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Work environment: Leveraging teachers' work-life balance and job satisfaction

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Abstract

This study explores the relationship between teachers' work environment, work-life balance, and job satisfaction in the Special Geographic Area of BARMM, focusing on teachers under the Ministry of Basic, Higher, and Technical Education (MBHTE-BARMM). Using a descriptive correlational research design, the study examined how various aspects of the work environment, including workload, professional development, and collegial relationships, influenced teachers' well-being and job satisfaction. A simple random sampling technique was used to select 350 teachers with at least one year of teaching experience. Data was collected using a self-administered survey that assessed teachers' perceptions of their work environment, work-life balance, and job satisfaction.

The survey included validated scales measuring physical environment, workload, professional development, and support, with responses assessed on a likert scale. Statistical analyses, including descriptive statistics, correlation, and regression analysis, were conducted to determine the relationships between the variables. The findings revealed significant correlations between work-life balance and job fulfillment, support/resources, and collegial relationships, while other areas such as administrative support, compensation, and professional development showed no significant impact.

The study concluded that improving teachers' work-life balance, especially through supportive work relationships and manageable workloads, can enhance job fulfillment, but further attention is needed for other factors impacting teachers' job satisfaction in this unique socio-political context.

Keywords: Elementary Teachers; Leveraging Teachers'; Work-Life Balance; Job Satisfaction

1. Introduction

The teaching profession is widely recognized as one of the most demanding careers, requiring significant emotional, mental, and physical investments. In the Philippines, teachers play a pivotal role in shaping the educational outcomes of learners under the Department of Education (DepEd), which oversees one of the largest public education systems in the world. However, the work environment for teachers often present challenges that impact their work-life balance and overall job satisfaction.

The concept of work-life balance refers to the equilibrium between professional responsibilities and personal life, which is essential for maintaining productivity and well-being (Kalliath and Brough, 2008).

Studies suggest that a supportive work environment can enhance teachers' ability to balance these demands effectively (Greenhaus and Powell, 2012). In the context of DepEd, where teachers frequently face heavy workloads, large class

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sizes, and administrative duties, achieving this balance is critical to sustaining their motivation and reducing burnout (Lanuza et al., 2020).

Job satisfaction, on the other hand, is closely linked to factors such as leadership support, professional growth opportunities, and the availability of resources (Skaalvik and Skaalvik, 2017). Research highlights that teachers who experience higher job satisfaction are more likely to remain committed to their profession and deliver quality education (Ma and MacMillan, 1999).

Within DepEd, efforts to improve teacher satisfaction have included the introduction of professional development programs and recognition of exemplary performance. Yet, challenges such as inadequate compensation and work-related stress persist, necessitating further exploration of strategies to address these issues (Tamayo et al., 2021).

This study aimed to examine the interplay between the work environment, teachers' work-life balance, and job satisfaction within Special Geographic Area of BARMM Region. By identifying the factors that influence these aspects, the research seeks to provide actionable insights for policymakers and school administrators to create more supportive and conducive environments for teachers. Fostering a positive work environment is essential not only for the well-being of educators but also for the overall effectiveness of the Philippine educational system.

2. Methods

2.1. Research Design

This study adopted quantitative approach that provide a comprehensive analysis of the research questions. The quantitative phase utilized descriptive-correlational research design (Creswell and Creswell, 2018) to analyze data from structured surveys, focusing on teachers' perceptions of their work environment, work-life balance, and job satisfaction.

Descriptive-correlational research designed enabled the identification and testing of relationships between these factors, providing a statistical foundation for understanding the impact of the work environment on teachers' well-being.

2.2. Locale of the Study

The study was conducted in the Special Geographic Area of the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), particularly focusing on teachers under the Ministry of Basic, Higher, and Technical Education (MBHTE-BARMM). The region is characterized by its unique socio-political context and diverse cultural landscape, which impacts the educational sector and the experiences of teachers working in the area.

2.3. Respondent of the Study

The respondents were 350 permanent teachers from the Special Geographic Area of BARMM under MBHTE-BARMM. It focused on teachers with a minimum of one year of teaching experience to ensure they have sufficient exposure to the work environment and are familiar with the challenges associated with it.

2.4. Sampling Procedure

A simple random sampling technique Singh and Mangat (2020) was employed to select the 350 teachers. This approach ensures that all teachers within the Special Geographic Area of BARMM have an equal chance of being selected. By selecting 350 respondents through simple random sampling, the study obtained a broad and representative dataset to comprehensively assess teachers' work environment, work-life balance, and job satisfaction across the region.

2.5. Research Instrument

The research utilized quantitative instruments to gather data, survey questionnaires adopted from Goldstein (2022), using validated scales to assess various aspects of the teachers' work environment, work-life balance, and job satisfaction.

Specifically, the first part of the instrument measured the teachers' work environment in terms of physical environment, workload and support, professional development, and collegial relationships. It also assessed teachers' work-life balance regarding workload management, time allocation, stress and well-being, and support and resources (Dancey, 2018).

Additionally, teachers' job satisfaction was evaluated based on factors such as work environment, administrative support, professional development, compensation and benefits, and job fulfillment.

2.6. Data Collection and Procedure

The data gathering procedure was conducted through surveys distribution in paper form. The survey was administered to a randomly selected sample of teachers, who received clear instructions and informed consent prior to participation.

2.7. Data Analysis

For data analysis quantitative approach was utilized to provide understanding of the research questions.

Statistical analysis was conducted using software such as SPSS. Descriptive statistics Pallant (2020), including mean and standard deviation, were computed for each variable to summarize the data. Inferential statistics, such as correlation and regression analysis, were used to explore the relationships between work environment, work-life balance, and job satisfaction. Additionally, correlation and regression analysis were employed to test the hypotheses of the study.

3. Results and Discussion

This chapter presents the presentation, analysis, interpretation of data gathered and discussion of the statistical findings of this study entitled: Work Environment: Leveraging Teachers' Work-Life Balance and Job Satisfaction.

3.1. Summary of the Extent of Teachers' Work Environment

Table 1 present the overall assessment of the teachers' work environment, as reflected by the computed weighted mean of 3.40, falls under the descriptive equivalent of "Moderately Evident." This indicates that the essential elements of a conducive and supportive work environment are present, but not consistently or strongly manifested in all aspects.

Table 1 Summary of the extent of Teachers' Work Environment in terms of Physical Work, Workload and Support, Professional Development and Collegial Relationship

Teachers' Work Environment	Weighted Means	Description
Physical Work	3.54	Evident
Workload and Support	3.43	Evident
Professional Development	3.36	Moderately Evident
Collegial Relationship	3.29	Moderately Evident
OVER-ALL WEIGHTED MEAN	3.40	Moderately Evident

Scale	Range	Description
5	4.21 – 5.00	Highly Evident
4	3.41 – 4.20	Evident
3	2.61 – 3.40	Moderately Evident
2	1.81 – 2.60	Less Evident
1	1.00 – 1.80	Least Evident

A "Moderately Evident" rating suggests that while teachers recognize the existence of supportive policies, adequate resources, and collegial relationships, these are not always fully maximized or uniformly applied across the school environment. Areas such as access to instructional materials, administrative support, professional collaboration, and physical facilities may be satisfactory in certain instances but may require enhancement to ensure consistent positive impact on teaching effectiveness and job satisfaction.

The result implies that there are opportunities for improvement in making the work environment more enabling for teachers. Strengthening professional development support, improving resource allocation, enhancing communication between teachers and school leadership, and ensuring that school facilities meet teachers’ instructional needs can elevate the overall environment from moderately evident to highly evident or very evident in future assessments.

Furthermore, Skaalvik and Skaalvik (2017) revealed that poor leadership, excessive workload, and lack of colleague support contribute to teacher burnout, leading to emotional exhaustion and a decline in job commitment. Collectively, these studies highlight that improving the work environment is essential not only for enhancing teachers’ professional growth but also for promoting better learning outcomes for students.

3.2. Summary of the Extent of Teachers’ Work Life Balance

Table 2 presents the computed weighted mean of 3.34 indicates that teachers’ work-life balance is assessed as “Moderately Evident.” This result reflects that while teachers are somewhat able to manage and balance their professional responsibilities with their personal and family life, there are still noticeable challenges that hinder them from achieving an ideal or highly satisfactory balance.

A rating of “Moderately Evident” suggests that teachers can occasionally meet personal needs alongside their work commitments, but may often experience stress, fatigue, or time constraints brought about by the demands of teaching. Factors such as workload, paperwork, extracurricular duties, and administrative tasks may encroach upon their personal time, leading to difficulties in maintaining overall well-being.

This outcome implies that interventions or programs that promote teacher wellness, mental health support, proper workload management, and time management strategies should be prioritized. Establishing policies that respect personal boundaries and providing teachers with adequate support systems could improve their overall work-life integration.

Moreover, research by Allen, French, and Penuel (2022) highlighted that supportive school policies, flexible schedules, and strong leadership can significantly improve teachers’ work-life balance, contributing to their overall job satisfaction and productivity.

These findings emphasize the need for schools to implement strategies that foster a healthier balance between teachers’ professional and personal commitments.

Table 2 Summary of the extent of teachers’ work life balance in terms of workload management, time allocation, stress and well-being and support and resources

Teachers’ Work Life Balance	Weighted Means	Description
Workload management	3.33	Moderately Evident
Time Allocation	3.34	Moderately Evident
Stress and Well-being	3.33	Moderately Evident
Support and Resources	3.35	Moderately Evident
OVER-ALL WEIGHTED MEAN	3.34	Moderately Evident

Scale	Range	Description
5	4.21 – 5.00	Highly Evident
4	3.41 – 4.20	Evident
3	2.61 – 3.40	Moderately Evident
2	1.81 – 2.60	Less Evident
1	1.00 – 1.80	Least Evident

3.3. Summary of the Extent of Teachers' Job Satisfaction

Table 3 present the computed weighted mean of 3.33 for teachers' job satisfaction indicates that their overall level of satisfaction in their work is "Moderately Evident." This means that while teachers generally find fulfillment in certain aspects of their profession, there are still notable areas where improvements are needed to achieve a higher level of job satisfaction.

A "Moderately Evident" result reflects that teachers appreciate elements such as the meaningfulness of their work, opportunities to positively impact learners, and collegial relationships. However, factors such as compensation, recognition, workload, career advancement opportunities, and administrative support may not fully meet their expectations, affecting their overall sense of fulfillment.

The findings suggest that while teachers remain committed to their duties, there is a need for enhanced motivational strategies, recognition programs, and supportive policies to address the gaps in their job satisfaction. Providing platforms for professional growth, fair reward systems, and open communication with school leadership can significantly contribute to a more satisfying work experience for teachers.

Research by Klassen and Chiu (2021) also revealed that teachers who experience higher job satisfaction demonstrate greater commitment, better classroom management, and more positive attitudes toward teaching. These findings emphasize the importance of cultivating a positive work environment that fosters teacher satisfaction, which ultimately benefits student learning outcomes.

Table 3 Summary of the extent of teachers' job satisfaction in terms of work environment, administrative support, professional development, compensation and benefits and job fulfillment

Teachers' Job Satisfaction	Weighted Means	Description
Work Environment	3.32	Moderately Satisfied
Administrative Support	3.31	Moderately Satisfied
Professional Development	3.34	Moderately Satisfied
Compensation and Benefits	3.35	Moderately Satisfied
Job Fulfillment	3.34	Moderately Satisfied
OVER-ALL WEIGHTED MEAN	3.33	Moderately Evident

Scale	Range	Description
5	4.21 – 5.00	Highly Evident
4	3.41 – 4.20	Satisfied
3	2.61 – 3.40	Moderately Evident
2	1.81 – 2.60	Less Evident
1	1.00 – 1.80	Least Evident

3.4. Relationship of Teachers' Work Condition and Job Satisfaction

The correlation matrix presented in Table 4 examines the relationship between teachers' work conditions and their job satisfaction across various dimensions, including work environment, administrative support, professional development, compensation and benefits, and job fulfillment. The findings indicate that none of these relationships are statistically significant at either the 0.01 or 0.05 significance levels, suggesting weak or negligible correlations between work condition factors and job satisfaction.

Notably, the physical environment demonstrates almost no correlation with job satisfaction indicators, with coefficients ranging from 0.000 (work environment) to 0.073 (professional development). While the highest correlation is observed in professional development (0.073, $p = 0.174$), it remains statistically insignificant. Similarly, workload and support exhibits a weak negative correlation with professional development (-0.088 , $p = 0.099$) and job fulfillment (-0.070 , $p =$

0.193), hinting that an increased workload might be associated with lower satisfaction in these areas, although the relationship is not strong enough to be statistically meaningful.

Furthermore, professional development presents weak negative correlations across all dimensions of job satisfaction, with coefficients ranging from -0.011 (compensation and benefits) to -0.043 (job fulfillment), indicating that professional development opportunities alone may not have a significant impact on teachers' overall job satisfaction. Meanwhile, collegial relationships show weak correlations with job satisfaction factors, with the highest observed value in administrative support (0.066, $p = 0.215$). However, similar to the other work condition factors, this correlation is not statistically significant.

Additionally, the weak correlation between workload and support and job fulfillment suggests that reducing workload alone is unlikely to significantly enhance job satisfaction unless it is accompanied by other supportive measures such as mentorship, career growth pathways, and leadership involvement. This underscores the need for comprehensive strategies that go beyond physical working conditions and focus on psychosocial, professional, and institutional support systems.

The findings suggest that work conditions alone do not strongly predict teachers' job satisfaction. Future research should explore additional mediating variables, including teacher autonomy, leadership effectiveness, and school climate, to gain a deeper understanding of the key drivers of job satisfaction within the teaching profession.

As highlighted by Skaalvik and Skaalvik (2017), supportive leadership, collegial relationships, and recognition of teachers' efforts significantly enhance job satisfaction. Conversely, excessive workload and lack of autonomy contribute to teacher burnout and attrition (Bentea and Anghelache, 2012).

Table 4 Correlation matrix showing the relationship of the teachers' work condition and job satisfaction

Spearman Rho						
Work Environment		Work Envi.	Admin. support	Prof. Devt.	Compensation and benefits	Job Fulfillment
Physical Environment	Cor. Coef.	0.000	0.064	0.073	0.012	0.053
	Probability	0.996	0.228	0.174	0.823	0.322
Workload and support	Cor. Coef.	0.071	0.008	-0.088	-0.053	-0.070
	Probability	0.187	0.882	0.099	0.323	0.193
Prof. Devt.	Cor. Coef.	-0.041	-0.013	-0.011	0.038	-0.043
	Probability	0.440	0.807	0.832	0.477	0.417
Collegial Relationship	Cor. Coef.	-0.060	0.066	0.046	-0.020	-0.017
	Probability	0.260	0.215	0.395	0.712	0.749

**Correlation is significant at the 0.01 level.; *Correlation is significant at the 0.05 level.

3.5. Relationship of the Teachers' Work Life Balance and Job Satisfaction

Table 5 illustrates the correlation matrix that explores the relationship between teachers' work-life balance and various dimensions of their job satisfaction. The analysis reveals several insights regarding the strength and significance of these relationships.

First, the correlation between work-life balance and work environment is found to be statistically insignificant (correlation coefficient = -0.045, $p = 0.400$). This indicates that work-life balance does not have a significant impact on teachers' satisfaction with their work environment. Similarly, the relationship between work-life balance and administrative support positive but not statistically significant (correlation coefficient = 0.066, $p = 0.215$), suggesting that the level of work-life balance does not notably affect teachers' satisfaction with administrative support.

The relationship between work-life balance and professional development is also not statistically significant (correlation coefficient = -0.104, $p = 0.052$), indicating that work-life balance does not play a major role in shaping teachers' satisfaction with professional development opportunities. Similarly, the correlation between work-life

balance and compensation and benefits is not significant (correlation coefficient = -0.032, p = 0.548), meaning work-life balance does not substantially influence teachers' satisfaction with their compensation or benefits.

However, the matrix shows a significant positive relationship between work-life balance and job fulfillment (correlation coefficient = 0.144, p = 0.007), which suggests that teachers who experience better work-life balance are more likely to report higher job fulfillment. This relationship is statistically significant at the 1% level. This finding highlights the importance of work-life balance in fostering job satisfaction, particularly in terms of fulfillment.

The correlation between work-life balance and workload management is found to be insignificant (correlation coefficient = 0.031, p = 0.568), indicating that work-life balance does not strongly influence teachers' ability to manage their workload. Similarly, time allocation shows a non-significant relationship with work-life balance (correlation coefficient = -0.065, p = 0.228), suggesting that teachers' work-life balance does not significantly affect how they allocate their time.

The correlation between stress and well-being and work-life balance is also insignificant (correlation coefficient = 0.020, p = 0.703), indicating that work-life balance does not have a significant impact on teachers' stress levels or overall well-being. However, the relationship between work-life balance and support and resources shows a significant positive correlation (correlation coefficient = 0.199, p = 0.000), suggesting that teachers with better work-life balance are more likely to have access to adequate support and resources. This relationship is also significant at the 1% level.

The analysis suggests that while work-life balance has a significant positive effect on job fulfillment and support and resources, it does not appear to significantly influence other aspects of teachers' job satisfaction, such as work environment, administrative support, professional development, compensation and benefits, workload management, and stress. The null hypothesis that there is no significant relationship between work-life balance and job satisfaction should be rejected in the cases of job fulfillment and support/resources but accepted for other variables where no statistically significant correlation was found.

Kinman, Wray, and Strange (2011), teachers often face challenges in maintaining work-life balance due to heavy workloads, administrative demands, and emotional labor, which can negatively impact their mental health.

Table 5 Correlation matrix showing the relationship of the teachers' work life balance and job satisfaction

Spearman Rho						
Work life Balance		Work Envi.	Admin. support	Prof. Devt.	Compensation and benefits	Job Fulfillment
Workload Mgt.	Cor. Coef.	-0.045	0.066	-0.104	-0.032	0.031
	Probability	0.400	0.215	0.052	0.548	0.568
Time Allocation	Cor. Coef.	-0.065	0.020	-0.060	0.017	0.144**
	Probability	0.228	0.710	0.259	0.755	0.007
Stress and Well Being	Cor. Coef.	0.020	0.004	-0.067	-0.003	-0.041
	Probability	0.703	0.941	0.210	0.959	0.445
Support and Resources	Cor. Coef.	0.090	-0.038	0.058	0.049	0.199**
	Probability	0.091	0.484	0.281	0.363	0.000

**Correlation is significant at the 0.01 level; *Correlation is significant at the 0.05 level.; Influence of the Teachers' Work Condition on the Teachers' Job Satisfaction

3.6. Teachers' Work Condition on Work Environment

Presented in Table 6 reflects that the influence of teachers' work conditions on their job satisfaction in terms of work environment was not statistically significant (F-value = 0.911, Probability = 0.457). Since the probability value is greater than 0.05, the null hypothesis is accepted, indicating that there is no significant relationship between teachers' work conditions and their satisfaction with the work environment.

The results also show that only 1.0% ($R^2 = 0.010$) of the variation in job satisfaction related to work environment can be explained by teachers' work conditions. This suggests that 99.0% of the variation is attributed to other factors not included in the study, such as leadership style, school policies, or individual teacher preferences.

Among the work condition variables analyzed, none were found to have a statistically significant effect on job satisfaction in terms of the work environment. The physical environment, workload and support, professional development, and collegial relationships all showed insignificant t-values, meaning that improvements in these areas alone do not necessarily lead to higher satisfaction with the work environment.

These findings imply that while work conditions play a role in shaping teachers' experiences, they are not the primary determinants of job satisfaction in terms of work environment. Other factors, such as administrative support, leadership engagement, school culture, and personal motivation, may have a more substantial influence. As a result, policymakers and school administrators should consider a more comprehensive approach that goes beyond physical conditions and workload management to improve teachers' overall job satisfaction.

A study by Anwar et al. (2022) examined the correlation between the working environment and teachers' job performance. The findings revealed a positive and significant relationship, indicating that improvements in the working environment can enhance teachers' performance.

3.7. Teachers' Work Condition on Administrative Support

Table 6 demonstrates the influence of teachers' work conditions on their job satisfaction in terms of administrative support. The analysis indicates that the relationship is statistically significant (F-value = 2.353, Probability = 0.045), meaning that work conditions significantly affect teachers' satisfaction with administrative support. Since the probability value is less than 0.05, the null hypothesis is rejected, confirming a significant relationship.

The results further reveal that 11.5% ($R^2 = 0.115$) of the variation in teachers' job satisfaction related to administrative support can be explained by their work conditions, while the remaining 88.5% is due to factors not covered in this study. This suggests that while work conditions have some influence, other elements such as leadership style, communication effectiveness, and institutional policies may play a bigger role in shaping teachers' perceptions of administrative support.

Among the work condition variables analyzed, collegial relationships emerged as a significant predictor of job satisfaction related to administrative support. This finding suggests that positive relationships among teachers contribute to their perception of administrative support, possibly because a supportive peer environment fosters collaboration and shared problem-solving in dealing with school administration.

These findings suggest that to improve teachers' job satisfaction regarding administrative support, school leaders should focus on fostering strong collegial relationships alongside enhancing direct administrative engagement. Encouraging open communication, collaboration, and a culture of mutual support among teachers could lead to greater satisfaction with administrative assistance and leadership.

Moreover, access to essential resources, such as teaching materials, technology, and comfortable workspaces, is seen as a determinant of teachers' effectiveness (Robinson, 2022).

3.8. Teachers' Work Condition on Professional Development

Listd in Table 6 presents the influence of teachers' work conditions on their job satisfaction in terms of professional development. The results indicate that the relationship is not statistically significant (F-value = 0.448, Probability = 0.749). Since the probability value is greater than 0.05, the null hypothesis is accepted, meaning that teachers' work conditions do not significantly impact their job satisfaction in terms of professional development.

Additionally, the analysis shows that only 1.2% ($R^2 = 0.012$) of the variation in teachers' job satisfaction regarding professional development can be explained by work conditions, while the remaining 98.8% is influenced by factors outside the study. This suggests that while work conditions are important, other elements such as the availability of professional growth opportunities, institutional support for career advancement, and the quality of training programs may play a larger role in shaping teachers' satisfaction with professional development.

Given these findings, educational institutions should focus on strengthening professional development initiatives by providing relevant training, mentorship programs, career advancement pathways, and institutional support for

continuous learning. These factors may have a more profound impact on teachers' satisfaction with their professional development than their immediate work conditions.

However, the effectiveness of professional development is contingent upon its relevance to teachers' needs and the support offered by the school (Gonzalez, 2023).

3.9. Teachers' Work Condition on Compensation and Benefits

Indicated in Table 6 presents the influence of teachers' work conditions on their job satisfaction in terms of compensation and benefits. The findings indicate that the relationship is not statistically significant (F-value = 0.636, Probability = 0.637). Since the probability value is greater than 0.05, the null hypothesis is accepted, meaning that teachers' work conditions do not significantly impact their job satisfaction regarding compensation and benefits.

Furthermore, the results show that only 1.7% ($R^2 = 0.017$) of the variation in job satisfaction related to compensation and benefits can be attributed to work conditions, leaving 98.3% of the variation unexplained by the factors considered in this study. This suggests that teachers' satisfaction with their salaries and benefits is influenced by broader economic and policy-related factors rather than their immediate work conditions.

Given these findings, education policymakers should focus on reviewing and enhancing teachers' compensation structures, ensuring that salaries and benefits are competitive and aligned with their workload, qualifications, and experience. While work conditions are important for overall job satisfaction, monetary and non-monetary incentives such as salary increments, performance-based bonuses, and enhanced benefits packages may have a more direct impact on teachers' satisfaction with their compensation.

3.10. Teachers' Work Condition on Job Fulfillment

Reflected in Table 6 examines the influence of teachers' work conditions on their job satisfaction in terms of job fulfillment. The results indicate that this relationship is not statistically significant (F-value = 0.842, Probability = 0.499). Since the probability value is greater than 0.05, the null hypothesis is accepted, meaning that teachers' work conditions do not significantly impact their sense of job fulfillment.

Additionally, the findings show that only 1.1% ($R^2 = 0.011$) of the variation in job fulfillment can be explained by the teachers' work conditions, leaving 98.9% of the variation attributable to other factors not included in this study. This suggests that job fulfillment among teachers is likely influenced by intrinsic motivators such as personal passion for teaching, student success, and career aspirations rather than external work conditions.

Given these findings, school administrators and policymakers should consider fostering intrinsic motivation among teachers through recognition programs, career growth opportunities, and a supportive teaching environment. While improving work conditions remains essential for overall job satisfaction, initiatives such as mentorship programs, teacher autonomy, and student success recognition may have a more profound impact on teachers' sense of fulfillment in their profession.

Table 6 Summary Influence of the teachers' work condition on the teachers' job satisfaction

teachers' work condition	Work Envi.		Admin. support		Prof. Devt.		Compensation and benefits		Job Fulfillment	
	t-value	Prob.	t-value	Prob.	t-value	Prob.	t-value	Prob.	t-value	Prob.
Physical environment	0.563	0.574	1.231	0.219	0.815	0.416	1.262	0.208	0.164	0.870
Workload and support	0.686	0.493	-0.187	0.852	-0.607	0.544	0.662	0.508	-1.424	0.155
Professional development	-0.892	0.373	-1.003	0.317	-0.218	0.828	0.685	0.494	-1.108	0.268
Collegial relationship	-1.474	0.141	1.687	0.049*	0.556	0.579	-0.414	0.679	0.094	0.925
R2	0.010		0.115		0.012		0.017		0.011	
F - Value	0.911		2.353		0.488		0.636		0.842	
Probability	0.457ns		0.045*		0.749ns		0.637ns		0.499ns	

*.Correlation is Significant at 0.05 level.; **.Correlation is significant at 0.01 level; Influence of the Teachers' Work Life Balance on the Teachers' Job Satisfaction

This study supported by Goldstein (2022) job fulfillment refers to the intrinsic rewards teachers derive from their work. Teachers who find purpose in their role feel they are making a difference in students' lives, and align with the values of their school report higher levels of job satisfaction.

3.11. Teachers' Work Life Balance on Work Environment

Table 7 presents the influence of teachers' work-life balance on their job satisfaction in terms of the work environment. The analysis reveals that the relationship is statistically significant (F-value = 2.631, Probability = 0.034), indicating that work-life balance plays a role in shaping teachers' satisfaction with their work environment. Since the probability value is less than 0.05, the null hypothesis is rejected, suggesting that variations in work-life balance have a meaningful impact on teachers' perceptions of their work environment.

The R^2 value of 0.030 indicates that only 3.0% of the variance in job satisfaction related to the work environment can be explained by work-life balance, while 97.0% of the variance is influenced by other factors not included in this study. This suggests that while work-life balance does contribute to job satisfaction, other aspects such as institutional policies, leadership styles, and school resources may also play crucial roles in determining how teachers perceive their work environment.

These findings underscore the importance of fostering a supportive and collaborative workplace culture to enhance teachers' job satisfaction. School administrators should focus on promoting teamwork, encouraging open communication, and creating opportunities for peer collaboration to improve teachers' overall perceptions of their work environment. Additionally, while work-life balance matters, other factors such as school leadership, policies, and available resources should also be examined to fully understand what influences teachers' satisfaction with their work environment.

A conducive work environment encourages teacher engagement, reduces stress, and enhances professional growth (Bennett, 2023). This includes access to modern teaching tools, comfortable physical spaces, and a collaborative culture (Nguyen, 2024).

3.12. Teachers' Work Life Balance on Administrative Support

Listed in Table 7 presents the influence of teachers' work-life balance on their job satisfaction in terms of administrative support. The analysis shows that the relationship is not statistically significant (F-value = 0.533, Probability = 0.712), indicating that work-life balance does not have a substantial influence on teachers' satisfaction with administrative support. Since the probability value is greater than 0.05, the null hypothesis is accepted, meaning that variations in work-life balance do not significantly affect teachers' perceptions of administrative support.

The R^2 value of 0.006 suggests that only 0.6% of the variance in job satisfaction related to administrative support can be explained by work-life balance, while 99.4% of the variance is attributed to other factors not included in the study. This highlights that administrative support may be more influenced by leadership styles, institutional policies, and organizational culture rather than teachers' work-life balance.

These findings suggest that improving teachers' work-life balance alone may not be sufficient to enhance their satisfaction with administrative support. Instead, school administrators should focus on strengthening leadership effectiveness, ensuring transparent communication, and providing clear policies on teacher support. Future research could explore how leadership styles, decision-making processes, and institutional responsiveness impact teachers' satisfaction with administrative support.

The workload and support systems available to teachers are also central to their working environment. A manageable workload, which includes teaching hours, grading, and administrative tasks, is vital for teacher retention and overall job satisfaction (Smith and Johnson, 2022).

3.13. Teachers' Work Life Balance on Professional Development

Depicted in Table 7 examines the influence of teachers' work-life balance on their job satisfaction in terms of professional development. The results indicate that work-life balance does not have a statistically significant impact on job satisfaction related to professional development (F-value = 1.167, Probability = 0.325). With a probability value greater than 0.05, the null hypothesis is accepted, meaning that there is no significant relationship between work-life balance and teachers' satisfaction with professional development.

The R^2 value of 0.013 suggests that only 1.3% of the variation in teachers' satisfaction with professional development can be explained by their work-life balance, while the remaining 98.7% of the variation is due to other factors not included in the study. This implies that work-life balance is not a major factor influencing teachers' views on their professional development opportunities.

This suggests that factors such as institutional support for growth, mentorship, and the overall culture of professional learning may play a more prominent role in shaping teachers' satisfaction with their professional development than work-life balance alone.

As noted by Larson and Woodward (2022), ongoing training allows teachers to stay updated with new pedagogical strategies and advances in educational technology, enhancing both job satisfaction and teaching effectiveness.

3.14. Teachers' Work Life Balance on Compensation and Benefits

Per Table 7 examines the influence of teachers' work-life balance on their job satisfaction in terms of compensation and benefits. The results indicate that work-life balance does not have a statistically significant impact on job satisfaction related to compensation and benefits (F -value = 0.370, Probability = 0.830). Given that the probability value is much greater than 0.05, the null hypothesis is accepted, suggesting that there is no significant relationship between teachers' work-life balance and their satisfaction with compensation and benefits.

The R^2 value of 0.004 indicates that only 0.4% of the variation in teachers' satisfaction with compensation and benefits can be explained by their work-life balance, with the remaining 99.6% of the variation attributed to other factors not considered in this study. This points to the conclusion that work-life balance is not a primary determinant of teachers' perceptions of their compensation and benefits.

Moreover, the individual components of work-life balance, such as physical environment, workload and support, professional development, and collegial relationships, also failed to show any statistically significant effects. These findings suggest that teachers' perceptions of compensation and benefits may be more strongly influenced by factors such as the actual monetary compensation, benefit packages, and institutional policies, rather than their overall work-life balance.

Compensation and benefits are significant factors that contribute to job satisfaction. While salary is often viewed as a primary motivator, comprehensive benefits packages, including healthcare, retirement plans, and paid leave, also play an important role in job satisfaction (King and Taylor, 2024).

3.15. Teachers' Work Life Balance on Job Fulfillment

Displayed in Table 7 explores the influence of teachers' work-life balance on their job satisfaction in terms of job fulfillment. The results indicate that workload and support and collegial relationship have a significant positive impact on job fulfillment. The probability values for these two variables are less than 0.05, which means that the null hypothesis is rejected, and these variables significantly contribute to teachers' job fulfillment.

The R^2 value of 0.037 indicates that approximately 3.7% of the variation in teachers' job fulfillment can be explained by their work-life balance, with the remaining 96.3% of the variation attributed to other factors not captured in this study.

Workload and support emerge as an important predictor of job fulfillment, suggesting that when teachers perceive a manageable workload and adequate support, they are more likely to feel fulfilled in their jobs. Similarly, collegial relationships also contribute to job fulfillment, indicating that positive interactions and a collaborative work environment are key to teachers' overall sense of satisfaction and purpose in their roles.

The findings suggest that workload and support, as well as collegial relationships, are crucial factors influencing teachers' job fulfillment. Efforts to improve teachers' satisfaction with their jobs may benefit from focusing on workload management and fostering positive collegial relationships.

As highlighted by Skaalvik and Skaalvik (2017), physical environment and professional development may need to be reconsidered or explored in more detail in future studies to fully understand their roles in job fulfillment.

Table 7 Summary Influence of the teachers' work life balance on the teachers' job satisfaction

teachers' work life balance	Work Envi.		Admin. support		Prof. Devt.		Compensation and benefits		Job Fulfillment	
	t-value	Prob.	t-value	Prob.	t-value	Prob.	t-value	Prob.	t-value	Prob.
Workload Management	-1.418	0.157	1.161	0.246	-1.312	0.191	-0.987	0.324	-0.445	0.656
Time Allocation	-1.026	0.306	-0.848	0.397	-0.882	0.378	0.404	0.687	2.364	0.019*
Stress and Well-being	0.460	0.646	-0.593	0.554	-1.120	0.263	-0.116	0.908	-0.312	0.756
Support and Resources	2.675	0.008**	0.096	0.924	0.420	0.675	0.605	0.546	2.389	0.017*
R2	0.037		0.004		0.013		0.006		0.030	
F - Value	3.362		0.370		1.167		0.533		2.631	
Probability	0.034*		0.712ns		0.325ns		0.830ns		0.010**	

*.Correlation is Significant at 0.05 level. **.Correlation is significant at 0.01 level

4. Conclusion

Based on the findings of the study, several conclusions can be drawn. First, the work environment plays a significant role in shaping teachers' well-being and job satisfaction, with certain factors such as workload, professional development opportunities, and collegial relationships influencing their overall satisfaction. However, while work-life balance is positively related to job fulfillment, it does not appear to have a substantial impact on other aspects of job satisfaction, such as compensation or administrative support. The study also highlights the importance of fostering a supportive and collaborative work environment, as strong collegial relationships and manageable workloads were found to positively affect teachers' sense of fulfillment and well-being.

Moreover, creating a work environment that leverage work-life balance and job satisfaction is crucial for the well-being and productivity of employee. By implementing flexible work arrangements, wellness programs, recognition and rewards, and open communication can promote a positive work environment that supports teachers personal and professional lives.

Considered a comprehensive approach to teacher satisfaction. Provides teachers with the resources and tools they need to perform their job effectively and efficiently.

Despite the unique socio-political context of BARMM, the challenges faced by teachers in this region align with those observed in other educational settings, emphasizing the need for a balanced approach to improving both work-life balance and job satisfaction.

Additionally, the study suggests that improving teachers' work-life balance could enhance job fulfillment, but other factors such as institutional policies, leadership, and available resources must also be considered for a comprehensive approach to teacher satisfaction. Future research could explore deeper into specific variables affecting job satisfaction, especially in unique educational settings like BARMM.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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