



THE MEDIATING EFFECT OF JOB SATISFACTION ON THE RELATIONSHIP BETWEEN TEAM WORK SKILLS AND WORK VALUES OF TEACHERS

Lyndon A. Quines¹,

Michelle Y. Piñero²ⁱ

¹Professor, EdD,

University of Mindanao,

Philippines

²Master of Arts in Education,

Major in Educational Management,

University of Mindanao,

Philippines

Abstract:

The purpose of this study was to determine the mediating effect of job satisfaction on the relationship between teamwork skills and the work values 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 in the province of 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 Path Analysis. From the results of the study, it was found that there is a high level of mean scores for all variables of teamwork skills, work values and job satisfaction of teachers. Also, results revealed that there are significant relationships between teamwork skills and work values, between teamwork skills and job satisfaction and between job satisfaction and work values of teachers. Further, it was revealed that there was a full mediation effect of job satisfaction on the relationship between teamwork skills and the work values of teachers. This implies that teamwork skills convey the job satisfaction of teachers.

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

ⁱ Correspondence: email michelle.pinero@deped.gov.ph

1. Introduction

Employees' negative work values have a tangible and measurable effect on how an institution, such as a school, works in general. If this goes unchecked in school organizations, for example, it can contribute to poor teacher results, a lack of desire to cooperate, a negative outlook, a fear of trying new stuff, low motivation, depressed feelings, lower quality of instruction and outputs, poor student participation, and trouble overcoming obstacles. Negative work values may breed contempt and build an atmosphere where there's no desire to try and coworkers don't trust each other. Furthermore, negative teacher work values can harm students' academic performance and increase psychological and physical stress symptoms. Teachers who use embarrassment or sarcasm can make a student feel insignificant. Teachers who are stern in their authority displays or who are uninterested in their students or lessons may leave a negative impact on their students (Marroquin, 2018; McQuerrey, 2019).

In conjunction, there are various factors which may affect work values in schools. Team work skills allow employees to work effectively. When team members are aware of their own responsibilities and roles, as well as the significance of their output being relied upon by the rest of their team, team members will be driven to share the same work values. Hence, positive work values are seen in the workplace environment which is based on fellowship, trust, support, respect, and cooperation. Further, working in teams allows employees more opportunities to release their positive work values such as creative ideas and offers a greater sense of belonging. Teamwork also encourages a sense of belonging, which often translates to a greater positive work value such as a sense of ownership and accountability for the work. This is especially true when people respect each other at work (Half, 2020; Stack, 2016; Wehbe, 2017).

On the other hand, job satisfaction is linked with work values. Job satisfaction is still important for organizations because employees, who are satisfied with their job, may display high effort at work. Job satisfaction is linked to work-related actions. Job satisfaction leads to several benefits for employees. Employees tend to have better work values and are able to create new thinking and innovation which lead them to high level, fresh minds and good relationships, with co-workers, supervisors and employees. Hence, job satisfaction is very important at work since it plays an important role in work values and performance (Bakotic, 2016; Bakan, Buyukbese, Ersahan, & Sezer, 2014; Nimalathan & Brabete, 2010).

Furthermore, the researcher has not come across a study that dealt with the mediating effect of job satisfaction on the relationship between the team work skills and work values of teachers in the local setting. It is in this context that the researcher is interested to determine whether job satisfaction has a mediating effect on the relationship between the team work skills and work values of teachers in Magsaysay, Bansalan and Matan-ao (MABAMA) as this can raise concern for the intended beneficiaries of this study and possibly develop action plans to improve teachers' job satisfaction, team work skills and work values of teachers. The outcome of the study will help become an asset to

the world of literature. Hence, making this study a generation of new knowledge that can give a specific contribution to the field of education thus, the need to conduct this study.

2. Literature Review

2.1 Team Work Skills

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. 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).

The first indicator of team work skills is mission analysis. This refers to the definition of the team's main task and appraisal of resources to accomplish a mission. A team should be given its mission. If an organization 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). Further, one indicator of team effectiveness is the team mission. A team mission is defined as a jointly developed and agreed upon statement between the leader and team members on why the team exists, where it is going and why it is going in that direction.

The second indicator is strategy formulation. 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).

The third indicator is situation monitoring. This includes tracking where the team stands in relation to its goals. The team monitors the contributions of each team member towards goal accomplishment. Also, team members are aware of what it takes to achieve the team goal (Varela & Mead, 2018). Monitoring teacher performance is a crucial component in managing the quality of education (Leontev et al., 2018). Teachers need to monitor their students. It is a crucially significant activity because teachers can determine who needs help and whether or not the students comprehend the task at hand by watching the students. Making eye contact with students is crucial since it conveys interest on the part of the teacher. To have a great perspective of all the children, teachers should circle the classroom. To lessen issues and maintain discipline, they will be able to inspire students to become more active (Pujihartono, 2015).

The fourth indicator is backup behaviors. This includes providing verbal feedback to teammates and, if necessary, coaching them. Everyone in the team assists teammates

in carrying out their actions and is willing to assume a task for a teammate. Team members who receive high amounts of backing-up behavior decrease their task work in a subsequent task, especially when a team member can observe their workload. Thus, it is important to consider both the benefits and costs of engaging in backing-up behavior (Barnes et al., 2018; Varela & Mead, 2018).

The fifth indicator is coordination. Team coordination is a process that involves the use of strategies and patterns of behavior aimed to integrate actions, knowledge and goals of interdependent members, in order to achieve common goals. The team is also flexible in accommodating the team's requirements and everyone is involved in coordinating team members' contributions (Fiore & Wiltshire, 2016; Rico et al., 2011; Varela & Mead, 2018).

The sixth indicator is conflict management. Management of conflict is a human relations concept long recognized in business and industry as a necessary component of the developmental process. Relatively, conflict resolution in a most general and concise way as the process used by parties in conflict to reach a settlement. When there is conflict, there must be a resolution of such conflict. This is where conflict management enters the ring. In a team, a manager should be able to see emerging conflicts and take appropriate pre-emptive action (Ghaffar, 2019; Illescas & Perez, 2020; Owan, 2018; Sweeney & Caruthers, 2016).

The seventh indicator is motivating and confidence building. This includes encouraging team members to do their best and boosting their confidence levels. Team members publicly praise the achievement of teammates and energize other teammates towards achieving their tasks (Varela & Mead, 2018). In addition, a leadership style with an employee-focused orientation is one of the major keys to motivating your team. More so, organizational team case. It affects not only team members' attitudes towards the successful implementing of a project, but also clientele, who seek to participate in a confident community (Hearts, 2019; Jackson, 2021; Schuneman, 2020).

The last indicator is effect management. This includes controlling one's temper and handles situations rationally. Team members can control their emotions so that the team can move toward achieving goals. They avoid emotions that might be detrimental to the team (Varela & Mead, 2018). In the educational context, highly emotional intelligent teachers tend to motivate their students better and understand their students' behavioral and psychological wellbeing. 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 et al., 2017; Edannur, 2018).

2.2 Work Values

Values form the core concept across the social sciences. Values— personal beliefs about what is right and wrong—provide an important explanation for understanding what makes people tick. Work values are personal beliefs about what is worth doing at work. Unlike most previous studies, the current study aims to investigate the effects of team-

level, rather than individual-level, work values. We use the term shared to indicate that members of the same team hold similar work values (Chou et al., 2018; Deci et al., 2017; Schreurs et al., 2014).

The first indicator of work values is creativity. Many organizations boast about being innovative and creative, and most are in some way, shape or form. Creativity inspires employees to work with each other. As they have new ideas, they seek out colleagues for their feedback. Creative teaching is about the teacher's personality, personal creativity and its manifestations in everyday practice. Teaching for creativity is seen to involve teachers in identifying children's creative strengths and fostering their creativity (Cremin, 2019; Gunawan et al., 2017; Lapeniene, & Dumciene, 2020).

The second indicator is management. In school, the good managerial ability will create quality and competition. Leaders, in particular, need an understanding of the application of managerial functions and the power to optimize the school's social potential. They need the strength of education and leadership, the symbolic strength of their professional position, and a value-oriented culture of quality and a high work ethic. Strategic factors that determine the managerial ability of leaders include their level of knowledge of managerial functions like planning, organizing, implementation, communication, motivation, direction, control, and supervision (Karim et al., 2020; Paturusi, 2017).

The third indicator is achievement. Regardless of where you are in your teaching career, whether you are a newly-qualified teacher or an experienced head of department, it is important to not only showcase your skills and experience but your achievements too. Demonstrating your ability to motivate and encourage students to progress in their studies is an excellent way to show your commitment, enthusiasm and skill in the role (Fennel, 2018). Regarding teachers' achievement goals for teaching, it includes mastery, ability-approach, ability-avoidance, and work-avoidance goals. Mastery goals for teaching refer to the focus on developing teaching competence through professional growth and striving to develop teaching skills and methods. Ability-approach goals for teaching refer to the focus on demonstrating superior teaching abilities and gaining favorable evaluations from others. Ability-avoidance goals for teaching refer to the focus on hiding their incompetence as a teacher. Work-avoidance goals refer to the goal of getting the job done with a minimum amount of effort and time (Butler, 2007; Cho & Shim, 2013; Han & Yin, 2016; Miller et al., 2017; Retelsdorf et al., 2010).

The fourth indicator is surroundings. The physical environment of a workplace greatly affects the positivity within the firm. Great energy can be created by an attractive, comfortable physical environment. This energy ultimately enhances productivity and success. As you can see, interpersonal communication, team spirit, and the physical environment of a workplace are all connected to each other. The most important thing that influences employee motivation and happiness, and how productive and efficient they can be, all goes down to their working environment (Pelliccio, 2017; Heryati, 2021).

The fifth indicator is supervisory relations. The relationship between a supervisor and a supervisee requires nurturing. If they have a hostile relationship with a lack of

trust, it can affect productivity and efficiency in the workplace. Similarly, if they are too friendly and personal, it may look unprofessional and cause issues with other employees. One of the most important pillars of relationship management in the workplace is setting clear expectations. This means that supervisors must identify specific outcomes they want their staff to complete. Also, good communication is the basis for any successful relationship. In the workplace, it's up to superiors to set the tone for the role that communication plays. Besides, if a supervisor and supervisee are to have a productive and successful relationship, they must feel a sense of respect for one another. In a relationship between an employee and a supervisor who must work together on a regular basis, trust is critical (Ahmed, 2020). Also, there are significant and beneficial indirect effects of family-supportive supervisor behaviors training on changes in employee job performance, organizational commitment, engagement, job satisfaction, and turnover intentions through changes in employee perceptions of their supervisor's overall family-supportive supervisor behaviors (Riego de Dios, 2020).

The sixth indicator is the way of life which is defined as work in which you can be the kind of person you would like to be. Today, occupational health and safety are starting to be viewed from a multi-disciplinary perspective. The way a person life affects both his work efficiency and safety. The employee works at a set location and time, but aspects of their personal lives also influence their employment. Safety and productivity at work are influenced by lifestyle. Employers are increasingly implementing programs that assist employees' health and well-being both inside the workplace and outside of it. The potential of the employee must be addressed holistically (Zyska & Kiriliuk, 2020). Schools provide a suitable environment for promoting healthy lifestyles, so there is a need for easily implemented, customized, evidence-based interventions designed to do so. For success, there must be strong leadership, dedication, and support at all levels. In an overloaded curriculum, head teachers need guidance to prioritize and commit to delivering a select number of essential healthy living programs (Day et al., 2019).

The seventh indicator is security which is defined as work in which you know your job will last. The purpose of job security is to reduce the employee's level of uncertainty about his future career and put a stop to all types of worry. It has been observed that the majority of prosperous businesses that excel in efficiency and performance strive to give their workers a secure job. For an employee, job security means that his or her position is not in danger and that they can stay there for as long as they like without experiencing any feelings of unease or having any reasons, either objective or subjective, to believe they might lose their position. Workers may not be certain that they will be in their employment for a longer period of time in the current situation where there are so many layoffs, early retirements, contract staff, and part-time employees (Abolade, 2018; Sanyal et al., 2018).

The eighth indicator is associate which is defined as work in which you are one of the team. The value of employee participation is significant. Allowing employees to participate in decision-making and problem-solving has become crucial for organizational innovation, effectiveness, and a reliable strategy to outperform

competitors in the current intense and competitive environments. Employee involvement enables organisations to handle issues more rapidly and raises employee morale, which increases commitment overall and leads to organizational improvement (Obiekwe et al., 2019). It is conceivable to force teachers to complete certain responsibilities, but doing so can damage their ties to the group. Without a sense of kinship with a group or institution, a teacher finds it challenging to undertake practical projects (Eriş et al., 2017).

The ninth indicator is aesthetics which is defined as work in which you need to have the artistic ability. Creativity directly improves learning by improving motivation, expanding comprehension, and fostering joy. By boosting motivation, advancing knowledge, and encouraging joy, creativity directly improves learning. By fostering a kind, accepting environment, being present with student ideas, supporting autonomy, rewording assignments to encourage creative thinking, giving students honest feedback on their creativity, and guiding the students in determining when it is appropriate to be creative, teachers can help their students develop their creativity in the classroom (Ruth et al., 2021). It was mentioned by Eslamian et al. (2017) that faculty members must care about aesthetics in the teaching and learning processes and should develop aesthetic teaching abilities and an aesthetic attitude.

The tenth indicator is prestige which is defined as work in which you gain prestige in your field. An occupation's or profession's reputation is influenced by the power of the public's respect for a certain profession and the profession or professional. . Teachers who cultivate their connections with students and parents while promoting individual dignity, open communication, and understanding as well as who work to be mentors for their charges as they expand their knowledge have much higher prestige. For many teachers, living in a society that values information necessitates ongoing professional development because teaching is a part of their lives (Smak & Walczak, 2017; Vilka & Baha, 2018).

The eleventh indicator is independence which is defined as work in which you have freedom in your own area. Employee independence has a big impact on how well they work. Employee autonomy enables better performance since it gives workers more freedom, independence, and choice in how to organize their tasks and determine how they will be carried out. The majority of workers prefer having tasks assigned to them with a deadline and the freedom to complete them rather than when they are micromanaged (Tingo & Mseti, 2022). The head of educational institutions should make it a requirement for teachers to freely participate in decision-making and other activities for the improvement of the institutions because doing so increases teachers' job satisfaction (Ch et al., 2017).

The twelfth indicator is the variety which is defined as work in which you look forward to changes in your job. Although changes in a company are unavoidable, they do not necessarily directly affect workers' feelings of security. Involving employees in the process of implementing any such changes is one of the steps that might be taken to guarantee that they feel secure when changes are made to the organization. Since teachers need to be regularly taught to successfully meet all the new obstacles, these challenges

call for new standards and new methods of teacher preparation, both during faculty training and during their ongoing professional development (Becirović & Akbarov, 2015; Valackiene et al., 2021).

The thirteenth indicator is the economic return which is defined as work in which you can get a raise. As mentioned by Saputra (2020) employees must be managed and developed in order for the company to survive and achieve its objectives because they are one of its most valuable assets. Offering proper compensation or salary payments to employees is one way the company can carry out employee organization. Salary increases have a significant impact on how motivated and productive employees are when performing and finishing their tasks. If teachers are successful in attaining all the stated needs, such as an adequate salary, a sense of acceptance, being treated fairly by administrators in areas of division of labor, and also receiving proper incentives for the efforts done, then they will have job satisfaction (Amin et al., 2021).

The fourteenth indicator is altruism which is defined as work in which you help others. Employees spend a large portion of their daily lives and routines at work. As a result, during their working lives, employees may have high expectations of their workplaces, employers, supervisors, or managers. Employees, who are the most significant and valuable components of the company, will demonstrate voice behaviors and obtain support from their peers and leaders when they act with altruism, enhancing both their own welfare and the growth and profitability of the organization (Erkubilay & Şentürk, 2020). As a result of their friendships, altruism, and happiness at work, teachers are happy in their careers. In addition, teachers are satisfied with their jobs because they enjoy them, can learn from others, can provide students advice and assistance, can get to know the students' personalities, and can learn from the students (Pramono & Amalia, 2020).

The last indicator is intellectual stimulation. Teachers who are highly adaptable in their careers will be able to uphold their professional ethics in the face of environmental changes, which are stressful to the educational system (Cheng-Gek & Ying-Leh, 2021). Professional adaptability enables today's specialists to successfully resolve a variety of professional problems, switch to more efficient solutions when necessary, and provide innovative, creative solutions to challenging situations (Sydorenko, 2020).

2.3 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. Also, job satisfaction plays an essential role in the overall commitment and productivity of the school organization. The teachers' job satisfaction significantly influenced their commitment to the organization. Teachers who are satisfied with the job are also committed to working in the organization. The more the employers are satisfied

with the job; the better their participation and commitment to the organization. The happy or satisfied feeling of the teachers towards the organization affects the overall process of carrying their job, thus, contributes to the school's success as a whole (Baluyos et al., 2019; Sadasa, 2013; Shila & Sevilla, 2015)

Moreover, job satisfaction affects students' performance; and educational improvement is not possible without improving these two factors. It leads towards school improvement, quality education, and student satisfaction, which is the ultimate goal of any organization. Besides, this variable significantly affects leadership behavior, work performance, and styles. It is critical in one's work. Adaptability, job motivation, and job success may influence each other. Satisfaction, health security creditability, and meeting basic requirements can be achieved when performance is better (Hasan & Teng, 2017; Maqbool, 2017; Mirzaii et al., 2014).

In addition, job satisfaction had a positive effect on life satisfaction. Motivation had a significant positive correlation with a willingness to stay with a job, while extrinsic motivation, integrative motivation, and demotivation had a significant negative relationship with a desire to stay with the job. The results of synchronous multi-variate regression indicated that six components of self-determined job motivations had multiple significant correlations with job satisfaction and willingness to remain with a job among female elementary school teachers (Asgari et al., 2017; Bachtiar et al., 2018).

Likewise, job satisfaction is a significant influence on whether teachers are willing to encourage others to join the profession. Job demands were the most significant predictor in the model, while extrinsic motivations were the only negative predictor in each model (England, 2016). Teachers were less willing to encourage their family members, including their children, while being more willing to promote either students or student teachers, to join the profession. Spirituality and general job satisfaction were moderately and positively correlated. Spirituality is related to job satisfaction for selected teachers.

Furthermore, teacher job satisfaction includes satisfaction with co-workers. It is composed of the following items: the quality of your relations with co-workers, the extent to which your co-workers encourage you and support you in your work, and our overall satisfaction with your coworkers. Also, it includes satisfaction with students which is made up of further three items: the extent to which students act in a self-disciplined manner, your satisfaction with the behavior of students in your school, and your overall level of satisfaction with student discipline in your school. Finally, it involves satisfaction with parents which comprises three items: the degree of interest shown by parents in the education of their, the extent to which parents are supportive of the school and its programs, and your overall level of satisfaction with parents where you work (Pepe et al., 2017).

2.4 Correlation between Measures

Studies revealed the factors which influence the work values of employees in the organization. One factor is team work skills. Team work skills allow employees to work

effectively. When team members are aware of their own responsibilities and roles, as well as the significance of their output being relied upon by the rest of their team, team members will be driven to share the same work values. Hence, positive work values are seen in the workplace environment which is based on fellowship, trust, support, respect, and cooperation. Further, working in teams allows employees more opportunities to release their positive work values such as creative ideas and offers a greater sense of belonging. Teamwork also encourages a sense of belonging, which often translates to a greater positive work value such as a sense of ownership and accountability for the work. This is especially true when people respect each other at work (Half, 2020; Stack, 2016; Wehbe, 2017).

Further, through the automatic interchange of positive ideas, comments, experiences, and viewpoints between team members, teamwork aids in the growth of the skills and perspectives of the employees. This process creates a constant improvement regarding the services provided by the business and the performance of the employees in their jobs. Therefore, firms should encourage teamwork among their staff to boost productivity and innovation in order to gain a competitive edge and improve the output of each worker. The core value of teamwork is also the sharing of jobs evenly among all team members, which enables the workers to perform better without feeling under any kind of time constraint (Sanyal & Hisam, 2018). A knowledge-sharing approach should be designed to foster teamwork values such as self-assurance, self-advancement, and empowered capability as a tool for improving performance. When team members can use their knowledge effectively, they will develop new methods and abilities that increase their motivation and ability to handle difficult tasks (Sulistiyani & Ferdinand, 2018).

Lastly, work values and basic needs are two essential factors in determining job satisfaction. The objectives of performing work-related duties are to uphold work values. Having work values that people value is what is hoped to be accomplished. It continues by stating that work values must coincide with or contribute to the satisfaction of fundamental requirements. Work tied to work motivation and the level of significance of specific job components produces a product called job satisfaction. An employee's goal is to have the individual value their work and see its importance. Work values have to be suitable or contribute to meeting fundamental necessities. Job satisfaction is a product of employee motivation in the workplace (Kasbuntoro et al., 2020; Wulandari et al., 2021).

This study is anchored on 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. Teams may loop around as not all teams evolve smoothly through the stages. Teams may yo-yo between norming and storming until they either begin to function, or are disbanded regardless of limitations.

This study is supported by the Two-Factor Theory by Herzberg et al. (1959) which emphasized that job satisfiers (motivators) are related to job content and that job dissatisfiers (hygiene factors) are connected to job context. Motivators relate to the job contents like achievement, recognition, work itself, responsibility and advancement. The hygiene factors do not motivate or satisfy but rather prevent dissatisfaction. These factors relate to the context of the job such as company policy, administration, supervision, salary, interpersonal relations, supervisor, and working conditions.

3. Material and Methods

The study utilized a quantitative, descriptive, non-experimental design using a correlation technique. This aided in determining the levels of job satisfaction, team work skills and work values 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 a survey (Kowalczyk, 2018). The design provided a description of the relationship between job satisfaction, team work skills and work values of teachers.

The correlational technique is a non-experimental approach in which it analyses 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 was appropriate since the study aimed to determine the relationship between the independent variable team work skills and work values 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 (team work skills) and a dependent variable (work values) via the inclusion of a third explanatory variable, known as a mediator variable (job satisfaction). Rather than hypothesizing a direct causal relationship between the independent variable and the dependent variable, a mediational model hypothesizes that the independent variable influences the mediator variable, which in turn influences the dependent variable. Thus, the mediator variable serves 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 respondents of the study were the 300 public elementary teachers in the 3 districts - School A (Magsaysay), School B (Bansalan) and School C (Matan-ao) MABAMA, Division of Davao del Sur. A stratified random sampling method was used in determining the respondents of the study. Stratified random sampling is a method for sampling from a population whereby the population is divided into subgroups and units are randomly selected from the subgroups. Stratification of target populations is extremely common in survey sampling. Following stratification, a sample is selected from each stratum, often through simple random sampling (Frey, 2018).

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. Teachers were willing to submit themselves and were permitted by their school heads to undergo the survey to be conducted. Those teachers who voluntarily agreed with the informed consent were to be included in the survey, hence, teachers who clearly confessed their denial were excluded from the study. Also, teachers who hold Local School Board contract may or may not participate in the 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 feel uncomfortable about the study since they were given the free will to participate without any form of consequence or penalty.

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 secondary 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 facemasks, 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 forms 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 a month from the sending of the survey questionnaire to all the respondents in google forms up to the retrieval of the accomplished survey questionnaires. Also, before the actual data collection, the researcher secured Certificate

of Compliance from U MERC 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 of the hypotheses at a 0.05 level of significance:

- Mean. This was used to determine the level of team work skills, work values, and job satisfaction of teachers.
- Pearson Product Moment Correlation (Pearson r). This statistical tool was used to determine the significance of the relationship between and among team work skills, work values, and job satisfaction of teachers.
- Path Analysis. This was used to determine the significance of the mediation of job satisfaction on the relationship between team work skills and the work values of teachers.

4. Results and Discussion

Table 1: Level of Team Work Skills

Indicator	SD	Mean	Descriptive Level
Mission Analysis	0.479	4.29	Very High
Strategy Formulation	0.491	4.21	Very High
Situation Monitoring	0.473	4.16	High
Backup Behaviors	0.521	4.17	High
Coordination	0.474	4.16	High
Conflict Management	0.512	4.14	High
Motivating and Confidence Building	0.493	4.14	High
Affect Management	0.531	4.15	High
Overall	0.395	4.18	High

The level of team work skills is high, resulting from the very high and high levels responses. The indicators mission analysis and strategy formulation have very high ratings while the indicators backup behaviors, situation monitoring, coordination, affect management, conflict management, and motivating and confidence building have high ratings. These indicators are arranged from the highest to the lowest level.

The very high level of mission analysis is suggestive of the great team’s main task and appraisal of resources for accomplishing the mission. It is these specific goals that the team will be working towards. While an organization’s mission may call for the development of outputs, a more specific goal for a team to work towards would be the completion of the outputs within a time frame. Also, the very high-level rating of strategy formulation suggests the highly significant establishment of courses of action for mission accomplishment. This is also in line with various authors (Cote, 2020; Varela & Mead, 2018) wherein 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.

Moreover, the high level of backup behaviors is indicative of the high verbal feedback and coaching. This claim concurs with various authors (Barnes et al., 2018; Varela & Mead, 2018) wherein everyone in the team assists teammates in carrying out their actions and are willing to assume a task for a teammate. Team members who receive high amounts of backing-up behavior decrease their task work in a subsequent task, especially when a team member can observe their workload. Thus, it is important to consider both the benefits and costs of engaging in backing-up behavior. Further, situation monitoring at a high level is suggestive of the high tracking of where the team stands in relation to its goals. This claim is in line with various authors (Leontev et al., 2018; Pujihartono, 2015) who mentioned that monitoring teacher performance is a crucial component in managing the quality of education. It is a crucially significant activity because teachers can determine who needs help and whether or not the students comprehend the task at hand. To have a great perspective of all the children, teachers should circle the classroom.

In addition, the high level of coordination is suggestive of the high use of strategies and patterns of behavior aimed to integrate actions, knowledge and goals of interdependent members, in order to achieve common goals. This is in line with various authors (Fiore & Wiltshire, 2016; Rico et al., 2011; Varela & Mead, 2018) stating that coordination ensures that a team functions as a whole, and is identified as a key process to understanding team effectiveness. The team is also flexible in accommodating the team's requirements and everyone is involved in coordinating team members' contributions. Also, the high level rating of affect management is suggestive of the high control of one's temper and handling of situations rationally. This claim is in line with various authors (Bello et al., 2017; Edannur, 2018) wherein highly emotionally intelligent teachers tend to motivate their students better and understand their students' behavioral and psychological well-being. They can handle and deal with various issues children are facing in a better way.

Furthermore, the high level rating of conflict management suggests the high management of conflict recognized in business and industry as a necessary component of the developmental process. This is also in line with various authors (Ghaffar, 2019; Illescas & Perez, 2020; Owan, 2018; Sweeney & Caruthers, 2016) stating that the manager should evolve an approach for resolving conflicts before their disruptive repercussions have an impact on productivity. A manager should possess special skills to react to conflict situations, and should create an open climate for communication between conflicting parties. Lastly, the high level of motivating and confidence building is indicative of the high encouragement of team members to do their best and boost their confidence level. This claim concurs with various authors (Hearts, 2019; Jackson, 2021; Schuneman, 2020) wherein team members are aware of the team vision and what are the

ultimate goals of the organization. This encourages everyone to work together to achieve better results.

Table 2: Level of Work Values of Teachers

Indicator	SD	Mean	Descriptive Level
Creativity	0.529	4.16	High
Management	0.543	4.11	High
Achievement	0.480	4.14	High
Surroundings	0.525	4.15	High
Supervisory Relations	0.542	4.12	High
Way of Life	0.530	4.13	High
Security	0.520	4.15	High
Associates	0.520	4.17	High
Aesthetics	0.533	4.11	High
Prestige	0.503	4.08	High
Independence	0.491	4.14	High
Variety	0.510	4.15	High
Economic Return	0.562	4.12	High
Altruism	0.517	4.21	Very High
Intellectual Stimulation	0.519	4.12	High
Overall	0.410	4.14	High

The other variable used in this study is work values of teachers. The high level of work values of teachers show that teachers have high personal beliefs about what is worth doing at work. The high level results from the very high and high level ratings of the respondents. The indicator altruism has a very high rating while the indicators associate, creativity, surroundings, security, variety, achievement, independence, way of life, supervisory relations, economic return, intellectual stimulation, management, aesthetics, and prestige have high ratings. These indicators were arranged from highest to lowest.

The very high level of altruism is indicative of the very high extent of one's help towards others. This claim is in line with various authors (Erkubilay & Şentürk, 2020; Pramono & Amalia, 2020) who stated that employees will demonstrate behaviors and obtain support from their peers when they act with altruism, enhancing their welfare. Teachers are satisfied with their jobs because they enjoy them and they can learn from the students. Additionally, the high level of associates is suggestive of the high extent of work in which the teacher is one with the team. This claim is in line with various authors (Obiekwe et al., 2019; Eriş et al., 2017) who mentioned that employee involvement enables organizations to handle issues more rapidly, raises employee morale, and leads to organizational improvement. Administrators who agree that teachers' input may strengthen schools tend to see teachers' contributions. Moreover, the high level of creativity is indicative of the high creativity that inspires employees to work with each other. This is in line with various authors (Cremin, 2019; Gunawan et al., 2017; Lapeniene & Dumciene, 2020) wherein creativity plays an important role in educational policy. Schools play a key role in developing people's creative capacities for their working lives,

and teachers have outstanding opportunities to develop the creative abilities of every child.

In addition, the high level of surroundings signifies that the high-quality physical environment of a workplace greatly affects the positivity within the firm. This is aligned with various authors (Pelliccio, 2017; Heryati, 2021) stating that a healthy workplace environment is ideal when it comes to maintaining a positive outcome in a stressful atmosphere. The most important thing that influences employee motivation and happiness is their working environment. Further, the high level of security is indicative of the high awareness in which one knows his or her job will last. This claim concurs with various authors (Abolade, 2018; Sanyal et al., 2018) wherein job security aims to reduce the employee's level of uncertainty about his future career. It has been observed that prosperous businesses that excel in performance strive to give their workers a secure job. Also, the indicator variety revealed a high level indicative of the high extent to which one looks forward to changes in his or her job. This claim is in line with various authors (Becirović & Akbarov, 2015; Valackiene et al., 2021) wherein in order to successfully make any necessary changes, it is critical to ensure both the job security and safety of all personnel. Since teachers need to be regularly taught to successfully meet all obstacles, these challenges call for new standards of teacher preparation during ongoing professional development.

Furthermore, the high level of achievement is indicative of the respondents' high extent of showcasing their experiences and achievements. This claim is in line with various authors (Fennel, 2018; Han & Yin, 2016; Miller et al., 2017) who mentioned that demonstrating one's ability to motivate students to progress in their studies is an excellent way to show enthusiasm. Regarding teachers' achievement goals for teaching, it includes mastery, ability-approach, ability-avoidance, and work-avoidance goals. Similarly, the high level of independence signifies that there is high freedom in one's own area. This claim is in line with various authors (Ch et al., 2017; Tingo & Mseti, 2022) who stated that employee independence has a big impact on how well they work. A principal who practices democratic leadership gives teachers the flexibility to complete their tasks independently. Also, the high level of way of life is suggestive of the high extent of work in which one can be the kind of person he or she would like to be. This claim is in line with various authors (Day et al., 2019; Zyska & Kiriliuk, 2020) who mentioned that employers are increasingly implementing programs that assist employees' well-being both inside and outside the workplace. Schools provide a suitable environment for promoting healthy lifestyles, so there is a need for easily implemented and evidence-based interventions designed to do so.

Relatedly, the indicator of supervisory relations revealed a high-level indicative of the high-quality relationship between a supervisor and a supervisee. This is in line with various authors (Ahmed, 2020; Riego de Dios, 2020) wherein if a supervisor and supervisee are to have a productive and successful relationship, they must feel a sense of respect for one another. There are also significant and beneficial indirect effects of family-

supportive supervisor behaviors training on chances in employee job performance, organizational commitment, job satisfaction, and turnover intentions.

Additionally, the high level of economic return is indicative of the high-quality work in which one can get a raise. This claim is in line with various authors (Amin et al., 2021; Saputra, 2020) who mentioned that employees must be managed and developed in order for the company to survive and achieve its objectives because they are one of its most valuable assets. If teachers are successful in attaining all the stated needs, such as an adequate salary and also receiving proper incentives for the efforts done, then they will have job satisfaction. Moreover, the high level of intellectual stimulation signifies that there is a high extent of work in which one has to keep solving new problems. This claim concurs with various authors (Cheng-Gek & Ying-Leh, 2021; Sydorenko, 2020) stating that teachers who are highly adaptable in their careers will be able to uphold their professional ethics in the face of environmental changes. Professional adaptability enables today's specialists to successfully resolve a variety of professional problems, and provide innovative, creative solutions to challenging situations.

Further, the high level of management is indicative of the high managerial ability to create quality and competition. This is aligned with various authors (Karim et al., 2020; Paturusi, 2017) stating that leaders need an understanding of the application of managerial functions and the power to optimize the school's potential. They need the strength of leadership, a professional position, and a value-oriented culture of quality and a high work ethic. Also, the high level of aesthetics is indicative of the high quality of work in which one needs to have an artistic ability. This claim is in line with various authors (Eslamian et al., 2017; Ruth et al., 2021) who stated that by boosting motivation, advancing knowledge, and encouraging joy, creativity directly improves learning. Faculty members must care about aesthetics in the teaching and learning processes and should develop aesthetic teaching abilities and attitudes.

Lastly, the indicator prestige revealed a high-level indicative of the high quality of work in which one gains prestige in his or her field. This is in line with various authors (Smak & Walczak, 2017; Vilka & Baha, 2018) who emphasized that teachers who cultivate their connections with students and parents while promoting individual dignity and understanding who work to be mentors for their charges as they expand their knowledge have much higher prestige. For many teachers, living in a society that values information necessitates ongoing professional development.

Table 3: Level of Job Satisfaction

Indicator	SD	Mean	Descriptive Level
Teachers lead vocationally unsatisfied lives.	0.745	4.18	High
People give me much respect when they know that I am a teacher.	0.699	4.22	Very High
It would have perhaps been better if I had joined some other profession.	0.708	4.14	High
The salary for the teaching job is not in keeping with my abilities and qualification.	0.690	4.23	Very High

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Given the fresh opportunity for choosing a career, I will again choose teaching.	0.669	4.17	High
No profession is as good as teaching.	0.724	4.11	High
Teaching is boring because of the repetition of similar work.	0.688	4.19	High
The work of teachers is interesting because of the variety of activities.	0.690	4.16	High
Society appreciates teachers' work.	0.695	4.12	High
The teaching profession is one of the few noble professions.	0.703	4.27	Very High
The teaching profession provides opportunities for the satisfaction of my abilities and capacities.	0.669	4.16	High
The economic condition of a teacher makes me dislike this profession.	0.716	4.13	High
To control students is a headache for me.	0.682	4.16	High
Kind treatment of teachers spoils the students.	0.689	4.14	High
I like to attend seminars within and outside the school.	0.696	4.07	High
The school authorities are fair and impartial.	0.745	4.15	High
My teacher colleagues are good and cooperative.	0.726	4.16	High
I always keep track of my progress.	0.724	4.14	High
I sometimes feel my job is meaningless.	0.713	4.17	High
I am satisfied with my chances of promotion.	0.649	4.23	Very High
Overall	0.437	4.16	High

The third variable considered in this study is job satisfaction which was described as high. The high level of job satisfaction reveals that the teachers have highly pleasurable or positive emotional states resulting from the appraisal of their job experiences. This claim is in line with various authors (Baluyos et al., 2019; Sadasa, 2013; Shila & Sevilla, 2015) who stated that the teachers' job satisfaction significantly influenced their commitment to the organization. Teachers who are satisfied with the job are also committed to working in the organization.

Similarly, this is also in line with various authors (Hasan & Teng, 2017; Maqbool, 2017; Mirzaii et al., 2014) wherein job satisfaction affects students' performance; and educational improvement is not possible without improving these two factors. It leads towards school improvement, quality education, and student satisfaction, which is the ultimate goal of any organization. Satisfaction, health security creditability, and meeting basic requirements can be achieved when job performance is better

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Table 4.1: Significance on the Relationship between Team Work Skills and Work Values

Work Values																
Team Work Skills	Crea	Man	Ach	Sur	SupR	WL	Sec	Ass	Aes	Pres	Ind	Var	EconR	Altr	IntelS	Overall
MA	0.490	0.46	0.497	0.452	0.483	0.469	0.506	0.547	0.512	0.517	0.536	0.474	0.325	0.555	0.516	0.621
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
StratF	0.501	0.522	0.562	0.521	0.522	0.568	0.542	0.575	0.611	0.589	0.584	0.541	0.479	0.579	0.569	0.700
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
SitM	0.470	0.508	0.481	0.477	0.567	0.519	0.453	0.497	0.480	0.472	0.566	0.501	0.414	0.54	0.530	0.634
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
BB	0.440	0.523	0.464	0.492	0.499	0.506	0.423	0.471	0.488	0.509	0.539	0.468	0.504	0.558	0.540	0.630
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
Coor	0.437	0.521	0.497	0.483	0.478	0.496	0.518	0.506	0.463	0.479	0.522	0.537	0.458	0.559	0.540	0.636
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
ConfM	0.468	0.544	0.603	0.550	0.465	0.596	0.534	0.502	0.577	0.572	0.531	0.606	0.489	0.532	0.579	0.690
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
MCB	0.526	0.462	0.539	0.517	0.523	0.524	0.524	0.510	0.573	0.524	0.504	0.439	0.394	0.546	0.539	0.648
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
AffM	0.496	0.548	0.572	0.595	0.547	0.619	0.593	0.508	0.607	0.616	0.580	0.557	0.467	0.529	0.530	0.709
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001
Overall	0.601	0.643	0.663	0.643	0.642	0.677	0.643	0.646	0.679	0.674	0.686	0.648	0.556	0.691	0.683	0.828
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001

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The correlation between measures of team work skills and work values revealed a significant relationship. This implies that team work skills are significantly correlated with work values. The findings of this study are in line with the studies of various authors (Half, 2020; Stack, 2016; Wehbe, 2017) stating that a factor which influences the work values of employees in the organization is team work skills. Team work skills allow employees to work effectively. When team members are aware of their own responsibilities and roles, as well as the significance of their output being relied upon by the rest of their team, team members will be driven to share the same work values. Hence, positive work values are seen in the workplace environment which is based on fellowship, trust, support, respect, and cooperation. Also, working in teams allows employees more opportunities to release their positive work values such as creative ideas and offers a greater sense of belonging.

Table 4.2: Significance on the Relationship between Team Work Skills and Job Satisfaction

Team Work Skills	Job Satisfaction
Mission Analysis	0.567
	< .001
Strategy Formulation	0.689
	< .001
Situation Monitoring	0.601
	< .001
Backup Behaviors	0.633
	< .001
Coordination	0.615
	< .001
Conflict Management	0.671
	< .001
Motivating and Confidence Building	0.650
	< .001
Affect Management	0.688
	< .001
Overall	0.805
	< .001

The correlation between measures revealed that there is a significant relationship between team work skills and job satisfaction. This implies that team work skills are positively correlated with job satisfaction. The result of this study confirms the studies of various authors (Sanyal & Hisam, 2018; Sulistiyani & Ferdinand, 2018) who mentioned that firms should encourage teamwork among their staff to boost productivity and innovation in order to gain a competitive edge and improve the output of each worker. The core value of teamwork is also the sharing of jobs evenly among all team members, which enables the workers to perform better and be satisfied with their job. A knowledge-sharing approach should be designed to foster teamwork values such as self-assurance, self-advancement, and empowered capability as a tool for improving job performance and satisfaction.

Table 4.3 Significance on the Relationship between Job Satisfaction and Work Values

	Crea	Man	Ach	Sur	SupR	WL	Sec	Ass	Aes	Pres	Ind	Var	EconR	Altr	IntelS	Overall
Job Satis	0.565	0.595	0.679	0.614	0.629	0.692	0.678	0.686	0.700	0.698	0.690	0.666	0.600	0.721	0.725	0.842
	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001	<.001

The correlation between the measures of job satisfaction and work values revealed a significant relationship. This implies that job satisfaction is positively associated with work values. This claim is in line with various authors (Kasbuntoro et al., 2020; Wulandari et al., 2021) wherein work values and basic needs are two essential factors in determining job satisfaction. The objectives of performing work-related duties are to uphold work values. Having work values that people value is what is hoped to be accomplished, and that work values must coincide with or contribute to the satisfaction of fundamental requirements. Job satisfaction is a product of employee motivation in the workplace.

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

95% Confidence Interval								
Effect	Label	Estimate	SE	Lower	Upper	Z	p	% Mediation
Indirect	a × b	0.416	0.0423	0.333	0.499	9.83	<.001	48.4
Direct	c	0.444	0.0478	0.350	0.537	9.28	<.001	51.6
Total	c + a × b	0.860	0.0334	0.794	0.925	25.75	<.001	100.0

The aim of this study is to contribute to the literature regarding the possible indirect, mediating variable for the relationship between team work skills and work values. Specifically, job satisfaction was investigated as a possible mediating variable that could explain the effect of team work skills on work values. Full mediation was found in the study, and important and significant direct effects were presented that may help in the enhancement of the existing researches on team work skills and work values. Significantly, the present study on the relationship between team work skills and work values has found relevance to the study of Tuckman (1965) wherein 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. Specifically, the current study has found that job satisfaction was a positive and significant full mediator of team work skills and work values and met Baron and Kenny's (1986) mediation guidelines.

The mediation analysis involved the path between team work skills and job satisfaction, and the path between job satisfaction and work values. The findings confirmed the significant relationship between team work skills and work values leading to support for various authors in this study (Don & Raman, 2019; Jankelová et al., 2021) who declared that as a source of competitive advantage, diversity and team cooperation in organizations are significant indicators of the work value profile of organizations. All company employees must be included in all activities, including seminars, outings, and training, to make them feel valued and a part of the team. Thus, team work skills convey good job satisfaction and work values.

5. Recommendations

The researcher came up with recommendations based on the results of the study. On the high level of teamwork skills of teachers, the researcher recommends that activities in classes and in the school which allowed every teacher and school staff to become productive in the area of responsibilities may be sustained and from time to time evaluated as to their purpose and direction. These activities may include the conduct of regular meetings (monthly) either by department or by work assignment. Being able to work as a team allows its members to stay in touch with all the changes that the school may have and being able also to address any concerns or existing problems that the teachers may experience. The conduct of year-end semester seminars or symposia about team building, stress management, and anger management may be done as part of refresher programs for all teachers. This will provide teachers with a good avenue to address whatever negative emotions they have at work. Another recommendation which can be adopted by school management is to allow the teachers the full use of communication tools available such as email, web-conferencing or the school's own website for teachers or team members to share whatever insights or knowledge for the good of the team/school. This is open to all school staff and teachers to be able to have

better and continuous communication with all members. The different skills (support skills, problem-solving skills, listening and feedback skills, conflict management skills) from the members may be enhanced by allowing each member to share them across all departments in the school and may come up with shared recommendations or make a decision together, as a team. On the high level of work values, the researcher recommends for sustainable efforts by the school management to continue the best practices in class or in school, as a whole. The teachers may continue to work for continuous quality improvement (CQI) in areas where they belong. The teachers are the second parents of the students and as such, they should be able to act with the highest degree of integrity, honesty, humility and dedication to their teaching assignments. The school management may continue to plan for seminars and training for the re-tooling of teachers so they become updated for innovative teaching strategies and be able to deliver the best teaching services to the students. An evaluation process may be conducted by the school management in order to check what areas among the teachers need improvement or changes. For teachers, they may also allow the students to express their ideas and opinions or even sentiments about the teachers or the school thru the use of suggestion boxes which may be installed in conspicuous places and will be managed by the school guidance counselor or students' affairs offices.

On the high mean score result of job satisfaction, the researcher recommends that school management may conduct an annual survey on the quality of life of its members/staff and be able to address whatever the results may come out from the satisfaction survey. It is basic that job satisfaction always carries on salary and other incentives that the teachers/staff are currently receiving. The results of the survey may be furnished to the school's Office of the Guidance Counsellor so that possible interventions may be installed either to address some issues and concerns of teachers or may be a good basis for continuous quality improvement. As a way of implementing the actions taken on the results of the survey, step-by-step intervention may be conducted both from the side of management and the teachers/staff to ensure that all actions may lead to better results, thus producing higher productivity and better service by the teachers to all the students. The job satisfaction of teachers/staff may create a domino effect on the students making the school a second home for all. In this aspect, the researcher highly recommends for the school management revisit its plans and programs including its budget to be able to identify which areas need some improvement/increases as far as the benefits of teachers are concerned. If monetary benefits will be quite impossible at the moment, then alternative activities may be provided to the teachers like the conduct of R and R (rest and recreation) to teachers by having an annual get-together outside the school to allow the teachers to unwind everything for the year. Also, a spiritual activity may be the best activity before the school year ends as this will provide the teachers with an opportunity to check their own selves on how are they doing as far as their faith is concerned.

On the result of full mediation on job satisfaction on the relationship between teamwork skills and work values of teachers, the researcher recommends that school

management should always give full importance to their workforce, the teachers who are members of the team as this is the best way that the school will continue to run smoothly and be able to provide the best education to the students as their teachers are dedicated and committed to serving the students to the best of their abilities. The teachers should be able to embrace fully the school's vision, missions and goals as part of their system and as such, they become part of the whole team in school. A part of job satisfaction is to be able to extend and relate to the parents/guardians of the students who have high expectations of the teachers and the school. Once, the parents get connected with what their children/students are doing in school, then it would be easy for the school and the teachers to coordinate and ask for full support from the parents in all the school activities. The Parent-Teacher Association (PTA) may be revived as an association which connects the school teacher and the student in terms of school plans and programs.

6. Conclusion

With consideration on the findings of the study, conclusions are drawn in this section. There is a high level of mean scores of teamwork skills, work values and job satisfaction of teachers. Moreover, there is a significant relationship between team work and work values of teachers. Also, there is a significant relationship between team work and job satisfaction and a significant relationship between job satisfaction and the work values of teachers. The findings of the study clearly confirm the notion about the mediating effect of job satisfaction on the relationship between team work skills and work values. There is full mediation of job satisfaction on the relationship between team work and the work values of teachers. The findings are supported by the anchor theory, the Teamwork Theory – Team Stages Model by Tuckman (1965) which explains 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.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author

Dr. Lyndon A. Quines is a University Professor, University of Mindanao Professional Schools, University of Mindanao, Davao City, Philippines. E-mail: lyndon_quines@umindanao.edu.ph.

Michelle Y. Piñero is a Teacher 1 in Altavista Elementary School, Division of Davao del Sur, Department of Education, Philippines. She is a candidate for the degree of Master of Arts in Education (Educational Management). E-mail: michelle.pinero@deped.gov.ph.

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