



THE MEDIATING EFFECT OF TEAMWORK ON THE RELATIONSHIP BETWEEN WORK ATTITUDE AND JOB SATISFACTION OF TEACHERS

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Abstract:

The purpose of this study was to determine the mediating effect of teamwork on the relationship between work attitude and job satisfaction of teachers. Utilizing quantitative, non-experimental design via correlational technique, data were obtained from 300 elementary public school teachers who belong to the 3 districts, Magsaysay, Bansalan and Matan-ao under the Division of Davao Del Sur. Davao Del Sur. The researcher utilized a stratified random sampling technique and an online survey mode of data collection. The researcher also utilized the statistical tools mean, Pearson r and Medgraph using Sobel z-test. From the results of the study, it was found out that the overall mean scores of teamwork, work attitude and job satisfaction of teachers are very high. Also, results revealed that there are significant relationships between work attitude and job satisfaction, between work attitude and teamwork and between teamwork and job satisfaction of teachers. Further, it was revealed that there was a partial mediation effect of teamwork on the relationship between work attitude and job satisfaction of teachers.

Keywords: education, work attitude, job satisfaction, teamwork, mediating effect, teachers, Philippines

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1. Introduction

Teachers' job satisfaction is a problem in the teaching profession. For example, in certain nations where the educational system is still evolving, teachers have expressed dissatisfaction with their jobs, as evidenced by complaints about unfair promotion and favoritism from educational officials, as well as the ineffectiveness of the educational system. Furthermore, absenteeism, a lack of professional achievement, and involvement are common in most public institutions. Some teachers have been noticed not staying in the teaching profession for long periods of time due to poor working and living conditions in public secondary schools. Because teaching is a low-paying profession, most teachers look for other opportunities (Msuya, 2016; Shrestha, 2019).

In addition, job satisfaction is an important term that is vital not only to an individual but also to the well-being of society. Job satisfaction is one component that ensures class productivity and school effectiveness in the school context. When teachers are happy in their employment, they are more motivated to teach their students efficiently. Furthermore, teachers will only work to their full potential if they are happy in their professions. Job satisfaction can indicate teacher retention and commitment. As a result, job satisfaction is a significant phenomenon in every industry, particularly in the teaching profession (Gihar & Mishra, 2018; Nigama, 2018).

Also, given the importance of teachers' job satisfaction, the researcher reviewed literatures which highlighted the variables which influence job satisfaction such as work attitude and teamwork. Employee attitudes at work influence job satisfaction; this means that if employees have a positive work attitude, their level of job satisfaction will increase (Shahab & Nisa, 2014). Similarly, Ahmad et al. (2010) proved in their study that work attitude has a significant positive influence on job satisfaction. On the other hand, teamwork has a significant positive effect on job satisfaction (Hanaysha & Tahir, 2016).

Teamwork has been also known as a motive of job satisfaction as almost all works on job satisfaction and team performance matters, have figured job satisfaction as an outcome of team effectiveness (Ancona & Hackman, 2002). Further, the lack of communication and collaboration among supervisors and the working teams led to dissatisfaction and dissatisfaction, in turn, contributed to a lack of motivation to work in teams and intention to leave one's team or even his job (Poon, 2004).

Furthermore, the researcher has not come across a study that dealt with the mediating influence of teamwork on the relationship between the work attitude and job satisfaction of teachers among public elementary schools in the local setting. It is in this context that the researcher is interested to determine whether teamwork has a mediating influence on the relationship between the work attitude and job satisfaction of teachers among 3 public elementary schools in Schools A, B and C districts as this can raise concern to the intended beneficiaries of this study and possibly develop action plans to improve teachers' teamwork, work attitude and job satisfaction, thus, the need to conduct this study.

2. Literature Review

2.1 Work Attitude

The positive work attitude of employees, along with positive thinking, at work will reflect on what they do and make them more productive employees. This can determine how well they get their tasks done and also how others perceive them. If employees display a good work attitude, they may increase their chances for a promotion or a raise if they are positive role models for others within their department at work (Boehlke, 2018).

Further, a positive attitude of employees at work can actually help the organizations succeed, which can lead to promotions and other incentives down the line. Having a good attitude at work can help employees to solve problems more effectively. When faced with adversity, employees can counteract the hardship by focusing on employees' inner strength to get the job done. With a positive attitude, it's easier to face workplace issues because employees have the drive to see it through (Ahmed, 2019).

Moreover, positive attitudes at work might operate with different personal resources and individual dispositions to facilitate work-related functioning. It is expected that the effects of personal dispositions such as happiness on organizational outcomes such as teachers' turnover intention and job satisfaction may vary according to levels of emotional intelligence. In other words, it is expected that teachers with high subjective well-being and a greater ability to manage potential incidents and stressful situations related to the emotional scope of their teaching work would have more positive work attitudes such as higher job satisfaction and lower turnover intention compared with those with low subjective well-being and low emotional competences (Cote, 2014; Pelaez-Fernandez et al., 2021; Vacharkulksemsuk & Fredrickson, 2013).

Additionally, teacher self-efficacy is also significantly related to students' academic success. A study revealed that there is a significant positive relationship between teacher self-efficacy such as the students' engagement and instructional strategies and the students' academic achievement. It has also been observed that the teachers are very efficacious and their level of self-efficacy is high which brings positivity to students' behavior, attitude and most importantly their academic achievement. Those teachers who have a high level of self-efficacy produce better results regarding students' academic achievements (Shahzad & Naureen, 2017).

Sense of community as a domain of the work environment entails ongoing, long-term social engagement that promotes the development of the self as well as social, economic, and reproductive production (Boyd & Nowell, 2017). Despite significant obstacles, educators who "feel" good about their community may be more likely to have constructive, joyful interactions with their neighbors (Hlalele & Mosia, 2020). Diversity in the workplace has many benefits and drawbacks, but one thing is for certain: we cannot avoid it. A varied population, including both personnel and students, is becoming typical in educational institutions. Ethnic diversity is continuing to increase as a result of the extensive student and teacher migration seeking better educational opportunities. Given the increase in diversity, there may be worries about the need to belong somewhere at

work in order for pro-organizational attitudes to emerge (Kachchhap, & Horo, 2021). It is very likely that when teachers receive the support they need, they will feel more engaged in their work and, as a result, more satisfied and like they belong. In fact, content teachers are essential components of any successful educational system (Rezaee, Khoshsima, Zare-Bahtash & Sarani, 2018). As a result, the workplace environment may be a factor in employee engagement when their need to belong is met through social support and a sense of community.

Sense of professional interest. refers to how teachers take initiative to help each other in performing school tasks, and maintain materials, equipment, and records of the school in good order and condition. It also refers to how they accept and carry out responsibilities attached to the job, practice good grooming and personal hygiene, keep regular attendance during school days, observe punctuality in work activities, meeting, and other appointments, and behave according to the Code of Ethics for Professional Teachers. Further, this domain indicates how teachers give constructive advice and suggestions to fellow teachers in school, involve in formulating rules and implementing guidelines in school, and keep the classroom environment conducive to teaching and learning (Jimenez, 2020).

Teachers with postgraduate degrees who were beginning, settling into, and experimenting with their jobs exhibited an openness to advancement and technology. Surprisingly, teachers in the phase of knowledge and composure are different from those in the other phases (Yağan, Özgenel, & Baydar, 2022). In addition and given that the teaching profession is frequently linked to self-sacrifice, it is crucial to explore teachers' feelings when deciding on their career and the variables that influence their decision-making processes. According to the research, half of the teachers can decide for themselves if they want to pursue teaching as a career. The most powerful feeling was found to be "the desire to be beneficial to children and humanity." They are the primary source of feedback for the majority of teachers, and students are the reason that teachers even exist (Yağan, Özgenel, & Baydar, 2022).

However, when deciding on a career, it is important to take into account the economic capital of instructors, as this has a direct impact on their cultural and symbolic capital. A decline in interest in the profession could result from a drop in social status, which is an expression of several types of financial problems. Teachers with more years of experience are more likely to be satisfied with their employment and performance. This condition can be seen as a gradual decline in the initial fervor of instructors who began their careers with high expectations for themselves and their students both professionally and intellectually (Yağan, Özgenel, & Baydar, 2022).

2.2 Job Satisfaction

Job satisfaction is a crucial element in maintaining quality human resources and the life of any organization. In academia, job satisfaction is among the cornerstones of a healthier secondary school. Job satisfaction has been perceived differently by different researchers in the field of human resources and management. Along the same line, it has been

described that job satisfaction is an attitude developed by an individual towards the job and job conditions. Accordingly, job satisfaction constitutes an attitudinal variable that measures how a person feels about his or her job, including different facets of the job. However, the most used definition of job satisfaction in literatures is that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Luthans, 2000; Msuya, 2016).

Opportunities and rewards are part of job satisfaction. According to research on "the influence of incentive on employee work satisfaction", there is a strong positive correlation between the independent and dependent variables. Compared to extrinsic reward factors, intrinsic reward variables have a stronger positive connection with job satisfaction (Samuel, 2017). Also, in another study, findings demonstrated that rewards can improve workers' job satisfaction even when the current system of rewards does not meet their needs. The study discovered that procedures for managing financial rewards have a big impact on how committed an organization is. The role of employees, intrinsic and extrinsic motivation, and their performance in the finance trade sector and as shop managers were explored by Kuvaas et al. in 2017. According to the results of their study, both intrinsic and extrinsic rewards are regarded as the main motivators for employees. Gabriel et al. (2016) investigated the impact of rewarding employees effectively on their performance. They came to the conclusion that employee performance is significantly and favorably affected by intrinsic rewards such as employee development, recognition, and pay/salary. Moreover, it was also determined that a good reward and recognition system contributes to employee satisfaction, and that the more highly rewarded and recognized employees are, the more satisfied they are, and satisfied employees are less likely to quit their jobs.

Many researchers believe that supervision can improve classroom practices and lead to student success by enhancing teachers' professional development and work performance (Khalid et al., 2011). Moreover, in the most basic sense, the advantages of business rules and regulations are that they protect the company. You protect the company from lawsuits by protecting its employees. Adhering to rules and regulations helps employees understand what is expected of them and what will happen if they break the rules. It creates a stable office environment in which people feel safe coming to work, being themselves, and going about their business. As a result, there is less turnover, more teamwork, and increased company morale.

The nature of work performance is another aspect of job satisfaction. In general, teaching is a process of monitoring students by inferring emotions, beliefs, and knowledge, detecting gaps between correct knowledge and possible incorrect students' knowledge, communicating this knowledge to students, and finally, providing feedback to students through assessment and corrections (Dessus, Mandin & Zampa, 2008; as cited by IvyPanda, 2019). However, the increasing teacher stress and frustration have been linked to a greater strong focus on teacher performance and effectiveness in these countries, as well as an increase in workload (Ingersoll, 2017). Further, an 'unmanageable workload' is one of the main reasons teachers leave the public sector. While this is not the

same as the number of hours worked, teachers work more hours than other professionals in a typical working week. Working intensively over fewer weeks of the year can result in a poorer work-life balance and higher levels of stress among teachers.

2.3 Teamwork

A team denotes a group of two or more people working interdependently in the pursuit of a common goal. Teamwork is simultaneously used to capture both personal traits and a set of interpersonal behaviors necessary for teams to operate. Further, effective teamwork skills are essential for success in an increasingly team-based workplace. Teamwork is consistently identified as a crucial component of success in today's professional sector. Employers identified teamwork skills and the ability to collaborate with others in diverse group settings as a learning outcome that necessitated increased emphasis in schools (Britton et al., 2017; Varela & Mead, 2018).

Specifically, teamwork is necessary between students, between students and teachers, and among parents and educators. The more teamwork fundamentals exhibited, the more opportunity exists for students to learn the vital skills of compromise and collaboration. In many academic settings, teachers in different departments team up to ensure a continuity of instruction for students. Also, when teachers and parents act as a team, it can reinforce positive behaviors and learning skills developed in the classroom and practiced at home (McQuerrey, 2018).

Further, teamwork skills include mission analysis. This refers to the definition of the team's main task and appraisal of resources to accomplish a mission. Particularly, a mission makes it clear what the team is responsible for, and therefore where its boundaries are. It is a short, concise statement that stays constant for a long time. A team should be given its mission. If an organisation is a selection of teams, someone is responsible for deciding which teams exist, and what they are responsible for. They should pick missions that are likely to generate long-term organization value and contribute to the organization's overall mission (Varela & Mead, 2018; Whiteley, 2019).

In this manner, strategy formulation in a team is important. This refers to establishing courses of action for mission accomplishment. Strategy formulation is the process of using available knowledge to document the intended direction of an organization and the actionable steps to reach its goals. This process is used for resource allocation, prioritization, organization-wide alignment, and validation of business goals. A successful strategy can allow your organization to share one clear vision, catch biases by examining the reasoning behind goals, and track performance with measurable key performance indicators (Cote, 2020; Varela & Mead, 2018).

In the educational context, highly emotional intelligent teachers tend to motivate their students better and understand their students' behavioral and psychological well-being. They can also be more sensitive towards their students' disruptive behaviors, academic performance and relationship management. They can handle and deal with various issues children are facing in a better way (Bello, Yusuf, & Amali, 2017; Edannur, 2018).

Team building is the process of improving a team's efficacy and efficiency by creating a supportive working environment, increased understanding, effective communication, the correct alliance, and a high level of trust among team members (Eddy et al., 2019). According to Nicholson et al. (2019), teamwork is the most commonly used working style, particularly in new work environments. Managers should regard teaming as a useful strategy for improving communication and interpersonal skills (Glambek et al., 2020). Researchers also claimed that the success or failure of team initiatives should be the team's responsibility, and they should be rewarded for specific accomplishments (Graber et al., 2018).

In addition, self-efficacy is a function of opportunity, social context, and individual factors rather than something that people are born with. It happens as a result of an opportunity because when someone is given the chance to do a task and completes it successfully, this mastery experience helps the individual develop self-confidence. Along with mastery experience, the social milieu in which a person lives and performs the activity also supports self-efficacy. One can develop self-efficacy by observing another person complete a task well, which inspires that individual to have confidence in his or her own abilities. Verbal influence from close friends, family members, or superiors can also have an impact on one's sense of self-efficacy. Positive reinforcement from them increases a person's sense of self-efficacy (Abun, Natividad, Nicolas, Magallanes, & Mansueto, 2021).

Further, self-efficacy influences job satisfaction, organizational commitment, motivation, and job involvement (Demir, 2018). The same result was discovered in other professions, like teaching. In their 2017 study, Türkoğlu, Cansoy, and Parlar discovered a relationship between teachers' self-efficacy and job satisfaction, suggesting that self-efficacy is a key predictor of educators' job satisfaction. According to the research of Abun et al. (2021), self-efficacy is crucial for fostering teachers' job satisfaction. This shows that instructors are more content with their jobs and careers the higher their self-efficacy is in terms of their capacity to engage students in the classroom, instructional tactics, and classroom management. Their self-assurance enables them to complete their duty and reach their objective.

Also, a problem with the job satisfaction of teachers leads them to leave their organization or perform poorly. Trying to recruit more teachers might not even solve the turnover problem as long as a significant number of educators leave schools dissatisfied with their professional status and working environment (Ingersoll, 2017; Sutchter, 2016). As a result, policy responses to the teacher shortage are increasingly focusing on efforts to retain teachers (Ingersoll, 2017; Sibieta, 2018; Sutchter et al., 2016). The study by Niccolletti et al. (2021) showed that teamwork positively affects the formation of employee satisfaction.

Further, a positive workplace attitude among employees is also beneficial to teamwork. Whereas attitude is primarily an individual attribute, management must promote a collective workplace positive attitude. The concept of team spirit is now widely used in modern businesses (Pirouz, 2015). Positive relationships among

employees result in good teamwork. Positive relationships assist employees in forming efficient teams in which all participants are dedicated to and working toward a similar goal. Individual workers can benefit from cultivating a positive workplace attitude by appreciating their colleagues' contributions, talents, and abilities. People are urged to focus their energy on achieving team performance targets through positive synergy rather than on the shortcomings of others. Through suitable workforce and supervisory team trainings, the business can assist build a culture of positive attitudes among its personnel, resulting in effective teamwork (Byers, 2009; Fallah, 2017). According to Pierce, et.al (2016), good team-building tactics increase employee job satisfaction.

Moreover, teamwork ensures job satisfaction since it boosts employees' confidence, which leads to organizational loyalty (Hanaysha, 2016). In a study, Ahmad and Ahmad (2019) discovered a strong, positive association between teamwork, leadership, and job satisfaction. Participants indicated their trust in the direction since, according to them, the more they perform teamwork, the more job satisfaction they receive. A leader understands the value of teamwork for organizational performance, as Chenoy Cei (2017) points out. Leaders are aware of their employees' compatibility, involve them in decision-making, recognize their presence, and assign them responsibilities based on their skills. Members feel emotional satisfaction and work well when they receive acknowledgement and equitable appreciation in the decision-making process.

Also, the researcher reviewed literatures which highlighted the variables which influence job satisfaction such as work attitude and teamwork. Employee attitudes at work influence job satisfaction; this means that if employees have a positive work attitude, their level of job satisfaction will increase (Shahab & Nisa, 2014). Similarly, Ahmad et al. (2010) proved in the study that work attitude has a significant positive influence on job satisfaction. On the other hand, teamwork has a significant positive effect on job satisfaction (Hanaysha & Tahir, 2016). Teamwork has been also known as a motive of job satisfaction as almost all works on job satisfaction and team performance matters, have figured job satisfaction as an outcome of team effectiveness (Ancona & Hackman, 2002). Further, the lack of communication and collaboration among supervisors and the working teams led to dissatisfaction and dissatisfaction, in turn, contributed to a lack of motivation to work in teams and intention to leave one's team or even his job (Poon, 2004).

This study is anchored on Herzberg's motivator-hygiene theory in 1966. Herzberg's motivator-hygiene theory suggests that job satisfaction and dissatisfaction are not two opposite ends of the same continuum, but instead are two separate and, at times, even unrelated concepts. Motivating factors like pay and benefits, recognition and achievement need to be met for an employee to be satisfied with work. On the other hand, at the absence of hygiene factors such as working conditions, company, policies, structure, job security, interaction with colleagues and quality of management, employees will be dissatisfied with their jobs. Herzberg's motivator-hygiene theory is

applied in this study since variable such as teamwork which could refer to teachers' interaction with others in the school organization is linked to higher job satisfaction.

In addition, this study is supported by the dispositional theory of Judge et al. (1997). This dispositional approach suggests that job satisfaction is closely related to personality. It postulates that an individual has a strong predisposition towards a certain level of satisfaction and that these remain fairly constant and stable across time. Most prominently, there is research evidence that self-esteem, self-efficacy, emotional stability and locus of control comprise a broad personality construct, which contributes to how an individual sees. Similarly, investigations into the link between the five-factor model of personality and job satisfaction revealed neuroticism, conscientiousness, and extraversion to have moderate relationships with job satisfaction. People tend to evaluate their work experiences in terms of liking or disliking their jobs and develop feelings of satisfaction or dissatisfaction regarding their job, as well as the organization in which they work.

The dispositional theory is applied in this study since variable such as work attitude which is related to personality which contributes in part to workplace behavior because the way that people think, feel, and behave affects many aspects of the workplace. As mentioned, the personality construct of people influences job satisfaction. Another support theory is the Teamwork Theory – Team Stages Model by Tuckman (1965) wherein four stages of team building namely: forming, storming, norming and performing were introduced. The theory is a basis for effective team building and it recognizes the fact that groups do not start off fully-formed and functioning. Also, it suggested that teams grow through clearly defined stages, from groups of individuals, to cohesive, task-focused teams. The optimal or performing position is reached when relationships have developed within the group and it has started delivering with a clear focus on the task. It also indicated that it takes time to reach the performing stage and that it is normal for teams to go through ups and downs as they develop relationships.

3. Material and Methods

The respondents of the study were the 300 public elementary teachers in the 3 districts - District A (Magsaysay), District B (Bansalan) and District C (Matanao) MABAMA, Division of Davao del Sur, out of the total population of 1,200. Slovin's formula (Stephanie, 2003) was used to compute the sample size. With a desire to give everyone a chance to be included in the study, stratified random sampling was used. Stratified random sampling was employed in the study such that all public elementary school teachers under the 3 identified schools had a chance to be selected and considered for inclusion in the final sample. This was a sampling technique in which the population is divided into groups called strata. In this case, the public elementary school teachers in MABAMA only were the groups to become respondents. Moreover, the idea was that the groupings were made so that the population units within the groups are similar (Salkind,

2007). The distribution was as follows: 100 respondents for School A, 100 respondents for School B and 100 respondents for School C.

Moreover, the researcher considered the inclusion and exclusion criteria in the selection of the respondents of the study. Those who were included as respondents of the study are the regular teachers in MABAMA whose plantilla numbers are in the Department of Education. In particular, the respondents are elementary school teachers, who are currently employed for the Academic Year 2021-2022). These elementary school teachers are the ones who were in the position to provide useful information to test the hypothesis of the study.

Those teachers not in the elementary department and those who were not teaching under the identified 3 districts under the division of Davao del Sur were excluded from the study for they are in different work environments and supervision. Teachers who were working in private schools whether in the same or other departments were also excluded including those teachers also who hold managerial or supervisory positions even in the areas under study.

The respondents were chosen accordingly to answer the questionnaire with confidentiality. The target respondents were free to decline from participating in the survey. They were not forced to answer the research questionnaire and were encouraged to return the same to the researcher for its automatic disposal. Moreover, they can withdraw anytime their participation in the research process if they felt uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

The study was conducted in the 3 districts, Magsaysay, Bansalan and Matan-ao (MABAMA) under the division of Davao del Sur, Region XI. Region XI is located in the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City. The province of Davao Del Sur was created by the defunct Congress on May 8, 1967 under Republic Act No. 4867. It started functioning as a province on July 1, 1967 and was comprised of only ten (10) municipalities where Digos as the capital.

The researcher believed that this is the appropriate locale of the study because it has a good number of respondents who can ensure concrete results of the study and the researcher has not come across a study using the variables on teamwork, work attitude and job satisfaction in the local setting. Moreover, in the aforementioned areas under study where teachers were affected, directly and indirectly by the pandemic, it was quite difficult to adjust from the traditional learning strategies to the online platform. This was true not only for the teachers but most of all for the students as everybody was used to the face-to-face mode of teaching and learning. There were possibilities that lack of interest or demotivation has resulted in changes or huge adjustments in the performance of all class activities thus has affected the work attitude and level of satisfaction of teachers in the workplace. The problem of lack of the necessary apparatus to be used for online classes coupled with the issue of internet connections has contributed to the

anxiety and demotivation in the class activities. The availability of modules and other materials was not enough to cater to all the enrolled students; thus, the distribution was limited which affected the learning competencies of students.

The study utilized a quantitative, descriptive, non-experimental design using a correlation technique. This aided in determining the levels of teamwork, work attitude and job satisfaction of teachers. Quantitative research narrows itself to statistical analyses of collected data via survey questionnaires employing computational approaches (Trefry, 2017). The researcher obtained the numerical data from the population in order to establish accuracy. Descriptive research depicts the precise selection of respondents through the survey (Kowalczyk, 2018). The design provided a description of the relationship between teamwork, work attitude and job satisfaction of teachers.

The correlational technique is a non-experimental approach in which it analyzes the relationship between two or more variables without reserve. It also looks into the degree of association by relating it with other variables. Apparently, correlational studies have an independent and dependent variable with the effects of the independent variable observed on the dependent value (Patidar, 2013). This technique is appropriate since the study aims to determine the relationship between the independent variable work attitude and job satisfaction of teachers as the dependent variable.

Moreover, a mediation model was used in this study. The mediation model is one that seeks to identify and explicate the mechanism or process that underlies an observed relationship between an independent variable (work attitude) and a dependent variable (job satisfaction) via the inclusion of a third explanatory variable, known as a mediator variable (teamwork). Rather than hypothesizing a direct causal relationship between the independent variable and the dependent variable, a mediational model hypothesized that the independent variable influences the mediator variable, which in turn influenced the dependent variable. Thus, the mediator variable served to clarify the nature of the relationship between the independent and dependent variables. In other words, mediating relationships occur when a third variable plays an important role in governing the relationship between the other two variables (MacKinnon, 2008).

The data was gathered through the procedures mentioned as follows. In the collection of data, the researcher asked permission from the Schools Division Superintendent, then to the District Supervisors and School Heads concerned, to allow the researcher to conduct the study on the 300 public elementary school teachers. Then the researcher sent letters asking for permission from the School Heads of the participants. Once approved, the survey questionnaires were administered to the respondents of the 3 public secondaries under MABAMA, Province of Davao del Sur. As soon as the request was approved and strictly observing the safety protocols in this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID-19) such as physical/social distancing and wearing face masks, the researcher immediately visited the concerned school heads of the 3 schools, as part of the courtesy call and discussed the plan on the conduct of online survey thru google docs to all concerned respondents.

During the courtesy call, a list and contact numbers/email addresses of all respondents/students were requested from the offices of the concerned school heads/principals. The list served as the basis for the researcher for the data gathering which activity took around 1 and half months from the sending of the survey questionnaire to all the respondents in google docs up to the retrieval of the accomplished survey questionnaires. Also, before the actual data collection, the researcher secured a Certificate of Compliance from UMEREC to ensure compliance with some ethical considerations in research.

All retrieved questionnaires were encoded in the Excel template after verification and checking as to the completeness of the answers. After all the tallying and validating of results, the data was analysed and interpreted in line with the objectives of the study. Based on the findings of the study, conclusions and recommendations were formulated.

The following statistical tools were used in the computation of data and testing the hypotheses at 0.05 level of significance: mean was used to determine the level of work attitude, job satisfaction and teamwork of teachers. Pearson Product Moment Correlation (Pearson r) was used to determine the significance of the relationship between teamwork and job satisfaction of teachers; work attitude and job satisfaction of teachers; and teamwork and work attitude of teachers. Path Analysis was used to determine the significance of the mediation of teamwork on the relationship between the work attitude and job satisfaction of teachers.

The participation of the respondents was completely voluntary and anonymous to protect their privacy and information was given whenever the respondents did not understand, before deciding whether to participate or not in the study. As a researcher, all data gathered were kept confidential and such information was only utilized for the purpose of the research. Informed consent was secured from all the respondents involved in the study. The participants were carefully selected based on the criteria provided in the research. The study did not involve high risks of situations that the respondents have experienced since the respondents were public elementary school teachers and this was conducted in accordance with due process. All the teachers were the primary beneficiaries of the study.

The study used the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism that happened during the whole duration of the study. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao. There was no evidence that the study was intentionally misrepresented to match a model or theoretical assumption. The study had no conflict of interest since the researcher had no relationship with the respondents of the study, but it was a requirement for the completion of the master's degree in education at the University of Mindanao Professional Schools. In this study, there was no deceit. The researcher secured proper permission from the targeted agencies where the respondents were teaching/working. Considering the risks of COVID-19, and in the conduct of the online data gathering, the researcher utilized Google Forms where the respondents indicated their responses to the specific item questions being asked. No

person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher.

4. Results and Discussion

Table 1: Level of Work Attitude

Indicators	SD	Mean	Descriptive Level
Sense of Efficacy	0.410	4.35	Very High
Sense of Community	0.409	4.43	Very High
Sense of Professional Interest	0.478	4.42	Very High
Overall	0.381	4.40	Very High

Results revealed the total mean rating to be 4.40 or Very High and SD of 0.381. The very high level of work attitude is due to the obtained and average mean ratings of its indicators namely: sense of community with a mean rating of 4.43 or Very High; sense of professional interest with the mean rating of 4.42 or labeled as Very High; and sense of efficacy with the mean score of 4.35 or as descriptively describe as Very High.

The level of work attitude is very high due to the very high levels of responses. The indicators of sense of community, sense of professional interest and sense of efficacy are indicators arranged from highest to lowest. The very high level of sense of community suggests that the teachers have perceived their community (school and local community) to be supportive and appreciate the efforts the teachers put into their work. This is in line with the claim of Rezaee, Khoshsima, Zare-Bahtash and Sarani (2018) that it is very likely that when teachers receive the support they need, they will feel more engaged in their work and, as a result, more satisfied and like they belong. In fact, content teachers are essential components of any successful educational system. The fundamental aim of education would be unachievable if instructors themselves were unable to experience a collegial environment within which a shared purpose is to be reached. One important step in assisting with the achievement of this goal may be to develop an environment where teachers feel a feeling of belonging (Kachchhap, & Horo, 2021).

The very high level of sense of professional interest indicates that the teachers perform their responsibilities, practice positive work habits and conduct, and maintain a positive workplace environment. According to Yağan, Özgenel, & Baydar (2022), half of the teachers can decide for themselves if they want to pursue teaching as a career. The most powerful feeling was found to be "the desire to be beneficial to children and humanity." They are the primary source of feedback for the majority of teachers, and students are the reason that teachers even exist.

The very high level of sense of efficacy suggests that the teachers are performing well as they believed that they are capable to carry out their tasks, responsibilities and obligations, handling work challenges, and maintaining positive attitudes that influence learners. This is in line with the claim of Shahzad & Naureen (2017) that teachers that are very efficacious and their level of self-efficacy is high bring positivity to students' behavior, attitude and most importantly their academic achievement. Teachers who have

a high level of self-efficacy produce better results regarding students' academic achievements.

Table 2: Level of Job Satisfaction

Indicators	SD	Mean	Descriptive Level
Opportunities and Rewards	0.523	4.17	High
Supervision	0.602	4.22	Very High
Fringe Benefits	0.686	4.14	High
Operating Rules and Procedures	0.452	4.28	Very High
Coworkers	0.456	4.28	Very High
The Nature of Work Performed	0.480	4.29	Very High
Overall	0.447	4.23	Very High

The level of job satisfaction of teachers which gained an overall mean rating of 4.23 described as Very High and an SD of 0.447. The very high level of job satisfaction is due to the gathered and computed mean ratings of the participant. The indicators have been arranged from highest to lowest. The nature of work performed gained the highest mean score of 4.29 or Very High. Followed by coworkers and operating rules and procedures which both gained a mean score of 4.28 or Very High, supervision with 4.22 or Very High, opportunities and rewards with 4.17 or High, and lastly, fringe benefits with 4.14 or High.

The very high level of job satisfaction of teachers is due to the very high and high level rating of responses. The indicators of the nature of work performed, coworkers and operating rules and procedures, supervision, opportunities and rewards, and fringe benefits were arranged from highest to lowest. The very high level of the nature of work performed suggests that the teachers are able to perform their tasks despite the heavy workload. This is in line with the claims of Ingersoll (2017) stating that the increasing teacher stress and frustration have been linked to a greater strong focus on teacher performance and effectiveness in these countries, as well as an increase in workload. However, an 'unmanageable workload' is one of the main reasons teachers leave the public sector.

Also, the very high level of supervision suggests that the teachers have supervisors that motivate, support and empower them to achieve their professional goals, thus increasing their satisfaction and loyalty to their respective schools. This is in line with the claims of various authors (Khalid et al., 2011) that supervision can improve classroom practices and lead to student success by enhancing teachers' professional development and work performance.

Meanwhile, the high level of opportunities and rewards indicates that the teachers have an appropriate rate of rewards and an adequate amount of opportunities to develop themselves professionally and attain promotion that motivates the teachers to work more diligently. This is in line with the claims that rewards can improve workers' job satisfaction even when the current system of rewards does not meet their needs. Kuvaas et al. (2017) discovered in their study that both intrinsic and extrinsic rewards are regarded as the main motivators for employees. While, Gabriel et al. (2016) in their study,

came to the conclusion that employee performance is significantly and favorably affected by intrinsic rewards such as employee development, recognition, and pay/salary.

Lastly, the high level of fringe benefits suggests that receive satisfactory benefits that help lighten their socio-economic burdens and increase their positive outlook at work. A good reward and recognition system contributes to employee satisfaction, and the more highly rewarded and recognized employees are, the more satisfied they are, and satisfied employees are less likely to quit their jobs.

Table 3: Level of Teamwork

Statement (10)	SD	Mean	Descriptive Level
Feeling grateful that my department encourages teamwork.	0.516	4.34	Very High
Feeling satisfied with the spirit of teamwork within our department.	0.525	4.31	Very High
Feeling happy to be part of a dynamic and results-oriented (winning) team.	0.584	4.35	Very High
Knowing there is high morale within my team.	0.538	4.38	Very High
Feeling that people in my work group treat each other with respect.	0.520	4.32	Very High
Believing that my team-mates collaborate well to get the job done	0.592	4.25	Very High
Being aware that my teammates collaborate well across departments when needed.	0.545	4.20	Very High
Understanding that my group's objectives and priorities are aligned with other functions we interact with.	0.527	4.19	High
Appreciating that every member of the team shows an understanding of what our group needs to do to achieve its goals.	0.538	4.22	Very High
Feeling valued as a team member.	0.514	4.38	Very High
Overall	0.430	4.29	Very High

The level of teamwork garnered a total mean score of 4.29 or Very High and an SD of 0.430. The very high level of teamwork is due to the gathered and computed mean score of the indicators, namely: I know there is high morale within my team and I feel valued as a team member with mean scores of 4.38 or descriptively described as Very High.

Followed by I am happy to be part of a dynamic and results-oriented (winning) team with a mean score of 4.35 or Very High, I am grateful that my department encourages teamwork with 4.34 or Very High, I can feel that people in my work group treat each other with respect with 4.32 or Very High, and I feel satisfied with the spirit of teamwork within our department with 4.31 or Very High. Further, I believe that my team-mates collaborate well to get the job done, I appreciate that every member of the team shows an understanding of what our group needs to do to achieve its goals and I am aware that my team-mates collaborate well across departments when needed respectively gained their mean scores of 4.25, 4.22 and 4.20 described as Very High. And lastly, I understand that my group's objectives and priorities are aligned with other functions we interact with, and with a mean score of 4.19 or High.

The very high level of teamwork suggests that the teachers have effective teamwork skills that improve individual and groups' performance. This is in line with the claims of McQuerrey (2018) that in the educational setting, effective teacher teamwork builds strong schools. Teamwork is necessary between students, between students and teachers, and among parents and educators. The more teamwork fundamentals exhibited, the more opportunity exists for students to learn the vital skills of compromise and collaboration. In many academic settings, teachers in different departments team up to ensure a continuity of instruction for students.

In addition, teamwork is simultaneously used to capture both personal traits and a set of interpersonal behaviors necessary for teams to operate. Further, effective teamwork skills are essential for success in an increasingly team-based workplace. Teamwork is consistently identified as a crucial component of success in today's professional sector. Employers identified teamwork skills and the ability to collaborate with others in diverse group settings as a learning outcome that necessitated increased emphasis in schools (Britton et al., 2017; Varela & Mead, 2018).

Table 4.1: Significant Relationship between Work Attitude and Job Satisfaction of Teachers

Work Attitude	Job Satisfaction						Overall
	OR	S	FB	ORP	CW	NWP	
Sense of Efficacy	0.605 <.001	0.674 <.001	0.503 <.001	0.821 <.001	0.641 <.001	0.644 <.001	0.760 <.001
Sense of Community	0.574 <.001	0.658 <.001	0.497 <.001	0.553 <.001	0.570 <.001	0.593 <.001	0.683 <.001
Sense of Professional Interest	0.720 <.001	0.725 <.001	0.509 <.001	0.699 <.001	0.688 <.001	0.703 <.001	0.794 <.001
Overall	0.724 <.001	0.781 <.001	0.571 <.001	0.785 <.001	0.722 <.001	0.737 <.001	0.850 <.001

The correlation between measures of work attitude and job satisfaction of teachers. It can be seen from the table that the correlation gained an overall r-value of 0.850 with a p-value of 0.000 which is lower than the 0.05 level of significance. This implies that there is a significant relationship between work attitude and the job satisfaction of teachers. Thus, the null hypothesis of no significant relationship between work attitude and job satisfaction of teachers is rejected.

It can also be gleaned from the table that work attitude is significantly correlated to job satisfaction of teachers, since the indicators revealed the following overall r-values: sense of efficacy with 0.760, sense of community with 0.683, and sense of professional interest with 0.794; and the p-value is 0.000. Thus, the two variables are significantly associated.

Further, job satisfaction when correlated with work attitude reveals a significant correlation as the indicators revealed the following r-values: opportunities and rewards with 0.724, supervision with 0.781, fringe benefits with 0.571, operating rules and procedures 0.785, coworkers with 0.722, and the nature of work performed with 0.737; and the p-value is 0.000. Thus, the two variables are significantly associated.

The correlation between measures of work attitude and job satisfaction of teachers revealed a significant relationship. This implies that work attitude is significantly correlated to job satisfaction of teachers. The findings of the study were in line with the claims of various authors (Cote, 2014; Pelaez-Fernandez et al., 2021; Vacharkulksemsuk & Fredrickson, 2013) that positive attitudes at work might operate with different personal resources and individual dispositions to facilitate work-related functioning. It is expected that the effects of personal dispositions such as happiness on organizational outcomes such as teachers' turnover intention and job satisfaction may vary according to levels of emotional intelligence. In other words, it is expected that teachers with high subjective well-being and a greater ability to manage potential incidents and stressful situations related to the emotional scope of their teaching work would have more positive work attitudes such as higher job satisfaction and lower turnover intention compared with those with low subjective well-being and low emotional competences.

Further, self-efficacy influences job satisfaction, organizational commitment, motivation, and job involvement (Demir, 2018). In the educational setting, Türkoğlu, Cansoy, and Parlar (2017) discovered a relationship between teachers' self-efficacy and job satisfaction, suggesting that self-efficacy is a key predictor of educators' job satisfaction. Self-efficacy is crucial for fostering teachers' job satisfaction. This shows that instructors are more content with their jobs and careers the higher their self-efficacy is in terms of their capacity to engage students in the classroom, instructional tactics, and classroom management. Their self-assurance enables them to complete their duty and reach their objective (Abun et al., 2021).

Table 4.2: Significant Relationship between Work Attitude and Teamwork of Teachers

Work Attitude	Teamwork
Sense of Efficacy	0.558 <.001
Sense of Community	0.550 <.001
Sense of Professional Interest	0.587 <.001
Overall	0.642 <.001

The correlation between measures of work attitude and teamwork of teachers. The overall correlation r-value of 0.642 and p-value of 0.000 which is less than the 0.05 level of significance reveals that work attitude is correlated with the teamwork of teachers, as gleaned from the table. This implies that there is a significant relationship between work attitude and teamwork of teachers. Thus, the null hypothesis of no significant relationship between work attitude and teamwork of teachers is rejected.

Data from the table also revealed that when work attitude is correlated with teamwork, the following indicators would result in the following overall r-values: sense of efficacy with 0.558, sense of community with 0.550, and sense of professional interest with 0.587; and the p-value is 0.000. Thus, the two variables are significantly associated.

The correlation between measures of work attitude and teamwork of teachers revealed a significant relationship. This implies that work attitude is significantly correlated with teamwork. The results of the study are in line with Byers (2009) and Fallah (2017) that positive relationships among employees result in good teamwork. Positive relationships assist employees in forming efficient teams in which all participants are dedicated to and working toward a similar goal. Individual workers can benefit from cultivating a positive workplace attitude by appreciating their colleagues' contributions, talents, and abilities. People are urged to focus their energy on achieving team performance targets through positive synergy rather than on the shortcomings of others. Through suitable workforce and supervisory team trainings, the business can assist build a culture of positive attitudes among its personnel, resulting in effective teamwork.

Further, Pirouz (2015) stated that a positive workplace attitude among employees is also beneficial to teamwork. Whereas attitude is primarily an individual attribute, management must promote a collective workplace positive attitude. The concept of team spirit is now widely used in modern businesses.

Table 4.3: Significant Relationship between Teamwork and Job Satisfaction of Teachers

Teamwork	Job Satisfaction						
	OR	S	FB	ORP	CW	NWP	Overall
	0.590	0.618	0.401	0.464	0.476	0.586	0.620
	<.001	<.001	<.001	<.001	<.001	<.001	<.001

The correlation between measures of teamwork and job satisfaction of teachers. It can be seen from the table that the correlation gained an overall r-value of 0.620 and p-value of 0.000 which is less than the 0.05 level of significance. This implies that the relationship between teamwork and the job satisfaction of teachers is significant. Thus, the null hypothesis of no significant relationship between teamwork and the job satisfaction of teachers is rejected.

Data also revealed that when job satisfaction is correlated to teamwork, the following overall r-values of the indicators are revealed: opportunities and rewards with 0.590, supervision with 0.618, fringe benefits with 0.401, operating rules and procedures 0.464, coworkers with 0.476, and nature of work performed with 0.586; and the p-value is 0.000. Thus, the two variables are significantly associated.

The correlation between teamwork and the job satisfaction of teachers revealed a significant relationship. This implies that teamwork is significantly correlated to the job satisfaction of teachers. The findings of this study were in line with Nicolletti et al. (2021) that teamwork positively affects the formation of job satisfaction of employees. In addition, Malinen and Savolainen (2016) stated that teachers who rated teacher collaboration and student behavior higher at the start of the school year were more satisfied with their jobs at the end of the school year. Teamwork will generate higher job performance (Musriha, 2013).

Further, according to Hanaysha (2016), teamwork ensures job satisfaction since it boosts employees' confidence, which leads to organizational loyalty. Members feel

emotional satisfaction and work well when they receive acknowledgement and equitable appreciation in the decision-making process (Chenoy Cej, 2017). Participants indicated their trust in the direction since the more they perform teamwork, the more job satisfaction they receive (Ahmad & Ahmad, 2019). In addition, Pierce, et al. (2016) claimed that good team-building tactics increase employee job satisfaction.

Table 5: Regression analysis of the variables
 in the criteria of the presence of mediating effect

Effect	Estimate	SE	95% Confidence Interval		Z	P	% Mediation
			Lower	Upper			
Indirect	0.0955	0.0301	0.0366	0.154	3.18	0.001	9.58
Direct	0.9009	0.0457	0.8114	0.990	19.73	< .001	90.42
Total	0.9964	0.0356	0.9266	1.066	27.99	< .001	100.00

There are three steps to be met for a third variable to be acting as a mediator. In Table 5, these are categorized as Steps 1 to 3. In step 1, work attitude as the independent variable (IV) significantly predicts job satisfaction, which is the dependent variable (DV) of the study. In step 2, work attitude significantly predicts teamwork, the mediator (M). In step 3, teamwork significantly predicts job satisfaction.

Because the three steps (paths a, b and c) are significant, further mediation analysis through medgraph is necessary, including the Sobel z test to assess the significance of the mediation effect. If the effect of the independent variable on the dependent variable becomes non-significant at the final step of the analysis, full mediation will be achieved. It means all the effects are mediated by the mediator variable. In addition, if the regression coefficient is substantially reduced at the final step but remains significant, only partial mediation is obtained, which implies that part of the independent variable (work attitude) is mediated by the mediator (teamwork) but other parts are either direct or mediated by other variables that are not included in the model. However, in this case, as gleaned in step 3 (denoted as c), the effect of work attitude on job satisfaction was found to have been greater compared to after it was mediated by teamwork. With this, partial mediation took place since the effect was found to be significant at a 0.05 level of significance.

Moreover, the table also shows the results of the computation of the effect size in the mediation test conducted between the three variables. The effect size measures how much of the effect of work attitude on job satisfaction can be attributed to the indirect path. The indirect effect value of 0.0955 is the beta of work attitude towards job satisfaction with teamwork included in the regression ($a * b$, where "a" refers to the path between work attitude teamwork and "b" refers to the path between teamwork and job satisfaction). The direct effect value of 0.9009 is the beta of work attitude towards job satisfaction ("c" refers to the path between work attitude and job satisfaction). The total effect value of 0.9964 is the amount of the original beta between work attitude towards job satisfaction including the effect that goes through teamwork ($c + a*b$). The ratio index

is computed by dividing the indirect effect by the total effect; in this case, 0.0955 by 0.9009 equals 0.0958. It seems that about 9.58% of the total effect of work attitude on job satisfaction goes through teamwork, and about 90.42% of the total effect is either direct or mediated by other variables not included in the model.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between work attitudes and the job satisfaction of teachers. Specifically, teamwork was investigated as the possible mediating variable that could explain the effect of work attitudes on the job satisfaction of teachers. Partial mediation is found in the study, and significant direct effects were presented that may help in the enrichment of the existing studies on work attitudes and job satisfaction of teachers. Importantly, the current study on the relationship between work attitudes and job satisfaction of teachers has found relevance to the study of Nicolletti et al. (2021) that teamwork positively affects the formation of employee satisfaction. Team building is the process of improving a team's efficacy and efficiency by creating a supportive working atmosphere, increased understanding, effective communication, the correct alliance, and a high level of trust among team members (Eddy et al., 2019).

According to Nicholson et al. (2019), teamwork is the most commonly used working style, particularly in new work environments. Managers should regard teaming as a useful strategy for improving communication and interpersonal skills (Glambek et al., 2020). Researchers also claimed that the success or failure of team initiatives should be the team's responsibility, and they should be rewarded for specific accomplishments (Graber et al., 2018). In addition, positive reinforcement from team leaders increases a person's sense of self-efficacy (Abun et al., 2021). Self-efficacy or self-belief affects a variety of life domains, such as job satisfaction (Bargsted et al., 2019). Further, in the study of Alvi, Kayani and Mir (2020) they revealed that training, empowerment, and teamwork all have a major positive impact on job satisfaction.

5. Recommendations

The researcher came up with the following recommendations based on the results of the study. On the very high level of work attitude, the researcher recommends that the teachers should continue to implement the best practices in the teaching strategies, behavior and engagement with fellow teachers and most especially to the students and remain open to different opinions while at the workplace. This may include the conduct of dialogues of focused group discussions with concerned students for any concerns and suggestions to thresh out some concerns and problems related to the subject or class members. To continue with the practice of allowing the students to participate in all school activities such as debates, quiz bee contests, sports/cultural competitions and other class or school activities that may help enhance or develop students' abilities and skills. The practice of opening the class with a brief prayer, sharing one's experiences or allowing the students to write down a daily journal to check the student's way of way and to trace if there are existing problems that are confronting the students at home, in

class or in school so possible interventions may be undertaken to address the existing concerns.

On the very high level of job satisfaction, it is recommended that motivating factors existing in school may be maintained and be given to all the teachers. This may include the provision of free time to teachers to unwind and be able to mingle with other teachers thru the get-together celebration for achievements and accomplishments obtained, giving of awards for teachers' successes by way of monetary or certificates of recognition or plaque of appreciation/commendation. The school management may also allow the teachers to enroll and proceed with their professional development (master's or doctoral degrees) by way of a scholarship or grant of soft loans to pay for the school fees and other school requirements. Also, by allowing the teachers to attend seminars and workshops in ICT, communication skills and competencies, time management, and critical thinking skills to enhance teaching strategies and develop teachers' abilities in many fields.

On the very high level of teamwork, the conduct of seminar team building and collaboration skills, orientation and re-orientation of the school's vision, mission and goals, leadership training, interpersonal skills and other trainings which will allow the team member to grow and be empowered and become role models to their students. There should always be room for teachers to be exposed to activities like planning, problem-solving and decision-making or even trust-building so that the teachers will be motivated to stay and continue their services as teachers. Moreover, the results of this study may be a good basis for future researchers to replicate the study in other regions in a bigger scope using quantitative- structural equation model or a quantitative study using additional variables to determine whether the results may differ from this study and another qualitative study- a phenomenological one depicting the best practices of schools which may be duplicated by other schools as the basis for improvement and/or enhancement.

6. Conclusion

With consideration of the findings of the study, conclusions are drawn in this section. There is a very high level of work attitude, job satisfaction and teamwork among teachers. There is a significant relationship between work attitude and job satisfaction of teachers. There is also a significant relationship between work attitude and teamwork and a significant relationship between teamwork and the job satisfaction of teachers. In addition, there is also a partial mediation on the effect of teamwork on the relationship between work attitude and job satisfaction of teachers. The findings of the study clearly confirm the notion about the mediating effect of teamwork on the relationship between work attitudes and the job satisfaction of teachers.

The findings are supported by Herzberg's motivator-hygiene theory (1966) which suggests that job satisfaction and dissatisfaction are not two opposite ends of the same continuum, but instead are two separate and, at times, even unrelated concepts. The

theory highlighted motivating factors like pay and benefits, recognition and achievement need to be met for an employee to be satisfied with work. Also, hygiene factors such as working conditions, company, policies, and structure, job security, interaction with colleagues and quality of management, will lead to the satisfaction of employees with their jobs.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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