



**EMPOWERMENT, WELL-BEING, AND
INTERPERSONAL RELATIONSHIP: A STRUCTURAL
EQUATION MODEL ON TEACHER JOB SATISFACTION
AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS**

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Abstract:

This study determined the best-fit model for empowerment, well-being, and interpersonal relationships regarding job satisfaction. It used a quantitative, non-experimental research design using correlational techniques and structural equation analysis. This study used stratified random sampling to select 400 teachers from a total population of 23,569 across four divisions, employing the Raosoft sample size calculator to ensure representative sampling. Mean, Pearson r , and structural equation analysis were used as statistical tools. Moreover, adapted, modified, and validated survey questionnaires were used. The result shows that the level of empowerment, teachers' well-being, and interpersonal relationships are very high. Meanwhile, public school elementary teachers' job satisfaction is high. Further, when each independent variable correlates with job satisfaction, results showed that empowerment is significantly associated with teachers' job satisfaction. There was also a significant relationship between well-being and job satisfaction. Moreover, interpersonal relationships have a positive correlation to job satisfaction. Model 3 emerged as the best-fit model for predicting teacher job satisfaction. The model showed that empowerment, well-being, and interpersonal relationships impact job satisfaction among public elementary school teachers in Region XII. It implies that the DepEd should prioritize enhancing teachers'

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empowerment, well-being, and interpersonal relationships, as these factors significantly influence teachers' job satisfaction.

SDG Indicator: 4 Quality Education

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1. Introduction

Teachers' job satisfaction has become an issue in and of itself, with several problematic areas that need to be overcome; it is a problem in the teaching profession (Quines & Nino, 2023). Many teachers experience overwhelming stress and burnout, leaving them emotionally, mentally, and physically drained. Dissatisfaction often stems from shortcomings, insufficient learning resources and preparation time, restricted professional growth opportunities, and minimal decision-making involvement (Gray *et al.*, 2021). The issue is further worsened by excessive workloads, treatment from colleagues and parents, and challenging student behaviors. When these issues remain unresolved, teachers face an increased risk of burnout, potentially leading to poor performance or resigning from the profession (Carver-Thomas & Darling-Hammond, 2019). Simply focusing on recruitment without addressing workplace conditions and professional support fails to solve the fundamental issues affecting teacher retention and satisfaction. (Quines & Nino, 2023).

Similarly, the importance of knowing and elevating teacher job satisfaction has emerged as a priority in education research because of associations between satisfaction and influential outcomes such as commitment, retention, performance, school environment, and student learning (Skaalvik & Skaalvik, 2021). The growing teacher shortage and attrition issues call for even stronger pressure to discover effective long-term strategies to enhance teacher satisfaction levels (Bastian & Fuller, 2023). Policies shaped by research that focus on what drives people's satisfaction were teacher preparation reforms, school leadership strategies, mentoring initiatives, and workplace cultures attracting and retaining talented teachers across the country (Bartanen, 2020).

Subsequently, numerous studies demonstrated a clear correlation between teacher empowerment and work satisfaction. Teachers feel more empowered when they have access to information, tools, support, and opportunities to learn and grow (Ampler & Guhao Jr, 2024). When teachers have greater authority and decision-making power over policies and practices at their schools, research shows they feel more satisfied and committed to their jobs. Similarly, having opportunities to take on teacher leadership roles or pursue professional goals empowers teachers with a sense of growth and purpose. Structural empowerment through input into school-wide policy and access to instructional resources also makes teachers feel valued and prepares them to teach at a

high level, which increases satisfaction. Indeed, teacher empowerment through shared school governance has been linked to higher job satisfaction because it addresses teachers' demands for self-reliance, skill, and proximity (Pineda-Báez *et al.*, 2020). Empowered teachers are more dedicated to the work, more devoted to the organization, and better able to fulfill work requirements effectively (Bastasa & Guhao Jr, 2024).

In the same way, research displays a strong connection between teachers' general well-being and job satisfaction. Job satisfaction has an enormous psychological aspect. It pertains to feelings of productivity and personal well-being (Balbes & Quines, 2022). Teachers who are more satisfied at work have advanced levels of well-being, such as optimistic emotion, life satisfaction, and perception of meaning. Key factors linked with higher job satisfaction and well-being among teachers relate to administrative support, collegial relationships, reasonable workloads, adequate remunerations, and intrinsic rewards in the form of pupils (König *et al.*, 2020). Meanwhile, Wang *et al.* (2021) discovered that educators who are contented with their jobs tend to be healthier, have better work-life balance, and feel less stressed and tired. Ultimately, teacher health through mindfulness and stress reduction programs has also been related to higher satisfaction (Zarate *et al.*, 2019).

Moreover, professional interpersonal relationship highly depends on the job satisfaction a teacher maintains with colleagues, students, administrators, and parents. Strong social work relationships are a motivation towards teaching and commitment to the profession for teachers (Aldridge *et al.*, 2021). Furthermore, administrative relationships characterized by inclusion in decision-making, autonomy support, shared values, and helpful colleagues increase teachers' engagement and satisfaction (Callahan, 2020). Good connections at work make employees happier with their jobs and help make the workplace a better place (Macasarte & Quines 2024).

Consequently, the critical shortage of educators demands urgent research into job satisfaction (Carver-Thomas & Darling-Hammond, 2020). With mounting challenges in teacher retention, understanding the psychological mechanisms driving professional motivation becomes essential for educational system stability. This study will provide strategic insights into supporting teachers' workplace experiences and addressing systemic workforce challenges. By exploring reasons contributing to teacher job satisfaction, the research seeks to develop sustainable interventions to mitigate the ongoing educator retention crisis.

Accordingly, this study ascertains the structural model of teacher job satisfaction in public elementary schools in Region XII by analyzing the influences of teachers' empowerment, well-being, and relationships with others. To determine the level of teacher empowerment across six dimensions such as professional growth, status, self-efficacy, autonomy, impact, and decision-making. It will ascertain the level of teacher well-being through three indicators: workload, organizational, and student interaction well-being. It will measure the quality of interpersonal relationships based on four factors: interpersonal regard, mutual acceptance and upliftment, mutual trust, and workplace harmony. Additionally, it will ascertain the level of teacher job satisfaction

across nine facets: pay, promotion, supervision, benefits, rewards, procedures, colleagues, work duties, and communication. The study analyzes the relationships between empowerment, well-being, interpersonal relationships, and teacher work satisfaction. It seeks to establish the best-fit model for teacher job satisfaction in the context of empowerment, well-being, and interpersonal relationships.

Moreover, this study tests four null hypotheses related to predictors of teacher job satisfaction at a 0.05 level of significance. The first hypothesis states that no significant relationship exists between teacher empowerment and job satisfaction. The second hypothesis proposes no considerable connection between teacher well-being and job satisfaction. The third hypothesis states that work relationships do not significantly impact teacher job satisfaction. Lastly, the fourth null hypothesis states that there can be no possible construction of a model of teacher job satisfaction.

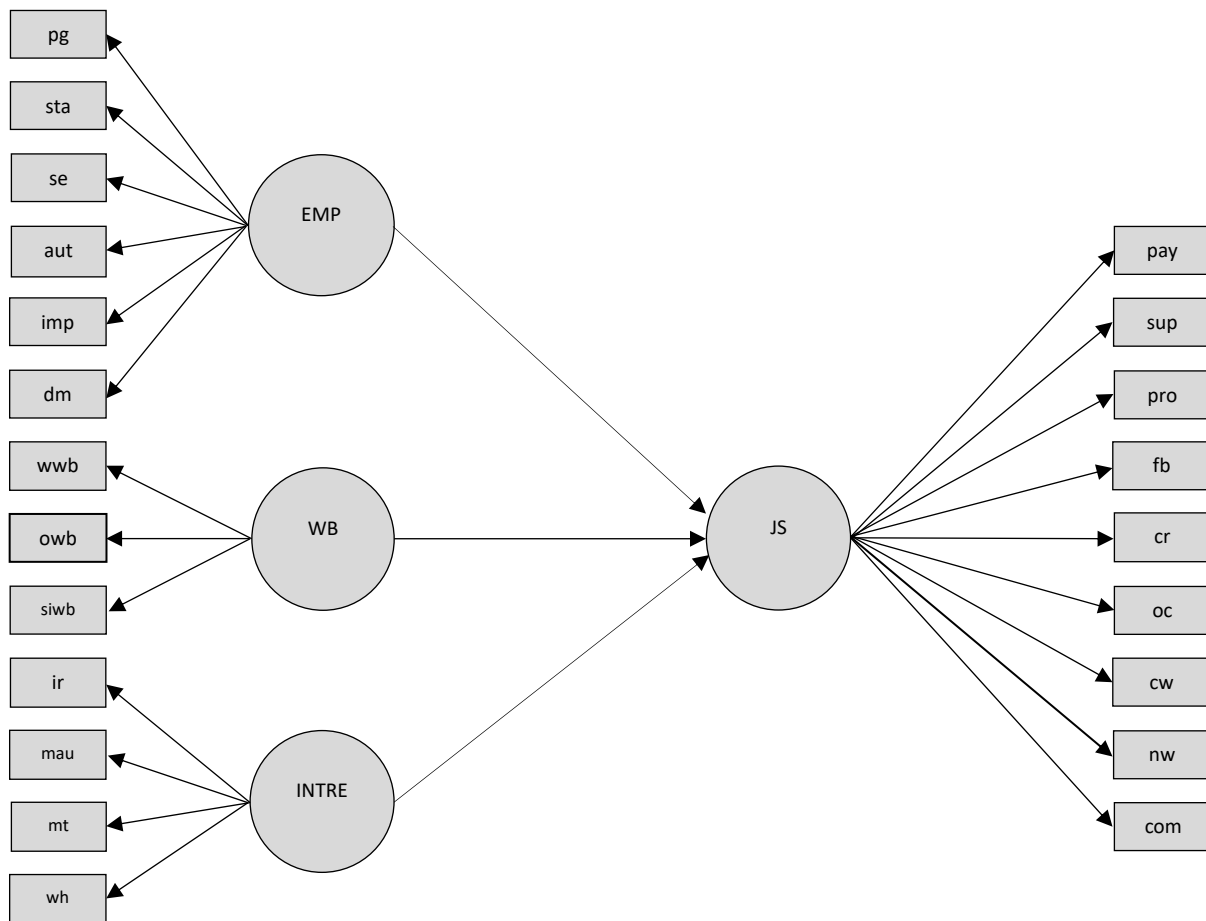
This study is anchored on Maslow's Hierarchy of Needs (Abraham Maslow, 1954), this study explores teacher job satisfaction through progressive psychological need fulfillment (Skaalvik & Skaalvik, 2021). It examines how teacher empowerment, well-being, and interpersonal relationships facilitate movement through motivational stages of professional needs. By analyzing organizational contexts that support need satisfaction, the structural equation model reveals pathways linking psychological needs to job satisfaction among public elementary school teachers. Maslow's hierarchy illuminates how educational institutions can create environments that support autonomy and professional growth. The research model integrates psychological need theory with organizational behavior to recognizing the complex factors prompting teacher job satisfaction.

Another theory that supports this study is Herzberg's Motivator-Hygiene Theory, which examines the nature of job satisfaction among public elementary school teachers, where motivators (intrinsic factors) and hygiene factors (extrinsic factors) interact to influence overall professional experience (Herzberg, 2015). In the context of educational settings, motivators such as accomplishment, appreciation, the work itself, responsibility, and continuous professional development directly impact teachers' intrinsic satisfaction, while hygiene factors like salary, interpersonal relationships, administrative policies, and working conditions prevent job dissatisfaction. By exploring how these influences uniquely contribute to teachers' job gratification, the research illuminates the complex psychological mechanisms that drive professional motivation and engagement beyond traditional linear satisfaction models.

Another supporting theory is the Self-Determination Theory (SDT), which clarifies the interaction of teacher empowerment, well-being, interpersonal relationships, and job satisfaction. Self-determination theory develops an explanatory model for how empowerment, relationships, and other antecedents are related to satisfaction as they satisfy fundamental needs. The theory guides strategies for improving conditions that would better meet teachers' needs to become job-satisfied according to needs fulfillment (Deci & Ryan, 1985).

Another model that reinforces the results of this study is the Social Exchange Theory. It explains how high-quality work relationships increase perceived organizational support, trust, commitment, and job satisfaction. The theory proposed that positive interactions and exchanges result in mutual relationship obligations. Teachers, therefore, are most likely to feel valued by the organization when they experience supportive, collaborative relationships with administrators and peers. This perceived support satisfies socio-emotional needs and creates a sense of responsibility to contribute positively to the school community. In other words, through the satisfaction of social and emotional needs, high-quality relationships force teachers to be more loyal, energetic, and productive - all pointing towards the significance of continuous social support and interaction at work (Collie *et al.*, 2020).

Figure 1: Hypothesized Model on The Interrelationship among Empowerment, Well-being, and Interpersonal Relationship and Job Satisfaction of Teachers in Public Elementary Schools



Legend:

pg = Professional Growth
 sta = Status
 se = Self-Efficacy
 aut = Autonomy
 imp = Impact
 dm = Decision Making

ir = Interpersonal Regard
 mau = Mutual Acceptance and Upliftment
 mt = Mutual Trust
 wh = Workplace Harmony
 INTRE = Interpersonal Relationships

EMP = Empowerment	wwb = Workload Well-Being
pay = Pay	owb = Organizational Well-Being
pro = Promotion	siwb = Student Interaction Well-Being
sup = Supervision	WB = Well-Being
fb = Fringe Benefits	
cr = Contingent Rewards	
oc = Operating Conditions	
cw = Co Workers	
nw = Nature of Work	
com = Communication	
JS = Job Satisfaction	

Figure 1 depicts the hypothesized model that will be the best fit for teachers' work satisfaction in public elementary schools in Region XII. It has two types of latent constructs, namely exogenous and endogenous variables. The first exogenous variable is teacher empowerment, with six key indicators: decision-making, professional growth, status, self-efficacy, autonomy, and impact. The second exogenous variable is overall well-being, which has three dimensions: workload, organizational, and student interaction well-being. The third variable is the teacher's interpersonal relationship, which has four indicators: interpersonal regard, acceptance, mutual trust, and workplace harmony. Subsequently, the last variable in this study is teacher job satisfaction. It has nine observable indicators: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication.

The hypothesized model shows the teacher empowerment, well-being, interpersonal relationship and job satisfaction of teachers.

2. Literature Review

Teacher empowerment seeks to promote job satisfaction, retention, and effectiveness. According to Yao, You, and Zhu (2020), when educators are recognized as professionals with better social standing, it highlights the significance of their work in the educational framework and promotes teacher empowerment. Recent studies explore connections between teacher empowerment, motivations, and student results. Kõiv *et al.* (2019) performed a survey using multilevel structural equation modeling to establish that principal leadership influences teacher perceptions of empowerment, indirectly improving teaching quality and enhancing student outcomes. Such a study helps clarify the centrality of autonomy promoted by principals, the development of teachers as part of such empowerment, and advocacy for empowerment by teachers.

In addition, Garcia *et al.* (2021) found teacher collective empowerment measured through shared involvement by teachers in decisions to be a positive predictor of intrinsic teaching motivation. This finding aligns well with self-determination theory, which centers on how autonomy provides the basis for developing internal teaching motivations. The authors invited administrators to foster cooperative work among

teachers, engage them in reforms, and co-govern schools with staff to empower them. This recent work clarifies pathways to empowerment aimed at elevating teacher motivation and performance for the ultimate benefit of students.

More recently, attention has been placed on teacher well-being due to associated relationships between teacher health, effectiveness, and retention. More recent studies focus on occupational stress and burnout as risk factors for well-being. Herman *et al.* (2020) published three profiles of teachers based on data on their self-reported stress, anxiety, and depression. They found that more than 30% of teachers were clinically distressed. The high-distress groups had lower self-efficacy and student engagement. It will be critical to support these struggling groups. Teacher burnout affects individual teachers' well-being, student academic performance, and the overall quality of instruction. To combat teacher burnout, UNESCO advises governments and educational institutions to provide resources and assistance for teachers' professional growth and well-being, reduce workload and administrative duties, and foster a supportive school climate (UNESCO, 2019).

Applying the Job Demands-Resources framework, Aldrup *et al.* (2022) reported that disruptive students' behaviors increased emotional exhaustion and that resources like support from a principal increased engagement. Boosting supportive resources can mitigate teacher stress. Other studies reveal connections between well-being, self-efficacy, and instructional quality (Zhang *et al.*, 2021) and experiment with mindfulness interventions to reduce burnout. Overall, teachers worldwide report that stress and emotional exhaustion rates threaten health and retention.

Consistently, teacher relationships remain a crucial contributor to retention, effectiveness, and job satisfaction. Job satisfaction is important to institutions because employees who are satisfied with their jobs may show high effort at work, which leads to several employee benefits (Quines & Piñero 2022). Recent work explores ties to administrators, colleagues, students, and parents. Aldridge *et al.* (2021) found that principals support shared vision-building, and trust predicts teachers' job satisfaction and self-efficacy beliefs. Positive leadership sets the tone for healthy school climates and teacher success. Meanwhile, Scales *et al.* (2020) found that mentorship programs assisted in keeping early career teachers by taking care of belongingness needs and confidence. Ideally, mentorship and mentee matches should share a vision, values, and expectations to create perfect partnerships. More than the peers, a cheerful student-teacher relationship-demonstrated warmth and trust help reduce teachers' emotional exhaustion and intention to leave (Herman *et al.*, 2020). Healthy relationships among stakeholder groups promote teacher sustainability.

The recent evidence highlights the need for supportive leadership, collaborative environments enabling authentic connections, and relationship-centered school cultures to satisfy teachers' professional and socio-emotional needs. Administrators should continuously gather teachers' feedback on relationships and implement policies strengthening trust, communication, and partnerships across the school community to retain quality teachers (Aldrup *et al.*, 2022).

Moreover, the latest study by Skaalvik and Skaalvik (2021) demonstrates how supporting school cultures and policies that foster autonomy on the part of the teacher, which also promote favorable working relationships as well as official administrative support, could enhance job satisfaction even with some of the inherent problems of challenging student behaviors. The central goal should be to improve schools where teachers are respected, trusted, and supported even under adversity. Similarly, work by Mathieu (2021) demonstrates that policies intended to meet the desires of educators for competence and autonomy, based on the proposed self-determination theory, are equally vital for extrinsically motivated engagement and job satisfaction. Schools often ignore whether these psychological needs that feed a passion for teaching are satisfied.

The recent form of research on teacher job satisfaction reiterates common themes on necessary working conditions for teachers to thrive. School leaders play central roles in fostering participative decision-making, offering meaningful development opportunities, cultivating trust in staff relations, reducing isolation through collaboration, giving supportive feedback, and publicly praising teacher excellence. State and national policy reforms also need to address class size and compensation constraints issues if talent is to be attracted and maintained in the profession. Ultimately, however, it depends on their self-efficacy and autonomous motivation through settings where they are valued, competent, and supported within relationships and can find purpose and meaning in their essential work (Toropova *et al.*, 2021).

The past literature review on teacher job satisfaction indicates strong and obvious gaps. Although much of the research focused on an approach of discrete influences, very few investigated the integrative model that would catch multidimensional dynamics. Assessments of measures of empowerment, wellbeing, and relationships as complex, interrelated predictors are rarely combined, as reported by Santos (2021). The present study seeks to bridge the gap by using statistical techniques such as structural equation modeling to map combined direct and indirect impacts on dedication. Other existing surveys focus mainly on Western economies, with few observations about various teacher incentives across developing countries (Kim & Seo, 2021). It gives a strong motivation for new surveys that will weigh the job situations, organizational circumstances, and psychological states differently and simultaneously influence teacher job satisfaction in the Philippines (Panganiban, 2021). Testing an empirical model that combines the key drivers may yield new practical and statistical insights toward reversing declining job satisfaction and retention among essential yet strained Asian teaching populations.

Globally, as teacher retention emerges as a worldwide crisis, this structural model highlights sustainable pathways for improving satisfaction through integrated empowerment, wellness, and relationship support. This quality education is said to be first in line to sustainable development; however, it is reported that most school systems worldwide face a severe shortage of teachers and turnover rates, which could potentially undermine this objective (Reyes *et al.*, 2019). Then, for low levels of job satisfaction for teachers, they may opt to leave school or have poorer results concerning classroom

performance (Fernandez & Quines, 2023). Untreated and unhappy teachers drag down learning environments and student outcomes. To ensure that quality teachers remain in the classroom, enriching their empowerment, well-being, interpersonal relationships, and job satisfaction is essential. The correlation between retention rates and the SDGs is evident: retention ensures all students have access to quality education, which supports SDG 4 (Quality Education). The objectives are thus what act as a stepping stone for creating sustainable education systems that offer quality education to train a variety of teachers capable of facilitating continuous learning among people of all ages (Thomas *et al.*, 2020). This paper also displays that empowerment, well-being, and relationships affect teacher job satisfaction and have important implications for many educational stakeholders.

This research might help the school heads with strategic insights to empower and implement targeted interventions that promote decision-making autonomy and foster positive interpersonal dynamics. School leaders can create more resilient and engaging workplace cultures. For the teacher, findings seem to give way to pathway opportunities for individual and collective welfare, autonomy, collaboration, and overall job satisfaction critical to retention. For learners, improving teacher satisfaction may result in more engaging instruction, better teacher-student relationships, and better academic outcomes. Finally, for future researchers, this study's theoretical model and methodology provide a framework for continuing the investigation of teacher satisfaction and the organizational, social-emotional, and relational factors that affect it. With the implications above, this research is essential across the entire educational system to understand and enhance teacher job satisfaction through systemic changes.

3. Materials and Method

The respondents of this study were public elementary school teachers from Region XII in the Philippines. This region's diverse socio-economic contexts, educational challenges, and professional environments may influence teachers' job satisfaction and workplace experiences. The region has 23,569 public elementary teachers who were qualified to be included as the respondents of this study. The researcher utilized Raosoft sample size calculator, which suggested 379 respondents. However, it included 400 teachers as the maximum number of respondents of the study. The respondents were split down as follows: General Santos City (99), Koronadal City (32), South Cotabato (148), and Sarangani (121).

Moreover, Raosoft sample size calculator was utilized in identifying the number of respondents per division. Raosoft's online sample size calculator is an online tool which helps in finding the ideal number of respondents per division in calculating the sample size to be obtained for drawing statistically significant and representative inferences at a given confidence level and margin of error. (Ekore & Okekeocha, 2022). Raosoft calculates the minimum sample size required for the specifications. This enables the researchers to appropriately determine a sample size that provides some level of

probability that the sample distribution accurately reflects the true distribution parameters in the study population (Alhatmi, 2019).

Additionally, the study utilized "stratified random sampling" to certify a fair representation of the sample. This is a strategy of probability sampling in which the features of a precise variable are interpreted into one overall sample that represents the entire population. This sampling involves choosing some group of items from the population based on classification and random selection. To create a single sample, the selected sample from different strata is combined (Iliyasu & Etikan, 2021).

In addition, eligibility criteria were also established for an individual to be included in the study as a respondent. The inclusion focuses on public elementary school teachers in Region XII who are employed full-time as teachers I to III and Master teachers I to IV, holders of permanent status in the Department of Education. Both male and female educators from diverse backgrounds and grade levels will be included to obtain a heterogeneous sample (Skaalvik & Skaalvik, 2021). However, only those providing informed consent will be able to take part. In contrast, the exclusion criteria will omit teachers having head teacher positions, resigned or retired teachers from the Department of Education, private school teachers, and teachers on leave or temporarily reassigned due to their current lack of regular school contact. The study concentrated explicitly on full-time public elementary school settings in General Santos City, Koronadal City, South Cotabato Province, and Sarangani Province within Region XII, Philippines. However, involvement in the survey will be solely voluntary for respondents. Participants can withdraw from the survey anytime if they lose interest, have confidentiality concerns, or do not have time due to other commitments. If participants withdraw before finishing the survey, their partial data will be discarded. The final study report will state the total sample size and list any reasons for withdrawals.

The researcher was interested in conducting the study within the Department of Education (DepEd), Region XII, Soccsksargen area because she has been working as an Elementary Teacher in the Region, particularly in the Division of Sarangani, for ten (10) years now. For these purposes, the researcher engaged herself in investigating the study. Four instrumental tools were utilized in this study and designed based on the research problem. The main data were used to gather information about the study, which comprises of four parts: teachers' empowerment, teachers' well-being, interpersonal relationships, and teachers' job satisfaction. The survey questionnaires from various related research were utilized in the study. The instrument undergoes restructuring to improve its suitability to current and local contexts. First, the survey questionnaire on teacher empowerment was adapted from the work of Sasan Baleghizadeh and Elnaz Goldouz (2016), which Short and Rinehart (1992) developed. The tool had six indicators: professional growth, status, self-efficacy, autonomy, impact, and decision-making. Second, the questionnaire on teacher well-being was adapted from the research work of Collie *et al.* (2015). It is a 16-item instrument that measures three factors of well-being related to workload, organizational perceptions, and student interactions. Then, the Interpersonal Relationship Scale (IRS) was modified from the research study of Singh and

Aggarwal (2022) to measure the various dimensions of teachers' professional relationships. It is a 21-item questionnaire containing four subscales: interpersonal regard, mutual acceptance and upliftment, mutual trust, and workplace harmony. Ultimately, the questionnaire used to assess teachers' job satisfaction will be the Job Satisfaction Survey, adapted from the research study of Williams, R. D. (2009). It is a 36-item, nine-facet scale: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, the nature of the work, and communication. All survey questionnaires in this study will utilize a 5-point Likert scale to measure responses, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

To make the instrument more appropriate and credible, it was validated by six expert validators. The competent validators carefully reviewed the contents of the questionnaire to guarantee a valid research test. The researcher made sure to follow the validators' recommendations. Given that both internal and external validators scored the instrument a 4.81, it is seen as an excellent tool for content validity. Following that, a pilot test was carried out, and the reliability of the survey items was tested using Cronbach's alpha, according to the study of Amente and Tefera (2021). The closer Cronbach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. In addition, an acceptable reliability value depends on the type of application. Furthermore, the population dependability value should be the main focus rather than the sample reliability value. During the pilot testing, empowerment obtained a Cronbach alpha of 0.959, well-being was 0.961, interpersonal relationship was 0.958, and job satisfaction was 0.970. It suggests that the survey questionnaires are valid and credible.

Furthermore, the following are the scales that will be used to understand the means of variables of this study: the range 4.20-5.00, which means a very high level of empowerment, well-being, interpersonal relationships and teachers' job satisfaction that the elementary school teachers always manifested/exhibited. The range is 3.40-4.19, which means a high level of empowerment, well-being, interpersonal relationships and teachers' job satisfaction that teachers often manifest/exhibit. Additionally, the range 2.60-3.39 means a moderate level of empowerment, well-being, interpersonal relationships and teachers' job satisfaction that teachers sometimes manifested/exhibited. Also, the range 1.80-2.59 means a low level of teachers' empowerment, well-being, interpersonal relationships, and job satisfaction, which teachers seldom manifested/exhibited. Lastly, the range 1.00-1.79 means very low empowerment, well-being, interpersonal relationship and teachers' job satisfaction that public elementary school teachers almost never manifested/exhibited.

The researcher employed a non-experimental quantitative, descriptive-correlational study using structural equation modeling (SEM). With the correlational technique, researchers examine the correlation between variables in a typical context free from manipulation or control. In correlational studies, researchers investigate the degree to which changes in one variable are associated with changes in another in order to assess the strength of links among variables. Correlational methods often involve independent and dependent variables, but they also show how an independent variable affects a

dependent variable without requiring the manipulation or experimental control of those variables in the research setting (Creswell, 2021).

Moreover, a structural equation model (SEM) would be appropriate for this research on teacher empowerment, well-being, relationships, and job satisfaction. It allows testing an integrated theoretical model examining the interrelationships and collective effects of these key factors on teacher job satisfaction (Creswell, 2021). It used statistical tools such as the mean, Pearson r , and regression analysis. It enables testing the theorized linkages between these multidimensional constructs. SEM provides fit statistics to evaluate model viability and estimate the magnitude and significance of pathways in the model (Nunkoo & Gursoy, 2019).

Furthermore, to collect data for this study, the researcher asked consent from the regional director, superintendents, and principals to conduct the survey study at their schools. It ensures policy compliance and data collection clearance. Second, selected respondents received survey questions after approval, keeping respondents anonymous. Teachers have adequate time to complete the survey independently. They were sending reminders for prompt completion and could opt out willingly. Third, the researcher collected completed surveys. Collected survey responses were analyzed next. Fourth, completed survey questionnaires were coded and entered into statistical software for analysis. Finally, tables and graphs summarize the teacher survey results and key findings.

Appropriate statistical analyses will examine the survey data on teacher empowerment, well-being, relationships and job satisfaction. First, initial descriptive statistics using mean scores summarize overall variable responses (Kim & Seo, 2021). Second, Pearson r or Pearson Product Moment Correlation assesses the direction and degree of linear correlations between each exogenous factor and the job satisfaction outcome. (Santos, 2021). Third, Regression Analysis was used to determine the significant influence between empowerment, well-being, interpersonal relationships, and teachers' job satisfaction.

In structural equation modelling, numerous fit indices are usually used to measure model fit, including the comparative fit index (CFI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR) (Kline, 2023). A CFI value better than 0.95, an RMSEA value less than 0.06, and an SRMR value less than 0.08 are typical indicators of a good model fit. Finally, structural equation modelling (SEM) techniques will analyze the conceptual model, testing multiple complex direct and indirect effects simultaneously between the set of predictors and job satisfaction (Litalien *et al.*, 2021). SEM holds advantages over individual correlation analyses for modelling interrelated variables.

All pertinent documents necessary for the study will be collected and submitted to the University of Mindanao Ethics Review Committee (UMERC). These include the consent letter signed by the researcher's adviser and a letter of approval from the Dean of the Professional Schools. A week after submission, pilot testing was conducted with a secured UMERC Certificate of Approval, certificate number UMERC-2024-245. The

researcher will submit the required documents to the DepEd Regional Director of Region XII after the research instruments are tested and validated.

The ethical considerations which will be observed during the conduct of the study are: voluntary participation of the respondents, respect to the respondents' confidentiality or privacy, securing informed consent from the respondents, recruitment, risk, benefits, plagiarism, fabrication, permission from the organization or location, falsification, conflict of interest, deceit and authorship.

4. Results and Discussion

Table 1 showcases teachers' empowerment among public elementary schools; the overall mean was 4.32, with a standard deviation of 0.46 and a descriptive equivalent of Very High. The mean of indicators ranges from 3.87 to 4.56. It indicates that the teachers in the Department of Education in Region XII feel highly capable and supported in their professional development. However, there may be room for improvement in giving teachers more voice in decision-making processes.

Table 1: Level of Empowerment

Indicator	Standard Deviation	Mean	Descriptive Equivalent
Professional Growth	0.54	4.56	Very High
Status	0.52	4.52	Very High
Self-Efficacy	0.52	4.56	Very High
Autonomy	0.78	4.07	High
Impact	0.55	4.33	Very High
Decision-Making	0.68	3.87	High
Overall	0.46	4.32	Very High

Additionally, data shows that the highest mean obtained is 4.56 for professional growth and self-efficacy, which shows a powerful performance. It shows a good judgement of professional development and confidence in the abilities by which they will carry out educational roles, thus showing their positive psychological disposition towards their career and teaching capabilities. Meanwhile, decision-making, with a mean value of 3.87, obtained the lowest mean value, suggesting varied experiences in these domains. It indicates potential challenges in teachers' perceived organizational empowerment and decision-making autonomy within their educational institutions.

The findings of this study are in line with previous studies on teacher empowerment and its organizational outcomes. Özkan and Tanriögen (2021) proved the hypothesis that empowered teachers have many favorable organizational outcomes. The current result furthered this assertion by indicating the multifaceted benefit associated with teacher empowerment. According to Keiser and Shen (2000), the advantages of empowerment are that it enhances teachers' performance, efficiency and morale, builds their pedagogical and content expertise; and subsequently boosts the motivation and success of their students. Moreover, findings are comparable to those reported by Shqerat

(2022), as he stated that faculty work-related empowerment is very high and dramatically improves their overall job satisfaction level.

Table 2 shows the overall well-being among public elementary school teachers in the Department of Education Region XII. The mean well-being score for teachers was 4.32, with a standard deviation of 0.48 and a descriptive equivalent of Very High. It recommends that teachers experience favorable workplace conditions, including supportive work environments, professional satisfaction, good mental and emotional health, and adequate administrative support.

Table 2: Level of Well-Being

Indicators	Standard Deviation	Mean	Descriptive Equivalent
Workload Well-Being	0.55	4.26	Very High
Organizational Well-Being	0.58	4.30	Very High
Student Interaction Well-Being	0.54	4.39	Very High
Overall	0.48	4.32	Very High

Furthermore, all three indicators had considerably higher mean values ranging from 4.26 to 4.39, with Student Interaction Well-Being ranking the highest at 4.39. This data indicates well-balanced well-being across all measured factors. This finding implies that teachers operate professionally, particularly in developing pleasant and practical student connections. It could lead to better teaching quality and student learning outcomes.

This finding is parallel with the study of Collie *et al.* (2020), who examined teacher well-being in relation to various aspects of their work environment. Their study revealed that positive interactions with students were strongly connected with higher levels of teacher well-being. Specifically, educators who reported more positive relationships with students experienced greater job satisfaction and a stronger sense of efficacy in their teaching role. The authors noted that these positive student interactions acted as a buffer against work-related stress and contributed significantly to overall teacher well-being. This supports the current findings where Student Interaction Well-Being scored the highest among the measured aspects of teacher well-being.

As exhibited in Table 3, the overall mean interpersonal relationship level of teachers was 4.21, which is very high. With a standard deviation of 0.54, this indicates that teachers overwhelmingly perceive their interpersonal workplace relationships as strongly positive and consistently supportive across the group.

Table 3: Level of Interpersonal Relationships

Indicators	Standard Deviation	Mean	Descriptive Equivalent
Interpersonal Regard	0.60	4.20	Very High
Mutual Acceptance and Upliftment	0.58	4.19	Very High
Mutual Trust	0.63	4.27	Very High
Workplace Harmony	0.57	4.17	High
Overall	0.54	4.21	Very High

All three indicators show remarkably very high mean scores, ranging from 4.20 to 4.27, with Interpersonal regard scoring the highest mean at 4.27. Meanwhile, workplace harmony received a mean value of 4.17, which is high with a standard deviation of 0.57, which obtained the lowest mean value, though still maintaining an impressive score. The results show a perfect workplace climate. Furthermore, teachers have established a caring and collaborative work environment that promotes mutual respect and positive interactions. It can help create a more productive and enjoyable work environment, improving teaching performance and school atmosphere.

The result of this study conforms to the findings of the research of Njoku *et al.* (2020) that a high degree of interpersonal relationships fosters a positive school climate, makes the principal and teachers feel satisfied in their roles, helps the school unit that provides education and culture to the students run smoothly, and has a positive impact on the students' academic performance and attitude towards learning. Furthermore, Alutaya and Guhao Jr. (2023) reported that educators frequently demonstrated enhanced interpersonal interactions and considered that their employment provided excellent opportunities for promotion.

Table 4 displays the level of job satisfaction among the Department of Education's public elementary school teachers in Region XII. The overall mean job satisfaction level shows a high mean solid score of 4.14, with a standard deviation of 0.526, suggesting that public elementary school teachers are consistently and substantially satisfied with their professional roles and work environment.

Table 4: Level of Job Satisfaction

Indicators	Standard Deviation	Mean	Descriptive Equivalent
Pay	0.72	3.97	High
Promotion	0.76	3.95	High
Supervision	0.62	4.40	Very High
Fringe Benefits	0.69	4.03	High
Contingent Rewards	0.68	4.03	High
Operating Conditions	0.58	4.01	High
Co-workers	0.63	4.14	High
Nature of Work	0.61	4.38	Very High
Communication	0.61	4.35	Very High
Overall	0.53	4.14	High

Meanwhile, the supervision obtained a very high mean score of 4.40, while promotion obtained the lowest mean score of 3.95. It implies that teachers are generally content with their current work environment and leadership support. There may be concerns about career advancement opportunities, suggesting a need for clearer promotional pathways or professional development opportunities to maintain long-term teacher retention and motivation, which indicates a potential area of concern regarding career advancement pathways.

Furthermore, while the high ratings across most indicators reflect a generally positive work environment, the variation in scores between intrinsic factors (like the nature of work and supervision) and extrinsic factors (like promotion and fringe benefits) suggests that teachers find more satisfaction in the core aspects of their teaching role and immediate work relationships than in the structural career advancement opportunities provided by the system. The result of this study conforms to the findings of the research of Potter (2019) tells that the level of job satisfaction of teachers is very high and positively impacts the achievement of the educational goals. It is expected that a school with highly satisfied teachers will provide competent instruction and successful kids.

Table 5: Significance on the Relationship between Empowerment and Job Satisfaction

Empowerment	Job Satisfaction									Overall
	Pay	Promotion	Supervision	Fringe Benefits	Contingent Rewards	Operating Condition	Co-worker	Nature of Work	Communication	
Professional Growth	.410* (0.000)	.329* (0.000)	.582* (0.000)	.443* (0.000)	.486* (0.000)	.441* (0.000)	.462* (0.000)	.612* (0.000)	.644* (0.000)	.604* (0.000)
Status	.423* (0.000)	.376* (0.000)	.521* (0.000)	.407* (0.000)	.461* (0.000)	.383* (0.000)	.438* (0.000)	.602* (0.000)	.621* (0.000)	.582* (0.000)
Self-Efficacy	.367* (0.000)	.306* (0.000)	.580* (0.000)	.384* (0.000)	.402* (0.000)	.415* (0.000)	.422* (0.000)	.603* (0.000)	.620* (0.000)	.560* (0.000)
Autonomy	.413* (0.000)	.390* (0.000)	.229* (0.000)	.317* (0.000)	.313* (0.000)	.408* (0.000)	.314* (0.000)	.244* (0.000)	.329* (0.000)	.413* (0.000)
Impact	.463* (0.000)	.418* (0.000)	.445* (0.000)	.445* (0.000)	.472* (0.000)	.448* (0.000)	.419* (0.000)	.555* (0.000)	.577* (0.000)	.586* (0.000)
Decision-Making	.482* (0.000)	.454* (0.000)	.221* (0.000)	.405* (0.000)	.426* (0.000)	.384* (0.000)	.368* (0.000)	.290* (0.000)	.341* (0.000)	.473* (0.000)
Overall	.550* (0.000)	.493* (0.000)	.524* (0.000)	.508* (0.000)	.539* (0.000)	.530* (0.000)	.510* (0.000)	.592* (0.000)	.646* (0.000)	.676* (0.000)

*Significant at 0.05 significance level.

Table 5 displays the test results of the relationship between empowerment and job satisfaction indicators, revealing significant relationships across all variables. As reflected in the hypothesis, the relationship was tested at a 0.05 significance level. The overall r-

value of .676 with a p-value of less than 0.05 signified the rejection of the null hypothesis. There is a significant correlation between empowerment and job satisfaction. It suggests a correlation between empowerment and job satisfaction, highlighting a significant relationship between these factors.

More specifically, the result reveals that all empowerment indicators positively correlate with teachers' job satisfaction. The p-value is less than 0.05, and the overall r-value is .604 on professional growth, .582 on status, .560 on self-efficacy, .413 on autonomy, .586 on impact, and decision-making .473. As seen in the table, all indicators of each variable are correlated. Hence, data show a positive association between empowerment and job satisfaction in the workplace. It suggests that when teachers are given more opportunities for empowerment through professional development, decision-making authority, and the ability to make meaningful impacts in their work, their job satisfaction levels are likely to increase, suggesting that school administrators should prioritize teacher empowerment initiatives to enhance overall job satisfaction and potentially progress educational outcomes.

This aligns with the findings of Ahrari *et al.* (2021), which offer important insights into the factors affecting teacher job satisfaction. The results indicated that the decision-making processes of educators and their self-efficacy had a considerable influence on their job satisfaction, with professional growth being a subsequent factor. Additionally, Borrego *et al.* (2023) confirm the significance of job satisfaction in fostering teacher empowerment. In particular, the degree of job happiness among teachers varies according to the aspect of school life focused on; teacher empowerment is correlated with job satisfaction. Teachers are empowered by having access to opportunities, resources, knowledge, and support, which increases their intrinsic motivation and job satisfaction, key elements in high-quality teaching in higher education.

Table 6 presents the test results of the relationship between well-being and job satisfaction. As reflected in the hypothesis, the relationship was tested at a 0.05 significance level. The overall r-value of .749 with a p-value of less than 0.05 signified the rejection of the null hypothesis. It means that a significant relationship exists between well-being and job satisfaction. It implies that well-being is correlated with job satisfaction.

Table 6: Significance on the Relationship between Well-Being and Job Satisfaction

Well-Being	Job Satisfaction									Overall
	Pay	Promotion	Supervision	Fringe Benefits	Contingent Rewards	Operating Condition	Co-worker	Nature of Work	Communication	
Workload Well-Being	.477* (0.000)	.464* (0.000)	.485* (0.000)	.495* (0.000)	.483* (0.000)	.570* (0.000)	.460* (0.000)	.561* (0.000)	.580* (0.000)	.631* (0.000)
Organizational Well-Being	.540* (0.000)	.478* (0.000)	.637* (0.000)	.536* (0.000)	.599* (0.000)	.519* (0.000)	.544* (0.000)	.595* (0.000)	.652* (0.000)	.704* (0.000)
Student Interaction Well-Being	.399* (0.000)	.361* (0.000)	.585* (0.000)	.461* (0.000)	.496* (0.000)	.451* (0.000)	.504* (0.000)	.588* (0.000)	.673* (0.000)	.619* (0.000)
Overall	.544* (0.000)	.500* (0.000)	.654* (0.000)	.571* (0.000)	.606* (0.000)	.589* (0.000)	.577* (0.000)	.667* (0.000)	.729* (0.000)	.749* (0.000)

*Significant at 0.05 significance level.

More specifically, the result reveals that all well-being indicators positively correlate with teachers' job satisfaction. Since the p-value is less than 0.05, the overall r-value is .631 on workload well-being, .704 on organizational well-being, and student interaction well-being .619. Hence, data suggests a strong interconnection between job satisfaction and well-being, that higher levels of job satisfaction are consistently associated with higher levels of well-being across multiple dimensions. It indicates that school leaders should engage in practices and policies that promote the wellness of educators and result in reasonable workloads, a nurturing environment, and constructive relationships with students because such factors significantly influence job satisfaction, leading to enhanced retention and performance.

These ideas resemble the study of Dreer's (2024) results, which propose that the job-related well-being of teachers and incredibly optimistic emotions in the workplace play a significant role in teachers' job satisfaction and subsequent retention. Moreover, Collie *et al.* (2020) discovered that improving teacher well-being through workload management, organization, and student interaction positively impacts job commitment, satisfaction, and teaching effectiveness. The results indicate that enhancing the well-being of educators positively affects the performance of both teachers and students. Therefore, creating a productive atmosphere for students and educators is essential.

Table 7 displays the test results of the relationship between interpersonal relationships and job satisfaction. As reflected in the hypothesis, the relationship was tested at a 0.05 significance level. The overall r-value of .771 with a p-value of less than 0.05 signified the rejection of the null hypothesis. It means that a significant relationship exists between interpersonal relationships and job satisfaction.

Table 7: Significance on the Relationship between Interpersonal Relationship and Job Satisfaction

Interpersonal Relationship	Job Satisfaction									Overall
	Pay	Promotion	Supervision	Fringe Benefits	Contingent Rewards	Operating Condition	Co-worker	Nature of Work	Communication	
Interpersonal Regard	.504* (0.000)	.529* (0.000)	.562* (0.000)	.508* (0.0000)	.572* (0.000)	.464* (0.000)	.596* (0.000)	.585* (0.000)	.640* (0.000)	.686* (0.000)
Mutual Acceptance and Upliftment	.555* (0.000)	.478* (0.000)	.565* (0.000)	.569* (0.000)	.602* (0.000)	.520* (0.000)	.585* (0.000)	.600* (0.000)	.636* (0.000)	.705* (0.000)
Mutual Trust	.521* (0.000)	.479* (0.000)	.552* (0.000)	.485* (0.000)	.545* (0.000)	.448* (0.000)	.574* (0.000)	.622* (0.000)	.671* (0.000)	.676* (0.000)
Workplace Harmony	.585* (0.000)	.557* (0.000)	.529* (0.000)	.555* (0.000)	.622* (0.000)	.550* (0.000)	.664* (0.000)	.591* (0.000)	.655* (0.000)	.735* (0.000)
Overall	.595* (0.000)	.563* (0.000)	.608* (0.000)	.582* (0.000)	.644* (0.000)	.545* (0.000)	.665* (0.000)	.661* (0.000)	.715* (0.000)	.771* (0.000)

*Significant at 0.05 significance level.

More specifically, the findings indicate a positive correlation between job satisfaction and all indices of interpersonal interactions. The p-value is lower than 0.05, and the overall r-values are as follows: .686 for interpersonal regard, .705 for acceptance and upliftment, .676 for mutual trust, and .735 for workplace harmony. As seen in the table, there is a correlation between all of the indicators of each variable. These findings indicate that there is a positive correlation between the two variables. Furthermore, the findings suggest that educational institutions should invest in activities that build teams, mentoring programs, and cultivating a school culture that encourages collaboration to strengthen interpersonal bonds among teachers. It could significantly improve the extent to which teachers are satisfied with their jobs and enhance instruction quality.

The findings of this study affirm the results of previous research done by Osasuyi *et al.* (2024), as a positive and significant relationship was observed between interpersonal relationships and teacher job satisfaction. It means that the healthier the interactions are the better the job fulfillment.

Moreover, these findings align with the study by Okekeocha and Ezinine (2021), which showed that interpersonal relationships between teachers and school administrators also significantly positively affect teachers' job satisfaction. Effective communication, mutual respect, and collaboration between educators and administrators create a more supportive and conducive work atmosphere, ultimately increasing job satisfaction. Collectively, these findings emphasize the importance of fostering positive interpersonal relationships within educational institutions. Teachers who have strong professional relationships with their colleagues and administrators tend to feel valued, supported, and motivated in their job performance and overall well-being.

Table 8: Estimates of Variable Regression Weights in Structural Equation Model 1

			B	S.E.	C.R.	BETA	P
TJS	<---	EMP	-.132	.121	-1.095	-.104	.274
TJS	<---	WB	.755	.164	4.595	.608	***
TJS	<---	INTRE	.414	.076	5.463	.414	***
imp	<---	EMP	1.000			.787	
dm	<---	EMP	.785	.083	9.400	.497	***
pg	<---	EMP	1.070	.060	17.879	.853	***
se	<---	EMP	1.062	.057	18.486	.874	***
sta	<---	EMP	1.070	.057	18.706	.882	***
aut	<---	EMP	.877	.096	9.149	.485	***
siwb	<---	WB	1.000			.806	
wwb	<---	WB	.958	.061	15.709	.765	***
owb	<---	WB	1.090	.063	17.406	.827	***
mt	<---	INTRE	1.000			.860	
wh	<---	INTRE	.936	.041	23.056	.899	***
mau	<---	INTRE	.935	.042	22.112	.879	***
ir	<---	INTRE	.959	.045	21.486	.865	***
fb	<---	TJS	1.000			.789	
pro	<---	TJS	.987	.069	14.322	.710	***
sup	<---	TJS	.839	.056	14.965	.735	***
pay	<---	TJS	.984	.065	15.048	.738	***
com	<---	TJS	.946	.053	17.913	.844	***
oc	<---	TJS	.778	.053	14.722	.726	***
cw	<---	TJS	.898	.056	16.043	.777	***
nw	<---	TJS	.905	.054	16.661	.799	***
cr	<---	TJS	1.027	.059	17.316	.823	***

Note: Chi-square = 1115.124; Degrees of freedom = 203; Probability level = .000

Table 8 shows the Estimates of Variable Regression Weights in Structural Equation Model 1. Empowerment to Teachers' Job Satisfaction revealed a significant regression with p less than 0.001. This structure signifies that every unit increase in empowerment corresponds to a -.132 -unit increase in teachers' job satisfaction with a standard error of .121 and a p -value of .274. At the same time, teachers' well-being with job satisfaction gained a regression with p less than 0.001. It signifies that every unit increase in well-being corresponds to a .755-unit increase in job satisfaction with a standard error of .164. Also, the interpersonal relationship to job satisfaction obtained a significant regression with p less than 0.001, which means that in every unit, increased well-being corresponds to a .414 increase in job satisfaction.

The findings highlight the critical roles of well-being and interpersonal relationships in enhancing teachers' professional contentment, with interpersonal relationships contributing a 0.414-unit increase in job satisfaction.

Results from the data gathered, Goodness of Fit Measures of Structural Equation Model 1 on Table 9, shows that Chi-Square/Degrees of Freedom obtained 0 less than value less than 2 criterion with 5.493 models fit value; Goodness Fit Index has a criterion of less than 0.95 with .718 model fit value; Comparative Fit Index of less than .095 with .860 model fit value; Normed Fit Index of less than 0.95 with model fit value of .835; Tucker-Lewis Index has a criterion of less than 0.95 with .841 model fit value; RMSEA- Root Means Square of Error Approximation gained less than 0.05 and a model fit value of .113.

Table 9: Goodness of Fit Measures of Structural Equation Model 1

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	5.493
P-value	> 0.05	.000
GFI	> 0.95	.718
CFI	> 0.95	.860
NFI	> 0.95	.835
TLI	> 0.95	.841
RMSEA	< 0.05	.113

Legend:

CMIN/DF = Chi-Square/Degrees of Freedom

NFI = Normed Fit Index

CFI = Comparative Fit Index

Pclose = P of Close Fit

RMSEA = Root Means Square of Error Approximation

GFI = Goodness of Fit Index

TLI = Tucker-Lewis Index

P-value = Probability Level

Table 10 shows the Estimates of Variable Regression Weights in Structural Equation Model 2. Empowerment to Teachers' Job Satisfaction revealed a significant regression with p less than 0.001. This structure signifies that every unit increase in empowerment corresponds to a -.274 -unit increase in teachers' job satisfaction with a standard error of .195 with a p-value of .159. At the same time, teachers' well-being with job satisfaction gained a regression with p less than 0.001. It signifies that every unit increase in well-being corresponds to a .932-unit increase in job satisfaction with a standard error of .284 and a p-value of .001. Also, interpersonal relationship to job satisfaction obtained a significant regression with p less than 0.001, which means that in every unit, an increase in interpersonal relationships corresponds to a .334 increase in job satisfaction with a p-value of .005.

Table 10: Estimates of Variable Regression Weights in Structural Equation Model 2

			B	S.E.	C.R.	BETA	P
TJS	<---	EMP	-.274	.195	-1.408	-.226	.159
TJS	<---	WB	.932	.284	3.277	.794	.001
TJS	<---	INTRE	.334	.120	2.785	.351	.005
imp	<---	EMP	1.000			.779	
pg	<---	EMP	1.068	.063	16.833	.842	***
se	<---	EMP	1.081	.061	17.678	.881	***
aut	<---	EMP	.848	.099	8.552	.464	***
siwb	<---	WB	1.000			.811	
owb	<---	WB	1.073	.062	17.287	.819	***
mt	<---	INTRE	1.000			.858	
ir	<---	INTRE	.934	.051	18.242	.841	***
fb	<---	TJS	1.000			.749	
sup	<---	TJS	.912	.063	14.381	.759	***
com	<---	TJS	1.015	.061	16.519	.860	***
cw	<---	TJS	.945	.064	14.749	.776	***
cr	<---	TJS	1.043	.069	15.107	.793	***

Note: Chi-square = 290.306; Degrees of freedom = 59; Probability level = .000.

It has been found that a slight negative correlation between increments and empowerment reveals the complex dynamics underlying job satisfaction among educators. Results from the data gathered, Goodness of Fit Measures of Structural Equation Model 2 on Table 11, shows that Chi-Square/Degrees of Freedom obtained 0 less than value less than 2 criterion with 4.920 model fit value; Goodness Fit Index has a criterion of less than 0.95 with .878 model fit value; Comparative Fit Index of less than .095 with .927 model fit value; Normed Fit Index of less than 0.95 with model fit value of .910; Tucker-Lewis Index has a criterion of less than 0.95 with .903 model fit value; RMSEA- Root Means Square of Error Approximation gained less than 0.05 and a model fit value of .106.

Table 11: Goodness of Fit Measures of Structural Equation Model 2

Index	Criterion	Model Fit Value
P-Close	> 0.05	.000
CMIN/DF	0 < value < 2	4.920
P-value	> 0.05	.000
GFI	> 0.95	.878
CFI	> 0.95	.927
NFI	> 0.95	.910
TLI	> 0.95	.903
RMSEA	< 0.05	.106

Legend:

CMIN/DF = Chi-Square/Degrees of Freedom

NFI = Normed Fit Index

CFI = Comparative Fit Index

Pclose = P of Close Fit

GFI = Goodness of Fit Index

TLI = Tucker-Lewis Index

P-value = Probability Level

Table 12 shows the Estimates of Variable Regression Weights in Structural Equation Model 3. Empowerment to Teachers' Job Satisfaction revealed a significant regression with p less than 0.001. This structure signifies that every unit increase in empowerment corresponds to a -.065 -unit increase in teachers' job satisfaction with a standard error of .096 and a p-value of .496. At the same time, teachers' well-being with job satisfaction gained a regression with p less than 0.001. It signifies that every unit increase in well-being corresponds to a .711-unit increase in job satisfaction with a standard error of .226 and a p-value of .002. Also, the interpersonal relationship to job satisfaction obtained a significant regression with p less than 0.001, which means that in every unit, an increase in interpersonal relationship corresponds to a .315 increase in job satisfaction with a standard error of .144 with a p-value of .029.

Table 12: Estimates of Variable Regression Weights in Structural Equation Model 3

			B	S.E.	C.R.	BETA	P
TJS	<---	EMP	-.065	.096	-.681	-.059	.496
TJS	<---	WB	.711	.226	3.150	.527	.002
TJS	<---	INTRE	.315	.144	2.188	.298	.029
imp	<---	EMP	1.000			.950	
aut	<---	EMP	.783	.097	8.095	.523	***
siwb	<---	WB	1.000			.781	
owb	<---	WB	1.158	.072	16.177	.851	***
mt	<---	INTRE	1.000			.855	
ir	<---	INTRE	.941	.054	17.557	.844	***
fb	<---	TJS	1.000			.831	
cr	<---	TJS	1.092	.065	16.794	.921	***

Note: Chi-square = 22.099; Degrees of freedom =14; Probability level = .077.

The results indicate that job satisfaction for educators is a multifaceted concept, closely linked to their psychological well-being and social relationships, both of which influence

their overall sense of fulfillment in their roles. In essence, the emotional well-being of teachers and the strength of their social connections play a key role in their job satisfaction, underscoring the need to focus on these factors to enhance teacher contentment and, in turn, promote higher standards in education.

Table 13 depicts the Goodness of Fit Measures of Structural Equation Model 3. Results revealed from the data gathered on Goodness of Fit Measures of Structural Equation Model 3. Index P-Close Fit has a criterion of greater than 0.05 and a model fit value of .652; Chi-Square/Degrees of Freedom obtained 0 less than value less than 2 with a model fit value of 1.579; P-value has a criterion of greater than 0.05 and a model fit value of .077; Goodness of fit index has a criterion of greater than 0.95 a model fit value of .985; Comparative Fit Index is greater than 0.95 and .995; Normed Fit Index has a criterion of greater than 0.95 with a model fit value of .986; Tucker-Lewis Index has a criterion of greater than 0.95 with a model fit value of .989; RMSEA- Root Means Square of Error Approximation has a criterion of less than 0.05 with a model fit value of .041.

Table 13: Goodness of Fit Measures of Structural Equation Model 3

Index	Criterion	Model Fit Value
P-Close	> 0.05	.652
CMIN/DF	0 < value < 2	1.579
P-value	> 0.05	.077
GFI	> 0.95	.985
CFI	> 0.95	.995
NFI	> 0.95	.986
TLI	> 0.95	.989
RMSEA	< 0.05	.041

Legend:

- CMIN/DF = Chi-Square/Degrees of Freedom
- NFI = Normed Fit Index
- TLI = Tucker-Lewis Index
- CFI = Comparative Fit Index
- GFI = Goodness of Fit Index
- RMSEA = Root Means Square of Error Approximation
- Pclose = P of Close Fit
- P-value = Probability Level

Table 14 summarizes the Goodness of Fit Measures of the three Structural Equation Models. It signifies that based on the result of the data gathered, Chi-Square/Degrees of Freedom has a criterion of 0 less than value less than 2 obtained a model fit value of 5.493 for model 1; 4.920 for model 2 and 1.579 for model 3; While P-value has a criterion of greater than 0.05 and a model fit value of .000 for model 1, .000 for model 2 and 0.077 for model 3; Also, for the Normed Fit Index has a criterion of greater than 0.95 with the model fit value of .835 for model 1, 0.910 for model 2 and 0.986 for model 3. Moreover, the Tucker-Lewis Index, which has a criterion of greater than 0.95, obtained a model fit value of .841 for model 1, .903 for model 2, and .989 for model 3; the

Comparative Fit Index, which has a criterion of greater than 0.95 gained a model fit value of .860 for model 1, .927 for model 2, and .985 for model 3; For Goodness of the fit index has a criterion of greater than 0.95 revealed a model fit value of .718 for model 1, 0.878 for model 2 and 0.985 for model 3.

Furthermore, the RMSEA- Root Means Square of Error Approximation has a criterion of less than 0.05, gaining a model fit value of .113 for model 1, .106 for model 2, and .041 for model 3. The Index P-Close Fit criterion is greater than 0.05, revealing a model fit value of .000 for model 1, .000 for model 2, and .652 for model 3. Results showed that among the three structural equation models, only model 3 had indices that consistently indicated an outstanding fit to the data. Therefore, it is identified as the best path model. These results demonstrate that Structural Equation Model 3 provides a good depiction of the structure and the interrelationships between empowerment, well-being, and interpersonal relationships to teachers' job satisfaction, reinforcing the model's credibility, validity, and overall strength in explaining the factors that influence teacher satisfaction.

Table 14: Summary of Goodness of Fit Measures of the Three Structural Equation Models

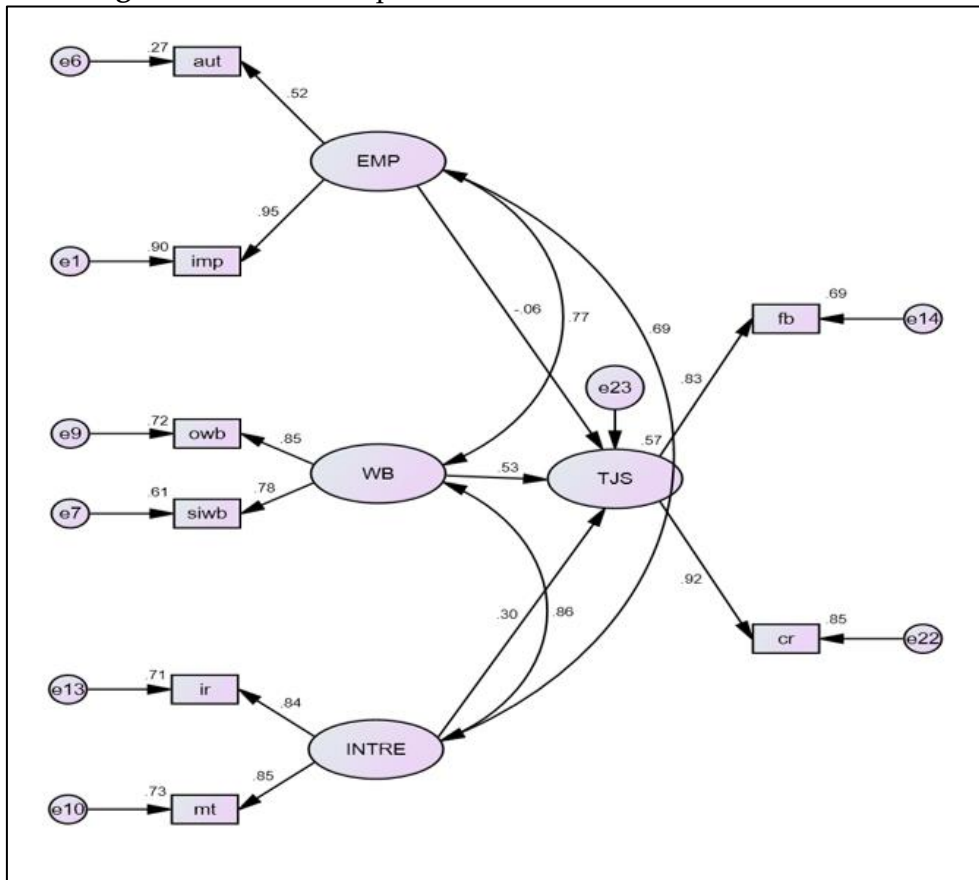
Model	CMIN/DF 0<value<2	P- Value > .05	NFI > .95	TLI > .95	CFI > .95	GFI > .95	RMSEA < .05	P-Close > .05
1	5.493	.000	.835	.841	.860	.718	.113	.000
2	4.920	.000	.910	.903	.927	.878	.106	.000
3	1.579	.077	.986	.989	.995	.985	.041	.652

4.1 Best Fit Model

Figure 4 shows the Structural Equation Model 3 in a Standardized Solution. This portion provides an analysis of the interrelationships among the study variables and an assessment of model fit.

As shown in Figure 4, two out of six indicators in empowerment, namely, autonomy and impact, remained significant predictors. Two out of three well-being indicators, such as organizational well-being and student interaction well-being, remained significant predictors. Two out of four indicators of interpersonal relationships, like interpersonal regard and mutual trust, remained significant predictors. Lastly, two out of nine indicators of job satisfaction, fringe benefits and contingent rewards remained significant predictors among public elementary school teachers. It suggests that specific indicators within the broader constructs of empowerment, well-being, and interpersonal relationships are the most important predictors of job satisfaction among public elementary school teachers, implying that targeted interventions focused on enhancing autonomy, organizational well-being, student interactions, interpersonal regard, mutual trust, fringe benefits, and contingent rewards may be the most impactful strategies for improving overall job satisfaction in this context.

Figure 4: Structural Equation Model 3 in Standardized Solution



Legend:

pg = Professional Growth
 sta = Status
 se = Self-Efficacy
 aut = Autonomy
 imp = Impact
 dm = Decision Making
 EMP = Empowerment

pay = Pay
 pro = Promotion
 sup = Supervision
 fb = Fringe Benefits
 cr = Contingent Rewards
 oc = Operating Conditions
 cw = Co-workers
 nw = Nature of Work
 com = Communication
 JS = Job Satisfaction

ir = Interpersonal Regard
 mau = Mutual Acceptance and Upliftment
 mt = Mutual Trust
 wh = Workplace Harmony
 INTRE = Interpersonal Relationships
 wwb = Workload Well-Being
 owb = Organizational Well-Being
 siwb = Student Interaction Well-Being
 WB = Well-Being

5. Recommendation

Additionally, based on the preceding results and relevant findings, the following recommendations were made:

School leaders and administrators can improve teachers' job satisfaction by strengthening teachers' empowerment, well-being, interpersonal relationships, and job satisfaction. Simply, conducting regular consultation meetings, forming teacher-led committees, and implementing a mentoring program where experienced teachers can share best practices. Additionally, administrators should develop localized professional growth plans that align with teachers' career aspirations and provide regular feedback and recognition for their contributions to maintain high motivation and job satisfaction.

Teachers may improve job satisfaction by taking proactive steps in three key areas. First, they can enhance their professional growth through attending workshops and training while contributing to a positive school culture. Second, they can maintain well-being by setting healthy work-life boundaries, managing stress effectively, and seeking mental health support when needed. Third, they can strengthen their professional relationships by collaborating on projects, participating in mentorship programs, joining learning communities, and actively engaging with school leadership through constructive feedback. These self-directed actions not only improve individual job satisfaction but also contribute to creating a more supportive and dynamic school environment. Finally, future researchers may refer to this work while researching the same factors. Likewise, they are urged to keep learning more about this model. Future studies can provide insights for developing targeted strategies to elevate teachers' job satisfaction and informative outcomes by focusing on these aspects and their interconnections.

6. Conclusion

Based on the results, public elementary school teachers in Region XII reveal a remarkably positive professional landscape. It could be concluded that empowerment, well-being, and interpersonal relationships significantly affect teachers' job satisfaction. These links and relationships have been presented in the tables to discuss results and significant findings. With this, such an environment is relatively described as highly supportive of the educational system where teachers are incredibly empowered, feel well, maintain professional relationships, and enjoy job satisfaction.

Additionally, these educators demonstrate a very *high* degree of empowerment, as evidenced by their exceptional ratings. It suggests that teachers in the region feel highly capable, respected, and influential in their roles. Also, complementing a *very high* level of well-being, it received high scores across all indicators. Promoting great teacher well-being results in stronger schools, which benefits all stakeholders in education. Furthermore, the teachers report *very high* interpersonal relationships, characterized by strong interpersonal regard. This favorable professional culture will likely increase

teaching quality and consistency, boosting student learning outcomes and overall school performance.

Moreover, teachers' job satisfaction is *high*. Public elementary school teachers have high job satisfaction, which demonstrates the positive attitudes of their working environment, work relations, and the base rewards of teaching, which has added value to their intrinsic motivation, commitment, and professionalism in the growth and effective learning of students.

According to the correlation test, the job satisfaction of public elementary school teachers in Region XII was shown to be significantly correlated with empowerment, well-being, and interpersonal relationships. The structural equation model improved the study's validity and comprehensiveness by choosing the best-fit model as the analysis moved through the stages of model specification, estimation, and assessment. Teachers' work satisfaction in public elementary school teachers is best suited by Model 3 out of the three (3) created models. Given that it met all requirements for a good fit, making it as the most efficient model.

Therefore, the results of this study are closely associated with the models of Maslow's Hierarchy of Needs (Abraham Maslow, 1954). Illustrating how teachers' professional environment fulfills psychological and self-actualization needs. Their high job satisfaction, professional empowerment, and sense of respect demonstrate achievement of esteem-level needs, while strong relationships and empowerment reflect self-actualization.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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