program, participants will be able to:

- Identify the causes and symptoms of mental health fatigue and financial stress in the teaching profession.
- Develop strategies to manage their emotional well-being and reduce the risk of developing mental health issues.
- Increase their financial literacy and develop effective financial management strategies.
- Build resilience and emotional intelligence to enhance their personal and professional lives.

Workplace Application:

Participants will be expected to apply the knowledge and skills learned in the program to their personal and professional lives. Participants will also be encouraged to share their learning with their colleagues and to promote the importance of mental health and financial well-being in the teaching profession. The program will provide ongoing support and resources to participants to ensure successful workplace application.

Intervention Plan: **Mental Health Fatigue Solace Program for Teachers through LAC Session**

Time: 12 weeks

Session Objectives:

1. To provide teachers with the necessary knowledge and skills to identify and effectively manage job-related stress and burnout.
2. To teach teachers how to develop effective coping strategies to manage their emotional well-being and reduce the risk of mental health issues.
3. To provide teachers with information on financial management and wellness to help them achieve financial stability and reduce financial stress.

Output:

Participants will demonstrate an improved understanding of how to recognize and manage stress and burnout, and an enhanced ability to implement effective coping strategies. Participants will also have improved knowledge of financial management and wellness strategies, leading to a reduction in financial stress.

Topic or Content Highlights:

Week 1-2: Understanding Mental Health Issues

- Introduction to mental health issues including burnout, anxiety and depression
- Signs and symptoms of mental health issues
- Causes of mental health issues including burnout, anxiety and depression
- Coping strategies for managing stress and burnout

Week 3-4: Developing Resilience

- Building resilience and emotional intelligence
- Positive thinking and reframing negative thoughts
- Effective communication and conflict resolution
- Mindfulness and relaxation techniques

Week 5-6: Financial Literacy

- Understanding financial management
- Budgeting and saving strategies
- Debt management and reduction strategies
- Building wealth and planning for retirement

Week 7-8: Financial Wellness

- Managing financial stress
- Developing a financial wellness plan
- Strategies for achieving financial stability and security
- Planning for unexpected expenses and emergencies

Week 9-10: Putting it All Together

- Reviewing coping strategies for stress and burnout
- Developing a personalized wellness plan
- Integrating financial wellness strategies into daily life

Week 11-12: Program Evaluation and Feedback

- Evaluating the effectiveness of the program
- Feedback on the program
- Graduation ceremony

Methodology: The program will consist of weekly two-hour sessions that will include interactive discussions, group activities, and individual reflection exercises. Participants will also receive weekly assignments and resources to help them apply the knowledge and skills learned in the sessions.

Program Management Team: The program will be managed by a team of mental health professionals, financial advisors, and program coordinators with experience in providing training and support for teachers. The team will work collaboratively to ensure the success of the program.

Resources: The program will provide participants with access to a range of resources, including handouts, worksheets, and online tools, to support their learning and development. Participants will also have access to ongoing support and guidance from the program management team throughout the 12-week program.