



PROFESSIONAL IDENTITY, COMMITMENT, WORK VALUES, AND SPIRITUAL WELL-BEING: A STRUCTURAL EQUATION MODEL ON JOB SATISFACTION AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS

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Abstract:

Job satisfaction among public elementary school teachers has become a significant concern due to increasing professional demands, workplace challenges, and evolving educational expectations. Low levels of job satisfaction may adversely affect teachers' performance, commitment, and overall well-being, ultimately influencing the quality of education provided to learners. These challenges underscore the need to identify the factors that contribute to teachers' job satisfaction. This study aimed to develop a structural model explaining job satisfaction among public elementary school teachers. A quantitative, non-experimental research design employing Structural Equation Modeling (SEM) was utilized. Data were collected from public elementary school teachers using standardized questionnaires measuring professional identity, commitment, work values, spiritual well-being, and job satisfaction. Descriptive statistics, correlation analysis, and SEM were employed to examine the relationships among the variables and determine the best-fitting structural model. The findings revealed that professional identity, commitment, work values, and spiritual well-being were all significantly associated with job satisfaction. The proposed structural model demonstrated acceptable goodness-of-fit indices, confirming its adequacy in explaining teachers' job satisfaction. Furthermore, spiritual well-being and professional commitment emerged as the strongest predictors of job satisfaction. The study concludes that strengthening teachers' professional identity, commitment, work values, and spiritual well-being can enhance job satisfaction. The developed structural model provides empirical evidence that may guide educational

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leaders and policymakers in designing interventions that promote teacher well-being, professional development, and organizational effectiveness.

SDG Indicator: 4 Quality Education, 3 Good Health and Well-Being, 8 Decent Work and Economic Growth

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1. Introduction

Teacher job satisfaction has become a major concern in public elementary schools due to its adverse effects on teacher motivation, retention, and instructional quality. Recent research has shown that higher workloads, administrative pressures, limited resources and work-related stress are associated with lower teacher job satisfaction. Many educators were dissatisfied with their jobs and considered leaving the profession, as reported by Che Daud, Husaini, and Mohd Arif (2023). In contrast, Rojas and Guhao (2022) found that workplace conditions and workload negatively affected teachers' effectiveness and satisfaction. These studies have led to a better understanding of the components that affect teacher job satisfaction and its role in promoting retention, well-being, and productivity. However, there remains a crucial problem regarding public elementary school teachers' job satisfaction; thus, it is necessary to explore the personal and professional factors that contribute to it.

In education, job satisfaction is a vital concept because it affects teachers' motivation, commitment, performance, well-being, and retention. When a teacher is satisfied, they become more engaged, dedicated, and professionally effective (Susanto, Wahyudi, & Suharto, 2022). Likewise, job satisfaction has been considered a key indicator of teachers' psychological well-being and professional fulfilment (Dong & Yan, 2022). Teachers' job satisfaction is significantly affected by salary, professional preparation, social recognition, working conditions, and relationships with students and their families (AlJadidi, 2022). Moreover, a report found higher levels of job satisfaction among teachers who are happy and fulfilled, which, in turn, leads to better organisational commitment and teaching quality (Songcog & Guhao Jr., 2020).

Thus, job satisfaction has become a major outcome variable in educational research because it reflects teachers' overall evaluation of their professional experiences. In the school context, satisfied teachers are likely to create positive learning environments, which lead to better educational outcomes. Job satisfaction, with its strong relationships with professional identity, professional commitment, work values, and spiritual well-being, is worth investigating and is conceptualised as a structural model for elementary public school teachers in Region XII.

2. Literature Review

Professional identity has been recognised as a valuable factor in teachers' job satisfaction, as it shapes their perceptions of their professional roles, competencies, and contributions to society. Research consistently demonstrates a strong positive relationship between professional identity and job satisfaction. Teachers with a strong professional identity are more likely to experience motivation, professional growth, and, consequently, job satisfaction (Sun, Lin, Wu, Xiao & Zhu, 2022). Existing evidence largely supports the favourable effect of professional identity on job satisfaction, but the strength of this link may be influenced by organisational support, workload, and leadership styles. The results underscore the importance of professional identity in improving teacher satisfaction and well-being and provide a strong basis for future research among public elementary school teachers.

Factors that affect teachers' job satisfaction and professional commitment include these, reflecting teachers' passion, loyalty, and attachment to the teaching profession. The more professional commitment a teacher shows, the more fulfilled and satisfied they are likely to be with their work. Furthermore, some research findings have revealed a positive and significant correlation between professional commitment and job satisfaction, suggesting that dedicated teachers are more likely to be committed to their profession and pedagogical objectives (Fajagutana & Guhao Jr., 2022).

However, Velasco and Baer (2022) reported that organisational challenges and unmet expectations could weaken the relationship, leading to low satisfaction despite high commitment. However, most research indicates that professional commitment positively affects job satisfaction. These findings suggest a potential role for professional commitment in teachers' job satisfaction and support its inclusion as a variable in this study.

On the other hand, some scholars have also found a positive and significant association between work values and job satisfaction, implying that positive work values increase job satisfaction and engagement (Quines & Piñero, 2022). However, some scholars have argued that the strength of this relationship may depend on organisational culture and other environmental factors. The current literature generally supports the positive effects of work values on job satisfaction and recommends exploring this relationship among public elementary school teachers.

Spiritual well-being improves job satisfaction by providing teachers with a sense of purpose, significance, and personal fulfilment that helps them cope with work-related problems and maintain an optimistic outlook towards their careers. Much of the other research also supports the positive correlation between spiritual well-being and job satisfaction. People with a strong spiritual foundation can feel better about their job and more fulfilled, more committed, and happier (Dwiyanti & Khoerunnisa, 2021). Some research indicates that spiritual well-being is an indirect predictor of job satisfaction through resilience, workplace relationships, and professional commitment, with overall findings showing a positive effect of spiritual well-being on job satisfaction. Hence, the

study of spiritual well-being can provide useful insights into teachers' job satisfaction and overall workplace well-being.

Correspondingly, professional identity is formed through continuous reflection, sharing and involvement in professional development activities. Flores (2022) mentioned that teachers who participated in mentoring and professional development activities reported a greater sense of congruence between personal values and professional responsibilities. The stronger sense of identity helped teachers cope better with professional hurdles and remain enthusiastic about teaching. Teachers with a strong professional identity showed higher levels of motivation, engagement, and job satisfaction (Zhang, Feng, Jiang, Zhang, Zhao, Wang, & Qiao, 2021). The findings reinforce the importance of developing professional identity as a means of enhancing teachers' professional commitment, well-being, and overall efficacy in educational settings.

Professional commitment reflects the degree of attachment, dedication, and loyalty that teachers have toward their profession. Recent studies have found that teachers in supportive environments and with positive relationships in the school community are likely to have a higher level of professionalism (Seema, Choudhary, & Saini, 2021). Teacher satisfaction with income, benefits, and working conditions also contributes to teachers' desire to continue in the profession and to perform their duties well.

However, empirical evidence shows that the connection between professional commitment and workplace experiences can vary under different conditions. Velasco and Baer (2022) found that public school teachers in Nueva Ecija had a low level of professional commitment, as indicated by survey responses. In addition, professional commitment was negatively associated with job satisfaction, meaning that devotion does not necessarily guarantee satisfaction at the workplace. Teachers may feel like effective, dedicated professionals, but organisational problems and unmet expectations can diminish their sense of purpose and contentment. The findings highlight the complexity of professional commitment and the importance of studying factors that can strengthen teachers' commitment and foster outstanding work experiences.

Work values are an important characteristic of teachers' motivation, performance and professional conduct. Laurenio Jr. and Cabal (2023) observed that elementary school teachers in Zambales highly valued discipline, achievement orientation, and interpersonal harmony among Filipino work values and that these were favourably associated with job satisfaction. Likewise, Salinas and Quines (2023) revealed a significant correlation between work values and job satisfaction of the public elementary school teachers in Davao del Sur. Meanwhile, Giray (2021), in another local study, found that secondary school teachers in Taguig City displayed positive work values such as discipline, creativity, tolerance, and decisiveness regardless of their demographic characteristics. The results suggest that work values are a significant predictor of teachers' positive attitudes and behaviour across educational settings.

Moreover, recent studies have highlighted the influence of work values on teacher effectiveness and professional outcomes. Neri, Obradas, Lagas, and Ejercito (2025) found that work values such as discipline and orderliness were significantly associated with teaching performance among diocesan school teachers in Misamis Occidental. Supporting these findings, Zhang and Jin (2022) reported that teachers' work values had both direct and indirect effects on job satisfaction, with work engagement serving as a mediating factor. Collectively, these studies indicate that work values serve as guiding principles that influence teachers' professional conduct, enhance their effectiveness, and contribute to higher levels of job satisfaction. As such, fostering positive work values among teachers is essential for sustaining commitment, productivity, and professional fulfilment in educational settings.

Spiritual well-being has increasingly been recognised as an important factor influencing teachers' motivation, commitment, and overall well-being. In a study conducted among public school teachers in the Alabel 3 District of the Sarangani Division, Garcia and Paglinawan (2024) found that teachers with higher levels of spiritual well-being demonstrated stronger commitment and greater job satisfaction. The study highlighted that spiritual well-being enabled teachers to find meaning and purpose in their profession, helping them manage stress and reducing their risk of burnout. Similarly, Pong (2024) reported that spiritual practices, such as prayer and self-reflection, positively influenced teachers' attitudes toward their work by fostering inner peace, personal fulfilment, and a stronger sense of purpose. These findings suggest that spiritual well-being serves not only as a personal resource but also as a professional asset that enhances teachers' overall quality of work life.

Supporting these findings, Karimi and Momeni (2022) found a positive relationship among educators in Iran between spiritual well-being, organisational commitment, and job satisfaction. Their study indicated that spirituality contributes to both personal fulfilment and organisational loyalty. Likewise, Lewis (2024) reported that teachers who integrated spiritual well-being into their daily lives exhibited higher motivation and stronger relationships with their students, leading to improved classroom engagement and performance. Taken together, this research evidence indicates that spiritual well-being is a very important factor in resilience, job satisfaction, and teacher motivation when facing professional adversities. Thus, enhancing educators' spiritual health may lead to a more satisfied, committed, and productive teaching staff.

Employee job satisfaction is generally accepted as a significant factor affecting overall organisational effectiveness, commitment, and performance. Bureros (2022) conducted a study among hospitality workers in Dapitan City. They found a significant positive relationship between work values and job satisfaction, with variations by employment status, educational attainment, and position. Similarly, Licudan-Credo and Naparota (2022) revealed that the quality of work life and job satisfaction of local government employees in Liloy, Zamboanga del Norte, are high. There is a strong positive correlation between the two factors. Likewise, Laurenio, Jr. and Cabal (2023) observed that Filipino teachers' work values and professional attitudes are strongly

connected with their job satisfaction. Salinas and Quines (2023) also reported that positive work values among public elementary school teachers result in positive work outcomes. In conclusion, the outcomes of these studies show that job satisfaction is determined by a combination of individual and organisational factors that influence employees' perceptions of their work environment.

Recent research has shown the importance of a positive work environment in improving job satisfaction. Westover and Andrade (2024) argued that organisations can improve employee satisfaction by creating supportive work environments, including effective leadership, strong interpersonal relationships, and recognition. Similarly, Aggarwal, Vohra, Sharma, and Sharma (2023) showed that strong work values were positively related to job satisfaction and, in turn, curbed workplace deviance and encouraged constructive organisational behaviour. Together, these results imply that job satisfaction is a multidimensional construct, shaped by working conditions, personal values, and organisational support. In the school setting, knowledge of these elements is critical for promoting teacher motivation, commitment, effectiveness, and retention, thereby leading to better educational outcomes.

The present study is primarily based on Herzberg's Two-Factor Theory (1959). The idea states that there are two types of elements that influence job satisfaction. These are motivators and hygienic factors. Achievement, recognition, responsibility, promotion and personal improvement are motivators that lead to happiness and motivate better performance. Hygiene variables such as remuneration, working conditions, interpersonal interactions, supervision, and organisational policies prevent dissatisfaction if adequate, but do not necessarily lead to satisfaction.

Herzberg's Two-Factor Theory is used to explain job satisfaction, an endogenous variable in the present study. The notion implies that employees derive greater pleasure when motivational factors and the work environment foster their professional growth and well-being. Therefore, professional identity, professional commitment, work values, and spiritual well-being are regarded as essential motivational resources that contribute to teachers' sense of competence, purpose, fulfilment, and professional recognition. Teachers who have a strong professional identity, are committed to the profession, hold positive values at work, and have a high level of spiritual well-being are more likely to experience greater happiness at work. Thus, Herzberg's theory offers a comprehensive explanation of how these personal and professional elements lead to job satisfaction among public elementary school teachers and supports the development of the proposed structural model.

Furthermore, the work is grounded in Social Identity Theory (SIT) by Henri Tajfel and John Turner (1979). The theory suggests that individuals acquire their self-concept, sense of belonging and self-esteem from social group membership. In the educational context, teachers' professional identity is shaped by their membership in the teaching profession and their contact with the school community.

Social Identity Theory is the theoretical basis for the variables of professional identity and professional commitment. Teachers with high professional identification

develop a positive professional self-concept and a stronger sense of belonging and dedication to the goals and values of the teaching profession. This identification process enhances their commitment, loyalty and attachment to their professional responsibilities. Teachers with a strong professional identity and high levels of professional commitment are more likely to exhibit good work attitudes, better levels of professional engagement, and greater job satisfaction. The theory analyses the social and psychological processes by which professional identity and commitment influence teachers' experiences and job satisfaction.

The study is also based on the Self-Determination Theory (SDT) of Edward Deci and Richard Ryan (1985). The theory suggests that people are most motivated, happy and satisfied when their core psychological demands for autonomy, competence and relatedness are met. Autonomy is the freedom to make meaningful choices, competence is the capacity to accomplish tasks well, and relatedness is the ability to have positive and helpful connections with other people.

The theoretical basis for understanding the influence of work values on job satisfaction is provided by Self-Determination Theory in the present study. Work values are teachers' views, priorities and expectations about the teaching profession. When teachers' personal beliefs align with their professional responsibilities, they experience increased autonomy, competence, and relatedness. Fulfilling these psychological requirements leads to increased intrinsic motivation, higher engagement in work, and greater commitment to teaching. Therefore, teachers with positive work values are assumed to experience professional fulfilment and increased job satisfaction. Consequently, the theory addresses the motivational processes by which work values influence teachers' views of their profession and their overall workplace satisfaction.

The study is further backed by the Spiritual Well-Being Perspective of Raymond Paloutzian and Craig Ellison (1982). This view stresses that meaning, purpose, transcendence, and connectedness are important to human well-being. It is hypothesised that those with higher levels of spiritual well-being will report higher levels of inner peace, resilience, optimism and a sense of personal fulfilment.

Teachers who enjoy spiritual well-being can make sense of and find purpose in their educational mission, maintain positive relationships with colleagues and learners, and manage professional problems effectively. These experiences result in more resilience, emotional stability and professional satisfaction. Thus, teachers with higher levels of spiritual well-being are more likely to have favourable attitudes toward their profession and experience better levels of job satisfaction. Therefore, the Spiritual Well-Being Perspective gives a theoretical explanation of how spirituality influences teachers' well-being, effectiveness and happiness at work.

Collectively, the study's main theoretical anchor is Herzberg's Two-Factor Theory of job satisfaction, which is the outcome variable. Professional identity and professional commitment are based on Social Identity Theory, work values are based on Self-Determination Theory, and spiritual well-being is based on the Spiritual Well-Being Perspective. Collectively, these theories offer complementary accounts of the

motivational, social, psychological, and spiritual mechanisms via which professional identity, professional dedication, work values, and spiritual well-being affect job happiness. Therefore, these theories provide the theoretical basis for studying interactions among the study variables and for constructing a structural model of job satisfaction among teachers in public elementary schools.

Figure 1 presents the hypothesised structural model of the study, which examines the direct effects of professional identity, professional commitment, work values, and spiritual well-being on job satisfaction among public elementary school teachers. The model consists of four exogenous constructs, which are professional identity, professional commitment, work values, and spiritual well-being and one endogenous construct, job satisfaction.

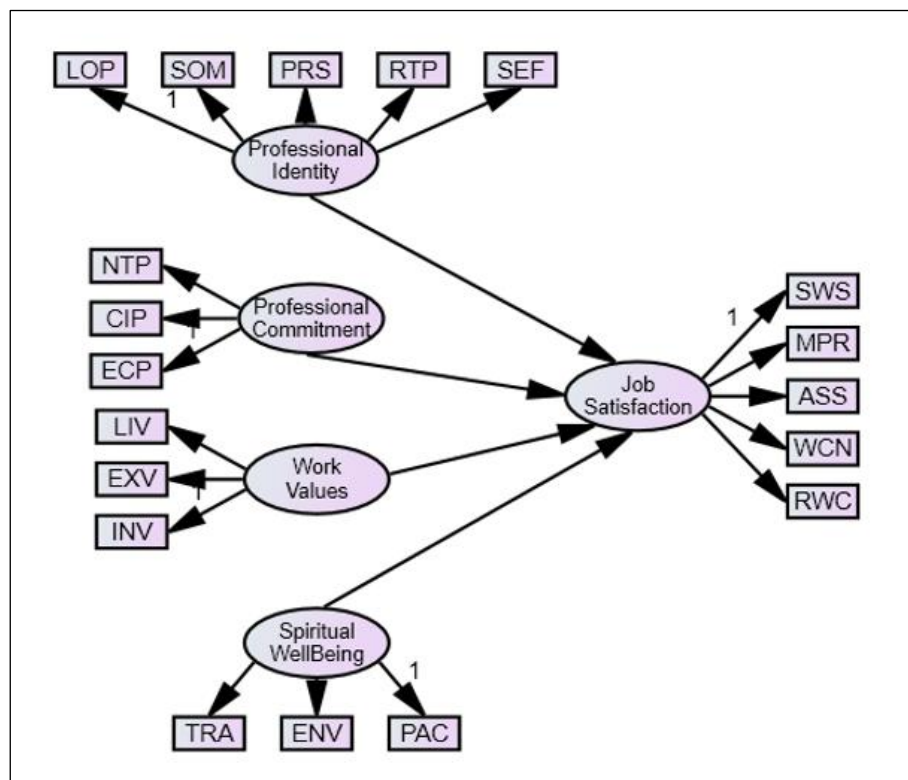


Figure 1: Hypothesized structural model of job satisfaction among public elementary school teachers

Professional identity is evaluated by love of profession (LOP), sense of mission (SOM), professional skills (PRS), reputation of the profession (RTP), and self - fulfilment (SEF). Normative commitment (NTP), continuance commitment (CIP), and affective commitment (ECP) are measures of professional commitment. While work values are measured through lifestyle values (LIV), extrinsic values (EXV), and intrinsic values (INV), spiritual well-being is represented by transcendental (TRA), environmental (ENV), and personal and communal (PAC) dimensions. Job satisfaction is measured through satisfaction with salary (SWS), motivation for professional readiness (MPR), appreciation of society and social status (ASS), working conditions and nature of work

(WCN), and relationships with children and their families (RWC). The single-headed arrows represent the hypothesised direct effects of the predictor variables on job satisfaction.

Specifically, the framework proposes that professional identity, professional commitment, work values, and spiritual well-being directly influence teachers' level of job satisfaction. The framework serves as the basis for examining these relationships through Structural Equation Modelling (SEM) and for identifying the best-fitting structural model of job satisfaction among public elementary school teachers. It also provides comprehensive insight into the interaction among personal, professional, and psychological elements affecting teachers' job satisfaction.

Moreover, the study's findings will inform the development of evidence-based interventions to improve teacher retention, performance, and the overall quality of education. Professional identity, professional commitment, work values, spiritual well-being, and job satisfaction have been recognised to be associated in past research, but these variables have generally been investigated in isolation or in terms of specific relationships rather than within a holistic framework (Garcia & Paglinawan, 2024; Sun & Zhu, 2022).

Furthermore, only a few studies have used Structural Equation Modelling (SEM) to simultaneously test the direct impacts and correlations among these variables in explaining teachers' job satisfaction. Moreover, most previous research has been conducted in various educational contexts, resulting in a lack of empirical evidence among public elementary school teachers in Region XII who face specific professional and organisational problems (Giray, 2021).

Consequently, the combined influence of professional identity, professional commitment, work values, and spiritual well-being on teachers' job satisfaction remains insufficiently understood. Addressing these variable-integration, methodological, and locale gaps, the present study develops and validates a structural model of job satisfaction among public elementary school teachers in Region XII.

Addressing this gap is urgent because public elementary school teachers in the Divisions of Sarangani, General Santos City, Koronadal City, and South Cotabato continue to face increasing instructional demands, administrative responsibilities, and accountability requirements that may affect their well-being and job satisfaction. The Department of Education, through DepEd Order No. 005, s.2024, has a policy that highlights the rationalisation of teachers' workload and the promotion of teacher welfare to support their professional effectiveness and overall well-being. The policy acknowledges the growing problems that teachers confront and the need to create supportive work environments that improve productivity, job satisfaction and professional development. As educational reforms and quality improvement efforts continue to evolve, there is a need for current research to support timely, informed decision-making.

In a study by Samosa, Blanquisco, and Mangansat (2023), the authors emphasized that satisfied teachers are more likely to foster positive and effective classroom

environments. Similarly, a 2023 study published in the *International Journal of Academic Pedagogical Research* indicated that successful school management is significantly associated with the professional satisfaction of public-school teachers. These results point to the importance of school leadership for teachers' well-being and effectiveness. The results show that teachers can better create a classroom climate conducive to student success by prioritising their own health. This finding further reinforces the importance of examining the factors influencing teachers' job satisfaction and overall well-being, particularly in public elementary schools in Region XII.

Moreover, examining the influence of professional identity, professional commitment, work values, and spiritual well-being on job satisfaction could provide DepEd Region XII with useful information for developing teacher- support programs, promoting workplace wellness, improving teacher retention, and increasing instructional effectiveness. Beyond that, the study also adds to the achievement of the United Nations Sustainable Development Goals (SDGs), notably SDG 4 (Quality Education), SDG 3 (Good Health and Well-Being) and SDG 8 (Decent Work and Economic Growth). Hence, the construction of a structural model of job satisfaction among public elementary school teachers in Region XII is both relevant and necessary to guide educational policies, teachers' welfare projects, and school improvement programs.

This study aims to determine the levels of professional identity, professional commitment, work values, spiritual well-being, and job satisfaction among public elementary school teachers in Region XII (SOCCSKSARGEN), particularly in the divisions of South Cotabato, Koronadal City, Sarangani, and General Santos City. Professional identity is examined in terms of the profession's reputation, love of the profession, professional skills, sense of mission, and self-fulfillment. Professional commitment is assessed through normative, emotional, and continuance commitment.

Work values are measured by lifestyle values, intrinsic and extrinsic values; environmental, transcendental, personal, and community factors, which measure spiritual well-being. Job satisfaction is influenced by a multitude of elements, including but not limited to: pay, working conditions, the nature of work, social standing, societal recognition, relationships with family and children, and personal and professional drive and preparedness.

Furthermore, the study seeks to determine the significant relationships among professional identity, professional commitment, work values, spiritual well-being, and job satisfaction. It also aims to examine the influence of professional identity, professional commitment, work values, and spiritual well-being on job satisfaction, and to identify the best-fit structural model explaining the relationships among these variables. Using Structural Equation Modelling (SEM), the study endeavours to establish a model that best represents the factors associated with job satisfaction among public elementary school teachers.

The following null hypotheses guide the study: There is no significant relationship among professional identity, professional commitment, work values, spiritual well-being, and job satisfaction among public elementary school teachers. Likewise,

professional identity, professional commitment, work values, and spiritual well-being do not significantly influence job satisfaction among public elementary school teachers. Furthermore, no best-fit structural model exists that adequately explains the relationships among professional identity, professional commitment, work values, spiritual well-being, and job satisfaction. These hypotheses are tested at the 0.05 level of significance using Structural Equation Modelling (SEM).

The study adds to the growing body of knowledge on teachers' professional identity, professional commitment, work values, spiritual well-being, and job satisfaction. The study, at the global level, identifies the role of professional, personal and spiritual factors in shaping teachers' job satisfaction and makes a case for building a more motivated, resilient, and professionally fulfilled teaching force that will contribute to the achievement of the United Nations Sustainable Development Goals (SDGs), such as SDG 4 (Quality Education), SDG 3 (Good Health and Well-Being), and SDG 8 (Decent Work and Economic Growth)(UNESCO, 2021; International Labour Organization, 2022).

These results provide practical evidence to help educational institutions and policymakers improve workplace conditions, promote teacher well-being, and improve the quality of education. Furthermore, the research highlights the importance of nurturing teachers' well-being and job satisfaction, which directly impact learner engagement, teaching effectiveness, and educational outcomes.

The findings of this study are useful to several stakeholders. DepEd Region XII can utilize evidence obtained from the results to plan and formulate policies and programs that support teacher well-being, motivation, and retention. The results can be utilised by the Schools Division Offices of South Cotabato, Koronadal City, Sarangani, and General Santos City to enhance teacher development programmes and teacher support services that cater to local needs. School leaders can gain insight into the factors impacting teachers' satisfaction and apply this understanding to create supportive school environments and employ effective management practices. This deeper awareness of the professional, emotional, and spiritual aspects related to job satisfaction may assist teachers in improving professional progress and well-being. Higher levels of teacher work satisfaction may indirectly help the community by increasing teacher effectiveness, commitment, and the quality of education.

Finally, the empirical evidence can serve as a reference for future researchers to conduct further studies on teacher well-being and job satisfaction using structural equation modelling across different educational settings and populations.

3. Material and Methods

The research procedures and methodologies used in this study are described in this section. The components were data collection methods, statistical analysis, study design, research location, population and sample, research tools, and ethical considerations.

3.1 Research Respondents

The population universe of the study was situated in Region XII(SOCCSKSARGEN), which, according to the Department of Education (DepEd)Region XII Human Resource Management data, had 43,459 authorised.

Teaching positions, of which 42,393 were filled, giving a filling rate of 97.55 per cent. The divisions of Cotabato, General Santos City, Kidapawan City, Koronadal City, Sarangani, South Cotabato, Sultan Kudarat, and Tacurong City shared these teaching jobs. However, only public elementary school teachers from the chosen divisions were the subjects of this study –2,471 qualified public elementary school teachers from those divisions made up the study's sampling frame.

A total of 400 public elementary school teachers were chosen as research participants using stratified random sampling. The sample was proportionally allocated among the four divisions that participated in the study to ensure adequate representation of the target population. A total of 149 respondents (37.25%) were gathered from South Cotabato, 122 respondents (30.50%) from Sarangani, 97 respondents (24.25%) from General Santos City and 32 respondents (8.00%) from Koronadal City. Proportional allocation of the sample ensured adequate representation from each division and enhanced its representativeness. The study provided a reliable basis for examining professional identity, professional commitment, work values, spiritual well-being, and job satisfaction among public elementary school teachers in the selected divisions of Region XII.

Participants in the research were licensed public elementary school teachers who were hired by the Department of Education (DepEd) Region XII, had taught continuously for at least a year at their assigned school, and voluntarily participated. Teachers who were retired, on long-term leave, or not actively teaching during the data-gathering period were not included in the research. With a population of 2,471 eligible teachers, a 95% confidence level, a 5%margin of error, and a 50% response distribution, the Raosoft Sample Size Calculator was used to determine the minimum sample size: 333 respondents. However, to fulfil the requirements for structural equation modelling (SEM) and ensure sufficient sample size in the selected divisions, the number of respondents was increased to 400. Both the dependability of the model testing and the precision of the parameter estimates were enhanced by the larger sample size. The respondents were chosen using stratified random sampling with proportionate allocation.

Participants were properly informed that they could withdraw from the study at any time without consequences or penalties, and that participation was voluntary. To preserve the sample size and proportions in each of the chosen divisions, participants who left the survey before its conclusion were replaced using the same sampling technique.

3.2 Materials and Instrument

To assess the levels of professional identity, professional dedication, work values, spiritual well-being, and job happiness among public elementary school teachers, the study used a standardised, self-administered questionnaire. The tools were adapted to the study's setting after being developed from previous research. Before data collection, the instruments' reliability was assessed for internal consistency.

The study employed adapted and validated instruments to measure the major variables. The use of validated instruments improved the credibility of the collected data and ensured accurate measurement of the study variables. Furthermore, using the already developed questionnaires improved the instrument's content and maintained its relevance and suitability for the target population.

The instrument for measuring professional identity was adapted from Nissim and Simon (2023). It included 26 items across five dimensions: Love of profession, Sense of mission, Professional skills, Profession reputation, and Self-fulfilment. The instrument used to measure professional commitment was adapted from Al-Jadidi (2022) and comprised 13 items measuring emotional, continuance, and normative commitment. These were used to indicate how attached, loyal and dedicated the teachers were to the profession.

However, to assess work values, an instrument adapted from Olua (2022) was used, comprising 15 items for intrinsic, extrinsic, and lifestyle values. The instrument, adapted from Pong (2022), was used to measure spiritual well-being, comprising 15 items across personal and communal well-being, environmental well-being, and transcendental well-being. The instrument, adapted from Al-Jadidi (2022), was used to measure job satisfaction and comprised 24 items across five dimensions: job salary satisfaction, job motivation and readiness, job appreciation and social status, job working conditions, and job relationships with children and their families.

Every tool employed the five-point Likert scale. A panel of experts pretested the survey questionnaire to determine its content validity. The overall mean validation score was 4.12, interpreted as Very Good, indicating that the instruments had adequate content validity for measuring the study's constructs. All measures had strong internal consistency, according to their liability tests: Cronbach's alpha coefficients were .971 for professional identity, .941 for professional commitment, .934 for values, .961 for spiritual well-being, and .937 for satisfaction. There were 93 items in all on the survey questionnaire used to measure the primary variables and research aspects.

In particular, it had 26 questions pertaining to professional identity, 13 concerning professional commitment, 15 about work values, 15 about spiritual well-being, and 24 about job satisfaction. The holistic and multidimensional item format of the survey questionnaire allowed the researcher to collect a multifaceted view of factors related to teachers' job satisfaction. In addition, adopting more than one dimension for each construct provided greater depth of understanding of the relationships among the constructs of profession, professional commitment, work values, spiritual well-being, and job satisfaction. The multidimensional design of the questionnaire was also helpful

in capturing various aspects of professional, personal, value-oriented, and spiritual experiences that could affect job satisfaction among teachers.

The items on all of the questionnaires were rated on a 5-point scale from Strongly Agree (Always Manifested) to Strongly Disagree (Not Manifested). Responses were interpreted using the following descriptive equivalents: 4.21–5.00 = Very High, 3.41–4.20 = High, 2.61–3.40 = Moderate, 1.81–2.60 = Low, and 1.00–1.80 = Very Low. All variables were scored using this interpretation scheme, which served as the foundation for describing and interpreting respondents' mean scores. It was specifically used to determine the levels of professional identity, professional commitment, work values, spiritual well-being, and job satisfaction of the respondents, thus ensuring consistency and objectivity in the interpretation of the study findings.

A panel of six professionals in educational management, research, and measurement validated the study instrument's content before data collection. The validators assessed the questionnaire's objectivity, the appropriateness of the rating scale, the suitability and adequacy of items for each indicator, the presentation and arrangement, the clarity of instructions and items, and the achievement of the study's objectives. Additionally, they offered feedback and suggestions to enhance the arrangement, language, and applicability of several topics. The final version of the questionnaire incorporated the well-considered ideas. The instruments were considered valid, acceptable, and suitable for the intended respondents based on the validators' evaluations and suggestions. The reliability analysis yielded Cronbach's alpha coefficients ranging from 0.934 to 0.971, indicating excellent internal consistency among the instruments. Specifically, Professional Identity obtained a reliability coefficient of 0.971; Professional Commitment, 0.941; Work Values, 0.934; Spiritual Well-Being, 0.961; and Job Satisfaction, 0.937. These values are above the commended minimum reliability threshold of 0.70, indicating that the instruments were reliable and suitable for use in the study.

3.3 Research Design and Procedure

This study used a quantitative, non-experimental, descriptive-correlational research design approach based on structural equation modelling (SEM). Because quantitative research was predicated on the numerical measurement of variables and the use of statistical techniques to examine correlations among them, it was acceptable (Creswell & Creswell, 2017).

The non-experimental design was deemed suitable because no variables were manipulated or controlled; rather, the study investigated naturally occurring relationships among professional identity, professional commitment, work values, spiritual well-being, and job satisfaction among public elementary school teachers. The descriptive component was utilised to determine the levels of the study variables, while the correlational component examined the significant relationships among them. Non-experimental quantitative designs are useful for examining associations and testing theoretical relationships between constructs in real-life settings (Hair, Hult, Ringle,

Sarstedt, Danks, & Ray, 2021). This design enabled the researcher to describe the variables' characteristics and examine their relationships in the educational context of Region XII (SOCCSKSARGEN).

Structural Equation Model (SEM) was used as the main analytical method to meet the study's objectives. SEM is a multivariate statistical technique that assesses the overall fit of a proposed structural model while also analysing correlations between latent and observable variables (Kline, 2023). Because the study aimed to identify the best-fit structural model of job satisfaction based on professional identity, professional commitment, work values, and spiritual well-being, the methodology was appropriate. SEM was used to evaluate the constructs' measurement qualities, look at their structural and predictive linkages, and determine which model best captured the observed data. Rather than demonstrating clear cause-and-effect correlations, the analysis concentrated on explaining relationships and making predictions, which are consistent with the study's non-experimental design.

Several goodness-of-fit indices, including Chi-Square Statistics (χ^2), Chi-Square divided by Degrees of Freedom (CMIN/DF), Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Probability of Close Fit (P-Close), were used to assess the structural model's suitability. According to the suggested guidelines for structural equation modeling, the indices were used to assess how well the proposed model fit the observed data (Kline, 2023).

Before data collection, the researcher received approval from the University of Mindanao Ethics Review Committee (UMERC) Expedited Review process with Protocol No. UMERC-2025-492, the Dissertation Adviser, and the relevant Department of Education (DepEd) Region XII authorities. Once the necessary permits were obtained, request letters to participate were sent to the superintendents of the Schools Division and the heads of the schools in South Cotabato, Koronadal City, Sarangani, and General Santos City. Following clearance, the survey's administration and scheduling were made easier by working with school officials.

Paper-based self-administered questionnaires that the researcher personally distributed and collected were used to collect the data. Before participating, respondents received an informed consent form and had ample opportunity to review its contents. The study's goal, methods, potential advantages and disadvantages, confidentiality precautions, voluntary participation, and participant rights were all discussed by the researcher. Individuals who gave their informed permission were included in the study. After the filled surveys were retrieved, their correctness and completeness were checked. To prepare the data for analysis, the relevant statistical software was used to code, encode, arrange, clean, and tabulate the data. Several statistical methods were employed to answer the study's objectives. The levels of professional identity, professional commitment, work values, spiritual well-being, and job happiness among public elementary school teachers were assessed using mean and standard deviation. The strength and direction of the relationships between the study variables were determined

using Pearson Product-Moment Correlation (r). The variables that were significant predictors of work satisfaction were identified using multiple regression analysis.

Structural Equation Modelling (SEM) was used to identify the structural model that best explained the connections between the professional identity, professional commitment, work values, spiritual well-being, and job satisfaction.

Additionally, Cronbach's Alpha was used to assess the study instruments' accuracy and internal consistency. The degree of measurement of the study variables and the nature of the research objectives were taken into consideration while choosing these statistical methods. The results of the current study were supported by the thorough examination of variables made possible by the use of descriptive, inferential, and multivariate statistical techniques. Additionally, the descriptive statistics gave an overview of the respondents' perception and the general patterns of the variables under investigation, whereas the inferential statistics were used to determine the significance of relationships and predictive influences among the variables.

The data were analyzed using several statistical tools, and the objectives of the study were addressed. This study employed the levels and variability of professional identity, professional commitment, work values, spiritual well-being and job satisfaction to analyze public elementary school teachers.

Pearson Product-Moment Correlation (Pearson r) was used to find out the strength and direction of the relationships among the study variables. Multiple regression analysis was used to find out the predictor variables that significantly contributed to job satisfaction. Structural Equation Modelling (SEM) was used to test and to find out the best-fitting structural model that describes the relationships among professional identity, professional commitment, work values, spiritual well-being and job satisfaction.

The reliability and internal consistency of the study instruments were determined using Cronbach's Alpha. Additionally, the application of the structural equation model (SEM) made it possible to choose the structural model that best matches the observed data and to simultaneously examine many interactions across latent constructs. To make sure the study tools accurately measure the constructs, a reliability analysis was also incorporated. These statistical approaches offered empirical data to support the results of the study and to enhance the understanding of the factors that impact work satisfaction among public elementary school teachers. To ascertain statistical significance and to direct the acceptance or rejection of the null hypotheses, the statistical tests were examined at the 0.05 level of significance.

The study adhered closely to the current ethical guidelines for studies involving human subjects. The University of Mindanao Ethics Review Committee (UMERC) granted the researcher ethical approval prior to the data collection using the expedited review procedure with Protocol No. U MERC-2025-492. The research was authorised on November 22, 2025, and it was authorized to be carried out between November 22, 2025-May 22, 2026.

The SOCCSKSARGEN Region (Region XII), which includes the Divisions of South Cotabato, Koronadal City, Sarangani, and General Santos City, was the authorised study

site. Participation in the study was completely voluntary. Each respondent was given a copy of the informed consent form and enough time to read and comprehend its contents before responding to the questionnaire. The study's objectives, methods, potential advantages and disadvantages, confidentiality precautions, and participants' rights were all described by the researcher. Before completing the survey, respondents gave their informed consent. Participants were informed that there would be no penalties or negative repercussions if they declined to take part in the study or withdrew from it at any point throughout its duration.

By ensuring that no identifying information appeared in the study report and that all data obtained were utilised solely for academic reasons, confidentiality and anonymity were guaranteed. The researcher promised that no undue influence, coercion, or deceit occurred while the study was being conducted. In compliance with the institutional ethical norms and the terms of the Data Privacy Act of 2012 (Republic Act No. 10173), all information collected from respondents was securely saved and handled with the utmost secrecy. Appendices E and H provide copies of the UMEREC Certificate of Approval and the Informed Consent Form, respectively.

4. Results and Discussion

The findings of the study on professional identity, dedication, work values, and spiritual well-being as factors influencing job satisfaction among public elementary school teachers are presented in this section. The results of the study's descriptive, correlational, regression, and structural model analyses are also covered.

4.1 Professional Identity among Public Elementary School Teachers

The degree of professional identification among public elementary school teachers is shown in Table 1. A relatively high degree of professional identification among the respondents is shown by the overall mean $M=4.50$, $SD=0.42$. This indicates that teachers have highly positive views of their tasks and obligations as educators and a strong feeling of affiliation with their job. The respondents' perceptions are consistent, as seen by the comparatively low standard deviation. All aspects of professional identity were scored at a very high level, despite the differences across the measures. The results show that teachers take pleasure in their work, have high levels of self-efficacy, and feel personal fulfillment in their teaching positions. The lowest mean was in the indicator Sense of Mission, but its very high rating points to the fact that teachers are still committed to their educational responsibilities despite the challenges associated with workload, administrative demands and resource limitations.

The results also show that instructors believe they are capable professionals, take pride in their work, and find personal fulfillment in their teaching positions. Teachers greatly cherish and take pride in the teaching profession, as seen by the indicator Reputation of the Profession, which had the highest mean ($M=4.56$, $SD=0.46$). The question "Being proud to be a teacher" had the highest average score ($M=4.71$, $SD=0.54$), followed

by “Holding teachers in high esteem when I see them” ($M=4.65$, $SD=54$). These findings show that the respondents saw teaching as a respected, fulfilling career that significantly benefits society.

In contrast, Sense of Mission registered the lowest mean among the indicators $M = 4.43$, $SD = 0.53$, although it remained within the very high descriptive level. Within this dimension, the item Teaching plays a major role in my life obtained the highest mean $M = 4.60$, $SD = 0.58$, whereas I do not see myself leaving the field of education obtained the lowest mean $M = 4.18$, $SD = 0.79$ and was the only item rated as high. Findings point to teachers’ strong dedication to their educational work, although the relatively lower rating for staying in the profession may reflect concerns related to workload, administrative duties, career growth and other workplace-related challenges. This points to the importance of continuous institutional support and positive working conditions in order to enhance teachers’ long-term commitment to the profession.

Overall, the results show a very positive perception of their professional role and the social value of teaching among teachers. Conversely, the comparatively lower score on staying in the profession indicates that ongoing support mechanisms and good working conditions are needed to improve teachers’ long-term commitment to the education sector (OECD, 2020).

Table 1: Level of Professional Identity among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Love of Profession	0.54	4.50	Very High
Sense of Mission	0.53	4.43	Very High
Professional Skills	0.49	4.54	Very High
Reputation of the Profession	0.46	4.56	Very High
Self-fulfillment	0.55	4.45	Very High
Overall	0.42	4.50	Very High

These findings confirm that a strong professional identity serves as an important source of motivation, resilience, and professional commitment among teachers. The findings support the view that teachers who perceive themselves as competent, valued, and respected professionals are more likely to maintain positive attitudes toward their work and experience greater professional fulfillment (Toropova, Myrberg, & Johansson, 2021).

Moreover, the findings are in line with the research of Flores (2022), who argued that professional identity increases teachers’ engagement, motivation, and commitment to their profession. Similarly, Sun and Zhu (2022) found that teachers with a strong professional identity had higher levels of enthusiasm, professional fulfillment, and satisfaction in their work. The findings also lend support to the Social Identity Theory (Tajfel & Turner, 1979) that individuals derive self-esteem, belongingness and purpose from being a member of a professional group. The very high professional identity of the teachers in this study is indicative of their pride in the teaching profession and their recognition of the social significance of the profession. Such a strong professional identity may contribute positively to teachers’ well-being, effectiveness, and job satisfaction,

enabling them to remain committed to providing quality education despite professional challenges.

4.2 Professional Commitment among Public Elementary School Teachers

Table 2 presents the level of professional commitment among public elementary school teachers. The total mean was mean of 4.43, SD = 0.50 indicates a very high level of professional commitment among the respondents. This finding implies that teachers are committed, loyal, and attached to the teaching profession. The relatively low standard deviation further indicates consistency in the respondents' perceptions of their professional commitment.

Among the indicators, Emotional Commitment to the Profession obtained the highest mean $M = 4.52$, $SD = 0.52$, indicating that teachers possess a strong personal attachment to their profession. This finding is supported by the item believing that my profession means a lot to me on a personal level, which obtained the highest mean $M = 4.57$, $SD = 0.57$, followed by believing that the teaching profession is important to me; it is my self-esteem $M = 4.56$, $SD = 0.57$.

In contrast, Normative Commitment of Teachers to their Profession registered the lowest mean $M = 4.27$, $SD = 0.66$, although it remained within the very high descriptive range. Within this indicator, the item my sense of loyalty to the teaching profession is the reason for my commitment, obtained the highest mean $M = 4.55$, $SD = 0.63$, whereas jumping from one job to another is unethical for me obtained the lowest mean $M = 4.04$, $SD = 0.99$ and was rated high. These findings suggest that teachers' commitment is influenced more by personal attachment and loyalty to the profession than by feelings of obligation.

The remaining indicator, Continuity in the Profession, also received a very high rating ($M = 4.51$, $SD = 0.52$). The items with a sense of commitment to the profession and being dedicated to my profession obtained the highest mean ($M = 4.61$, $SD = 0.57$), which indicates that teachers have strong dedication and intention to stay in the profession. In general, the findings reveal that the public elementary school teachers have strong professional commitment characterized by emotional attachment, dedication, loyalty, and a willingness to continue serving in the teaching profession. The findings suggest that teachers are steadfast in their professional responsibilities despite the challenges of the teaching profession. Such a high level of commitment is most likely to improve the quality of instruction, promote organizational stability, and create a positive learning environment for the learners. Moreover, sustaining the professional commitment of teachers may lead to improved teacher retention, continuous professional growth, and the overall effectiveness of the educational system.

Table 2: Level of Professional Commitment among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Emotional Commitment to Profession	0.52	4.52	Very High
Continuity in the Profession	0.52	4.51	Very High
Normative Commitment of Teachers to their Profession	0.66	4.27	Very High
Overall	0.50	4.43	Very High

The results are reliable with outcomes of Al Jadidi (2022), who found that teachers with high levels of professional commitment are more likely to have high levels of professional fulfillment and better engagement with their career. Likewise, Seema, Choudhary and Saini (2021) revealed that committed teachers show greater commitment to educational goals and are willing to exert effort in an effort to fulfill their professional responsibilities. The results also support Social Identity Theory (Tajfel and Turner, 1979) which states that individuals who strongly identify with their professional group are more likely to develop loyalty, commitment, and positive work attitudes. According to the present study, the very high level of professional commitment indicates that teachers consider their profession as very important and remain dedicated to its goals and responsibilities, which may have a positive contribution to teacher effectiveness, retention, and overall job satisfaction.

4.3 Work Values among Public Elementary School Teachers

Table 3 presents the level of work values among public elementary school teachers. The overall mean of 4.54, SD = 0.40 signifies a very high level of work values among the respondents. This finding reveals that teachers possess strong value orientations that guide their professional behavior and work-related decisions. The relatively low standard deviation further indicates consistency in the respondents' perceptions of their work values.

Intrinsic Values had the highest mean $M = 4.64$, $SD = 0.47$ among the indicators, which indicates that teachers give a lot of importance to the personal fulfillment and meaning that they get from their work. This result is supported by the item working for a good cause, which had the highest mean $M = 4.71$, $SD = 0.49$, followed by gaining a sense of achievement $M = 4.65$, $SD = 0.53$. The findings suggest that the aspects of the profession that are meaningful and rewarding are highly motivating to teachers.

In contrast, Extrinsic Values registered the lowest mean $M = 4.42$, $SD = 0.50$, although it remained within the very high descriptive range. Within this indicator, always wearing a proper uniform obtained the highest mean $M = 4.59$, $SD = 0.55$, whereas enjoying being an entrepreneur obtained the lowest mean $M = 4.20$, $SD = 0.80$. Despite having the lowest mean, the very high rating indicates that external aspects of work remain important to teachers, although they are less emphasized than intrinsic rewards.

The indicator Lifestyle Values also received a very high rating $M = 4.58$, $SD = 0.49$. The item living simply had the highest mean $M = 4.76$, $SD = 0.48$, which showed the importance of teachers to maintain a balanced and meaningful lifestyle. The findings collectively suggest that public elementary school teachers are not only interested in

external rewards but, more importantly, in the personal satisfaction, sense of achievement, and meaningful contributions that are associated with their profession.

These findings suggest that strong work values can serve as a motivator, commitment, and effectiveness in the performance of teachers' professional responsibilities.

Table 3: Level of Work Values among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Intrinsic Values	0.47	4.64	Very High
Extrinsic Values	0.50	4.42	Very High
Lifestyle Values	0.49	4.58	Very High
Overall	0.40	4.54	Very High

Consistently, the implications support the study of Laurenio Jr. and Cabal (2023), who reported that Filipino work values, particularly discipline, achievement orientation, and interpersonal harmony, were highly practiced among teachers and positively influenced their professional attitudes. Similarly, Salinas and Quines (2023) found a significant association between work values and positive work-related outcomes among public elementary school teachers. Additionally, Zhang and Jin (2022) identified that teachers' work values were significantly related to job satisfaction and work engagement.

This is also in line with Self-Determination Theory (Deci & Ryan, 1985) which states that people are more motivated and satisfied when they are doing something that aligns with their personal values and psychological needs. This study suggests that the high degree of work values means that teachers have guiding principles that enable them to make their work more efficient, to provide quality education and to reinforce their commitment to providing quality education.

4.4 Spiritual Well-Being among Public Elementary School Teachers

The level of spiritual well-being of teachers in public elementary schools is shown in Table 4. The overall mean of 4.69, SD = 0.37, indicates a very high level of spiritual well-being among the respondents. The relatively low standard deviation further indicates consistency in their perceptions of spiritual well-being.

Among the indicators, Transcendental Well-Being obtained the highest mean $M = 4.78$, $SD = 0.42$, indicating the importance of teachers' relationship with God in their spiritual lives. This finding is supported by the item's personal relationship with divine God and "peace with God," both of which obtained the highest mean $M = 4.80$. In contrast, Environmental Well-Being registered the lowest mean $M = 4.62$, $SD = 0.47$, although it remained within the very high descriptive range. Within this indicator, connection with nature and sense of peace as I take in a stunning view obtained the highest mean $M = 4.64$, whereas sense of magic in the environment obtained the lowest mean $M = 4.57$, $SD = 0.56$.

The indicator Personal and Communal Well-Being also received a very high rating, $M = 4.68$, $SD = 0.43$, with respect for others obtaining the highest mean, $M = 4.75$,

SD = 0.47. The results are consistent with previous research that highlighted the role of spirituality, social relationships and faith in improving the well-being and job performance of teachers (OECD, 2020; Kim & Asbury, 2020). Overall, the findings show that public elementary school teachers are high in spiritual well-being, as evidenced by their close relationship with God, positive social relationships and appreciation of their environment. These results suggest that spiritual well-being contributes to teachers' strength, inner peace and positive professional functioning.

Table 4: Level of Spiritual Well-being among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Personal & Communal	0.43	4.68	Very High
Environmental	0.47	4.62	Very High
Transcendental	0.42	4.78	Very High
Overall	0.37	4.69	Very High

The findings are consistent with the study of Toropova, Myrberg, and Johansson (2021), which found that positive working conditions, professional recognition, and supportive relationships contribute significantly to teachers' job satisfaction. Moreover, Skaalvik and Skaalvik (2021) found that teachers who see their work as valuable also tend to show higher levels of job satisfaction and professional commitment with meaningful relationships in the school context. The findings in addition support Herzberg's Two-Factor Theory (1959), which declares that the motivational factors and working conditions are determinants of employee satisfaction. This study shows that the positive attitude of teachers towards the appreciation of society and their working conditions is important in influencing satisfaction, while teachers' good relationships with students are important motives for improving satisfaction. The findings suggest that public elementary school teachers' job satisfaction is not solely the result of such tangible rewards as pay, but is also influenced by the nature of their professional experiences, by recognition from others, and by interpersonal relationships in the educational setting.

4.5 Job Satisfaction among Public Elementary School Teachers

Table 5 presents the level of job satisfaction among public elementary school teachers. The overall mean of 4.35, SD = 0.46, indicates a very high level of job satisfaction among the respondents. The relatively low standard deviation further indicates consistency in their perceptions of job satisfaction.

Among the indicators, Relationship with Children and Their Families obtained the highest mean $M = 4.63$, $SD = 0.43$, indicating that interactions with learners and their families constitute a major source of teachers' job satisfaction. This finding is supported by the item maintain a warm and friendly relationship with my students $M = 4.68$, $SD = 0.52$, which obtained the highest mean within the indicator. Similarly, Appreciation of Society and Social Status received a very high rating $M = 4.54$, $SD = 0.50$, with I love my profession and am proud of it obtaining the highest mean $M = 4.60$, $SD = 0.58$, indicating that professional recognition and pride contribute positively to teachers' satisfaction.

In contrast, Motivation and Professional Readiness obtained the lowest mean $M = 4.08$, $SD = 0.70$ and was rated high. Within this indicator, completing my higher education helped me advance obtained the highest mean $M = 4.28$, $SD = 0.74$, whereas promotions are based on seniority without regard to graduate studies obtained the lowest mean $M = 3.85$, $SD = 0.89$. Likewise, Satisfaction with Salary received a high rating $M = 4.09$, $SD = 0.76$, with I receive very appropriate financial incentives and rewards obtaining the highest mean $M = 4.16$, $SD = 0.81$. These findings indicate that compensation and career advancement opportunities received comparatively lower levels of satisfaction than the relational and social dimensions of teachers' work.

The indicator Working Conditions and Nature of Work also received a very high rating, $M = 4.41$, $SD = 0.52$, supported by the item I cooperate with my colleagues to achieve educational goals for the benefit of society, with a mean of $M = 4.56$, $SD = 0.58$. Overall, these results show that teachers gain more satisfaction from their relationships with students, professional recognition and good working conditions. The comparatively lower ratings for salary and professional advancement indicate that there is a need to improve support systems, including equitable promotion systems, continuing professional development (CPD) programs, salaries and workload management to further improve teachers' motivation, professional readiness, job satisfaction and professional effectiveness.

The results align with a study conducted by Al Jadidi (2022), which concluded that teachers feel satisfied with their jobs when they feel that their work is recognized by others, the conditions around them are good, and they have good working relations with their colleagues.

Table 5: Level of Job Satisfaction among Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Equivalent
Satisfaction with Salary	0.76	4.09	High
Motivation and Professional Readiness	0.70	4.08	High
Appreciation of Society and Social Status	0.50	4.54	Very High
Working Conditions and Nature	0.52	4.41	Very High
Relationship with Children	0.43	4.63	Very High
Overall	0.46	4.35	Very High

Likewise, Susanto, Wahyudi, and Suharto (2022) concluded that teacher's feeling good towards the job and the professional relationship is correlated with the teacher's job satisfaction and organizational commitment. The findings also corroborate Herzberg's Two Factor Theory (Herzberg, 1959) which states that employee satisfaction is a result of both motivational factors and working conditions. Enhancing teachers' satisfaction and professional fulfillment, this study focuses on the importance of positive relationships with the learners that support their work and create appreciation in society to students.

The results highlight the need for positive school climates that value teachers, recognize the challenges of compensation, and address professional learning and development.

4.6 Significance of the Relationship between Professional Identity and Job Satisfaction

Table 6 shows the significance of the relationship between professional identity and job satisfaction among public elementary school teachers. The results indicated strong positive relationships between professional identity and job satisfaction, as all probability values were less than the 0.05 level of significance $p < .05$. The overall correlation between professional identity and overall job satisfaction was found to be strong positive $r = .693$, $p = .000$ indicating that teachers with higher levels of professional identity also reported higher levels of job satisfaction.

Thus, the job satisfaction of teachers is strongly associated with the way they see themselves in their profession. Teachers who experience greater self-fulfillment, purpose, competence and personal meaning in teaching are more likely to develop positive attitudes towards their work and to derive satisfaction from their professional experiences. The greatest relationship was found for self-fulfillment, indicating the importance of personal growth, achievement and identity congruence in enhancing teachers' satisfaction. In contrast, the reputation of the profession had the weakest correlation among the indicators, but its significant association with job satisfaction suggests that societal recognition is still an important factor in teachers' professional well-being. The findings suggest that improvement of teachers' professional identity may lead to improvement of their work motivation, engagement and satisfaction.

Conversely, although the reputation of the profession showed the weakest correlation among the indicators, its significant association with job satisfaction suggests that societal recognition remains an important contributor to teachers' professional well-being. These results imply that strengthening teachers' professional identity may enhance their motivation, engagement, and satisfaction in the workplace.

The findings are consistent with the results of Sun and Zhu (2022), who found a positive relationship between professional identity and teacher career satisfaction. Therefore, teachers with high professional identity are more likely to have positive attitudes towards their profession, to receive more satisfaction from their work, and to have higher job satisfaction. Similar findings have been reported by Wang, Bai and Jiang (2021), who suggested that teachers with a high level of professional identity tend to have a high level of psychological capital and professional fulfillment, which positively affects their job satisfaction. The findings are also in agreement with the findings of Sun, Li and Wang (2022), who found a positive relationship between professional identity and teacher job satisfaction.

Table 6: Significance of the Relationship between Professional Identity and Job Satisfaction **among** Public Elementary School Teachers

Professional Identity	Job Satisfaction					
	SWS	MPR	ASS	WCN	RWC	Overall
Love of Profession	.391** .000	.482** .000	.472** .000	.406** .000	.428** .000	.551** .000
Sense of Mission	.469** .000	.518** .000	.556** .000	.504** .000	.485** .000	.639** .000

Professional Skills	.310** .000	.352** .000	.481** .000	.390** .000	.533** .000	.502** .000
Reputation of the Profession	.267** .000	.315** .000	.450** .000	.402** .000	.493** .000	.465** .000
Self-fulfillment	.469** .000	.541** .000	.633** .000	.514** .000	.547** .000	.677** .000
Overall	.468** .000	.542** .000	.632** .000	.540** .000	.602** .000	.693** .000

Legend: SWS = Satisfaction with Salary; WCN = Working Conditions and Nature; MPR = Motivation and Professional Readiness; RWC = Relationship with Children; ASS = Appreciation of Society and Social Status.

Furthermore, the findings are also consistent with the Social Identity Theory (Tajfel & Turner, 1979) which states that people derive self-worth, belonging and meaning from membership in a professional group. In this study, teachers who strongly identify with their profession are more likely to experience fulfillment, purpose, and satisfaction in their work. Thus, professional identity is a major factor in promoting teachers' well-being, effectiveness, and long-term commitment to the teaching profession. Thus, the null hypothesis that there is no significant relationship between professional identity and job satisfaction is rejected as all dimensions of professional identity were found to be significantly related to job satisfaction at the 0.05 level of significance.

4.7 Significance of the Relationship between Professional Commitment and Job Satisfaction

Table 7 presents the significance of the relationship between professional commitment and job satisfaction among public elementary school teachers. The results revealed significant positive relationships between professional commitment and job satisfaction, as all probability values were less than the 0.05 level of significance $p < .05$. The overall correlation between professional commitment and overall job satisfaction was strong and positive $r = .712$, $p = .000$, indicating that teachers with higher levels of professional commitment also reported higher levels of job satisfaction.

Among the dimensions of professional commitment, normative commitment of teachers to their profession exhibited the strongest relationship with overall job satisfaction, $r = .677$, $p = .000$, followed by emotional commitment to the profession, $r = .609$, $p = .000$ and continuity in the profession, $r = .582$, $p = .000$. These findings indicate that teachers' sense of obligation, emotional attachment, and intention to remain in the profession are significantly associated with their level of job satisfaction.

The findings support previous studies emphasizing the positive relationship between professional commitment and job satisfaction among teachers. When teachers feel committed to their profession, they tend to feel better about their job and are more likely to stay committed to their jobs. Thus, the null hypothesis that "there is no significant relationship between professional commitment and job satisfaction" can be rejected.

Table 7: Significance of the Relationship between Professional Commitment and Job Satisfaction among Public Elementary School Teachers

Professional Commitment	Job Satisfaction					
	SWS	MPR	ASS	WCN	RWC	Overall
Emotional Commitment to Profession	.437** .000	.453** .000	.522** .000	.499** .000	.533** .000	.609** .000
Continuity in the Profession	.386** .000	.413** .000	.536** .000	.460** .000	.578** .000	.582** .000
Normative Commitment of Teachers to their Profession	.554** .000	.587** .000	.507** .000	.529** .000	.453** .000	.677** .000
Overall	.529** .000	.559** .000	.591** .000	.566** .000	.585** .000	.712** .000

Legend: SWS = Satisfaction with Salary; WCN = Working Conditions and Nature; RWC = Relationship with Children; MPR = Motivation and Professional Readiness; ASS = Appreciation of Society and Social Status

The results suggest that teachers who are more responsible, loyal and attached to their profession are more satisfied in their work. The highest correlation identified for normative commitment suggests that teachers' value and commitment to teaching strongly influences their satisfaction. Similarly, emotional commitment and continuity in the profession are significant relationships with job satisfaction, meaning that those teachers who have positive attitudes towards their profession are more likely to be committed to and continue the profession. The high correlation rates for all indicators suggest that professional commitment is an important base for teacher motivation, persistence and professional fulfillment.

The implications are supported by Al Jadidi (2022), who found that professional commitment has a positive relationship with job satisfaction because teachers with very high professional commitment have high levels of job satisfaction and engagement in their jobs. In the same way, Seema, Choudhary, and Saini (2021) concluded that highly committed teachers have a greater commitment to the educational objectives and are more satisfied with their professional duties. The results also align with Fajagutana and Guhao Jr. (2022) findings that employees who are committed are more likely to display extra effort, collaborate towards organizational success, and be satisfied with their jobs.

Moreover, the results are in line with Social Identity Theory (SIT) proposed by Tajfel & Turner (1979), which suggests that the stronger the internalisation of a professional group, the stronger the loyalty, commitment and positive attitudes towards work. From the viewpoint of this study, teachers' high professional commitment leads to a high sense of purpose and belongingness as well as a high sense of fulfillment in teachers, ultimately contributing to high job satisfaction. Therefore, the null hypothesis stating that there is no significant relationship between professional commitment and job satisfaction is rejected.

4.8 Significance of the Relationship between Work Values and Job Satisfaction

Table 8 presents the significance of the relationship between work values and job satisfaction among public elementary school teachers. The results revealed significant

positive relationships between work values and job satisfaction, as all probability values were less than the 0.05 level of significance $p < .05$. The overall correlation between work values and overall job satisfaction was strong and positive $r = .678$, $p = .000$, indicating that higher levels of work values were associated with higher levels of job satisfaction.

Among the dimensions of work values, extrinsic values exhibited the strongest relationship with overall job satisfaction $r = .597$, $p = .000$, followed by lifestyle values $r = .552$, $p = .000$ and intrinsic values $r = .533$, $p = .000$. Among the dimensions of job satisfaction, the strongest relationship was observed with relationship with children and their families $r = .645$, $p = .000$, followed by appreciation of society and social status $r = .605$, $p = .000$. These findings indicate that teachers' work values were significantly associated with various dimensions of job satisfaction.

The findings support previous studies that reported a positive relationship between work values and job satisfaction. Therefore, the null hypothesis stating that there is no significant relationship between work values and job satisfaction is rejected.

Table 8: Significance of the Relationship between Work Values and Job Satisfaction among Public Elementary School Teachers

Work Values	Job Satisfaction					
	SWS	MPR	ASS	WCN	RWC	Overall
Intrinsic Values	.302** .000	.330** .000	.507** .000	.503** .000	.579** .000	.533** .000
Extrinsic Values	.424** .000	.463** .000	.489** .000	.492** .000	.525** .000	.597** .000
Lifestyle Values	.387** .000	.393** .000	.506** .000	.444** .000	.501** .000	.552** .000
Overall	.450** .000	.479** .000	.605** .000	.579** .000	.645** .000	.678** .000

Legend: SWS = Satisfaction with Salary; WCN = Working Conditions and Nature; MPR = Motivation and Professional Readiness; RWC = Relationship with Children; ASS = Appreciation of Society and Social Status

This finding means that the values teachers attach to work shape how satisfied they feel in their profession. Although intrinsic values might be descriptively the highest, extrinsic values seem to have the highest statistical link with satisfaction, which suggests that other issues, such as recognition, work conditions and tangible values, are still of major importance in linking values with felt satisfaction. The strong link with relationships and social appreciation further suggests that teachers' values are actualized when their work is meaningful, respected, and relationally rewarding. This supports the idea that congruence between personal work values and actual work experiences enhances satisfaction and professional well-being (OECD, 2020; Toropova, Myrberg, and Johansson, 2021).

The findings align with the research conducted by Quines and Pinero (2022), which found a strong positive correlation between teachers' job happiness and work values. In a similar vein, Maango (2023) highlighted that teachers' perceptions of their professional obligations and organizational environment are influenced by their work

values, which in turn affects their degree of job satisfaction. The findings support those of Zhang and Jin (2022), who discovered that teachers' job satisfaction is associated with higher levels of work engagement.

The results also support the Self-Determination Theory (Deci & Ryan, 1985), which states that people are more motivated and satisfied when their jobs meet their psychological requirements and are in line with their personal beliefs. In the context of this study, teachers who highly value their profession and whose work aligns with their personal beliefs and goals are more likely to experience fulfillment, commitment, and job satisfaction. Thus, work values serve as an important foundation for sustaining teachers' motivation, effectiveness, and overall professional well-being. Therefore, the null hypothesis stating that there is no significant relationship between work values and job satisfaction is rejected.

4.9 Significance of the Relationship between Spiritual Well-Being and Job Satisfaction

The importance of the connection between public elementary school teachers' work satisfaction and spiritual well-being is shown in Table 9. The findings showed a strong positive link ($r=.474$, $p=.000$) between spiritual well-being and work satisfaction. Greater levels of spiritual well-being were linked to greater levels of job satisfaction, according to this somewhat favorable connection.

Among the dimensions of job satisfaction, the strongest relationship was observed between overall spiritual well-being and relationship with children and their families, $r = .587$, $p = .000$, followed by appreciation of society and social status, $r = .544$, $p = .000$ and working conditions and nature of work, $r = .463$, $p = .000$. These findings indicate that spiritual well-being was more strongly associated with the interpersonal, social, and work-related dimensions of job satisfaction.

However, because the probability value was higher than the significance threshold of 0.05, there was no significant relationship between transcendental well-being and wage satisfaction ($r=.097$, $p=.053$). Every other correlation between the aspects of work satisfaction and spiritual well-being was statistically significant. As a result, the null hypothesis, which claims that there is no meaningful connection between spiritual well-being and work satisfaction, is disproved. However, because the connection between transcendental well-being and wage satisfaction was not statistically significant ($p=.053$), the null hypothesis is not rejected.

The finding suggests that transcendental well-being and earnings satisfaction can be two different dimensions of teachers' work and that they can be independent of each other. The perception of salary could influence other aspects of job satisfaction more strongly than spiritual health, and spiritual well-being may be a part of job satisfaction.

However, the study's findings were consistent with those of Dwiyanti and Khoerunnisa's (2021) study, which demonstrated a strong positive correlation between spirituality and job satisfaction: the higher the degree of spiritual well-being, the higher the degree of job satisfaction. Similarly, Pont (2022) emphasized how spiritual well-being provides employees with direction, meaning and purpose, and how this leads to better

connections at work and job satisfaction. The results are also consistent with the study by Karimi and Momeni (2023), which discovered that teachers' job satisfaction and organizational commitment were positively impacted by spiritual well-being.

Table 9: Significance of the Relationship between Spiritual Well-being and Job Satisfaction among Public Elementary School Teachers

Spiritual Well-being	Job Satisfaction					
	SWS	MPR	ASS	WCN	RWC	Overall
Personal & Communal	.226** .000	.223** .000	.507** .000	.406** .000	.535** .000	.445** .000
Environmental	.227** .000	.239** .000	.433** .000	.458** .000	.498** .000	.439** .000
Transcendental	.097 .053	.102* .042	.443** .000	.303** .000	.455** .000	.313** .000
Overall	.220** .000	.225** .000	.544** .000	.463** .000	.587** .000	.474** .000

Legend: SWS = Satisfaction with Salary; WCN = Working Conditions and Nature; MPR = Motivation and Professional Readiness; RWC = Relationship with Children; ASS = Appreciation of Society and Social Status.

In addition, the results corroborate the Spiritual Well-Being Perspective of Paloutzian and Ellison (1982) that involves the importance of meaning, purpose, and connectedness to human well-being. In the setting of the present study, the teachers' higher spiritual well-being will be correlated with positive relationships, coping better with professional problems and experiencing more satisfaction with their teaching roles. Therefore, spiritual well-being (SWB) is an important factor in enhancing teachers' professional fulfillment, well-being, and job satisfaction.

4.10 Significance of the Influence of Professional Identity, Professional Commitment, Work Values, and Spiritual Well-Being on Job Satisfaction

The results presented in Table 10 revealed that the regression model for job satisfaction was statistically significant, $F = 136.951$, $p < .001$, indicating that the combined predictors significantly explained variations in job satisfaction among public elementary school teachers. The model yielded a multiple correlation coefficient of $R = .762$ and a coefficient of determination of $R^2 = .581$, indicating that 58.1% of the variance in job satisfaction was explained by professional identity, professional commitment, work values, and spiritual well-being.

Among the predictors, work values emerged as the strongest significant predictor $\beta = .322$, $t = 5.648$, $p < .001$, followed by professional commitment $\beta = .311$, $t = 5.185$, $p < .001$ and professional identity $\beta = .252$, $t = 4.216$, $p < .001$. In contrast, spiritual well-being exhibited a negative but non-significant effect $\beta = -.071$, $t = -1.515$, $p = .130$, indicating that it did not significantly predict job satisfaction when the other variables were considered simultaneously.

The results show that while spiritual well-being did not significantly add to the model on its own, work values, professional dedication, and professional identity did considerably contribute to the prediction of job satisfaction. The findings also demonstrate that the strongest correlation between teachers' job happiness and their work values was found in their dedication to the profession and professional identity.

The implications support the studies of Zhang and Jin (2022) and Al Jadidi (2022), which reported that work values, professional commitment, and professional identity significantly contribute to employee and teacher job satisfaction. The findings also support Herzberg's Two-Factor Theory (1959), which indicates that motivational factors have significance in the satisfaction process.

Furthermore, the findings were consistent with Social Identity Theory (SIT) (Tajfel & Turner, 1979) and with Self-Determination Theory (SDT) (Deci & Ryan, 1985), which suggests that the improvement in motivation and satisfaction is associated with professional identity, commitment and value congruence. Based on the results, the null hypothesis, which states that professional identity, professional commitment, work value and spiritual well-being are not significant factors in job satisfaction, is therefore partially rejected. When the variables were added together in the regression model, professional identity, professional commitment and work values were identified as significant direct predictors of job satisfaction, while spiritual well-being was not identified as a significant direct predictor.

This indicates that teachers are more content with elements directly related to their experience in the school and their professional satisfaction, such as professional and organizational issues. Spiritual well-being did not show up as a key direct predictor of job satisfaction, but it is important in the context of the teachers' well-being as it is connected with positive attitudes, emotional coping mechanisms and healthy relationships in the workplace. It also suggests that more important components of professional life such as professional recognition, personal growth opportunities, working conditions and meaningful relationships with students are emphasized when evaluating job satisfaction. Furthermore, the impact of spiritual wellness does not seem to be an independent predictor of job satisfaction; there are other aspects of personal and professional life where spiritual wellness seems to have an impact.

Table 10: Significance of the Influence of Professional Identity, Professional Commitment, Work Values, and Spiritual Well-being on Job Satisfaction among Public Elementary School Teachers

Job Satisfaction					
(Variables)		B	β	t	Sig.
Constant		.596		2.970	.003
Professional Identity		.273	.252	4.216	.000
Professional Commitment		.286	.311	5.185	.000
Work Values		.368	.322	5.648	.000
Spiritual Well-being		-.088	-.071	-1.515	.130
R	.762				
R ²	.581				

ΔR^2	.577				
F	136.951				
Q	.000				

Hence, the role of educational institutions is recommended to play in further fostering professional development and well-being programs to motivate, commit and satisfy teachers of the profession. School leaders and policy makers may consider incorporating into their programs the following activities which foster positive work values and enhance teachers' spiritual wellness through mentoring, recognition, wellness activities and opportunities for ongoing learning: These programs can help foster a positive and supportive school culture by encouraging, respecting and committing teachers to their teaching. In the long-term, teacher professional and personal development can lead to better teaching and learning results, higher teacher retention and more effective instruction.

4.11 Regression Weights of the Three Generated Models

The results presented in Table 11 revealed that the significance and strength of the predictors changed as the structural models were refined. In Model 1, professional identity $\beta = .439$, $p < .05$, professional commitment $\beta = .293$, $p < .05$, and work values $\beta = .628$, $p < .001$ significantly predicted job satisfaction, whereas spiritual well-being $\beta = .010$, $p > .05$, was not significant.

In Model 2, professional identity $\beta = .775$, $p < .001$ and work values $\beta = 1.024$, $p < .001$ remained significant predictors, while spiritual well-being became negatively significant $\beta = -.350$, $p < .01$ and professional commitment $\beta = -.105$, $p > .05$ was no longer significant. In Model 3, only professional identity $\beta = 1.345$, $p < .01$ remained a significant predictor of job satisfaction, whereas professional commitment $\beta = -.250$, $p > .05$, work values $\beta = -.524$, $p > .05$, and spiritual well-being $\beta = .592$, $p > .05$ were not significant. These findings indicate that as the model was refined and respecified, professional identity emerged as the most stable and influential predictor of job satisfaction.

The relationship between the research variables can be better understood by synthesizing the results from all of the studies. Professional identity was the only significant direct predictor of job satisfaction in the final structural model, despite the fact that professional identity, professional commitment, work values, and spiritual well-being were all significantly correlated with job satisfaction and that professional identity, professional commitment, and work values significantly predicted job satisfaction in the regression analysis. This finding suggests that the effects of professional commitment, work values, and spiritual well-being may operate indirectly through professional identity or through their interrelationships with other variables in the model. Thus, the SEM results do not contradict the correlation and regression findings; rather, they identify the most parsimonious and theoretically meaningful structure explaining job satisfaction among public elementary school teachers.

On the other hand, the results suggest that out of all the factors looked at, professional identity is the most reliable and long-lasting predictor of job satisfaction. Teachers are more likely to be satisfied with their jobs if they believe they are capable, respected, fulfilled professionals. The final model's diminished importance of work devotion does not necessarily mean that these factors are irrelevant. Rather, it implies that their impact could be indirect or absorbed through professional identity, which functions as a key psychological mechanism connecting educators' values, beliefs, commitment, and sense of purpose to their overall job satisfaction. This interpretation is theoretically meaningful because professional identity may integrate several professional and personal attributes into a unified sense of self that shapes workplace attitudes and experiences.

The results complement research by Sun and Zhou (2022), who found that teachers' motivation, engagement, and job satisfaction were significantly influenced by their professional identities. The findings are also in line with the Social Identity Theory (Tajfel & Turner, 1979), which states that belonging to a respected professional group gives people a sense of fulfillment, self-worth, and belonging. Positive attitudes toward their work and higher levels of professional satisfaction are more common among teachers who have a strong sense of identity with their profession.

Table 11: Regression Weights of the 3 Generated Models

Model	Exogenous Variables to Endogenous Variables			
	Professional Identity	Professional Commitment	Work Values	Spiritual Work-being
1	.439***	.293***	.628***	.010 ^{NS}
2	.775***	-.105 ^{NS}	1.024***	-.350*
3	1.345***	-.250 ^{NS}	-.524 ^{NS}	.592 ^{NS}

* p<0.05, ** p<0.01, *** p=0.000

Table 11.1: Covariances: (Group number 1 – Best Fit Model)

Variables			Estimates	S.E.	P-value
Professional Identity	<-->	Professional Commitment	.165	.016	***
Professional Commitment	<-->	Work Values	.144	.014	***
Work Values	<-->	Spiritual Well-being	.112	.011	***
Professional Commitment	<-->	Spiritual Well-being	.109	.012	***

The results emphasize professional identity as the most important direct predictor of job satisfaction and offer empirical backing for the creation of the best-fit structural model based on this concept. This implies that educators who have a strong sense of professional identity are more likely to be satisfied with their jobs and to stick with them. The results highlight the significance of developing teachers' professional identities through ongoing professional development, reflective practice, and encouraging leadership. Educational institutions may develop a workforce that ultimately enhances educational quality and organizational effectiveness by strengthening teachers' sense of purpose, competence, and professional belonging.

5. Summary of Goodness of Fit Measures of the Three Generated Models

The results presented in Table 12 revealed that Model 3 was the best-fit structural model of job satisfaction among public elementary school teachers. Models 1 and 2 failed to satisfy the recommended goodness-of-fit criteria, as both yielded significant probability values $p < .001$, high Chi-Square divided by Degrees of Freedom values of 11.908 and 6.721, relatively low Goodness-of-Fit Index, Comparative Fit Index, Normed Fit Index, and Tucker-Lewis Index values, and high Root Mean Square Error of Approximation values of .165 and .120, respectively. These results indicate poor model fit and suggest that the hypothesized relationships in Models 1 and 2 did not adequately represent the observed data. Consequently, model specification was undertaken by removing non-significant paths and retaining only theoretically and statistically supported relationships to improve model fit.

In contrast, Model 3 satisfied all recommended goodness-of-fit criteria and demonstrated excellent model fit. Specifically, it obtained a Probability Value (p) = .058, Chi-Square divided by Degrees of Freedom = 1.421, Goodness-of-Fit Index = .981, Comparative Fit Index = .995, Normed Fit Index = .984, Tucker-Lewis Index (TLI) = .990, Root Mean Square Error of Approximation = .032, and Probability of Close Fit = .919. These values showed that the model accurately reflected the observed correlations among the research variables and were higher than the suggested criteria. As a result, Model 3 was determined to be the most economical and appropriate structural model of job satisfaction among primary school teachers in public high schools.

The findings suggest that the final explanation of job satisfaction is best represented by a more refined model in which only the most statistically and theoretically supported paths were retained. The excellent fit indices obtained by Model 3 indicate that it provides a credible and accurate representation of the relationships among professional identity, professional commitment, work values, spiritual well-being, and job satisfaction. The results of this study affirm the principle of SEM: *"the best model is not necessarily the most complex with the largest number of predictors, but the one that explains the observed data in the most efficient way while retaining theoretical coherence and statistical adequacy"* (Kline, 2023).

Besides, the findings are in line with the principles of Structural Equation Modeling (SEM), which state that a theoretical model should have acceptable goodness-of-fit indices prior to being considered as a valid representation of the relationships among the variables. A well-fitting model is determined by a non-significant p -value, low CMIN/DF, high GFI, CFI, NFI, and TLI values, and a low RMSEA value (Hair, Hult, Ringle, Sarstedt, Danks, & Ray, 2021). According to these criteria, Model 3 was chosen as the best structural model to explain the job satisfaction of public elementary school teachers since it demonstrated a good fit. This leads to the rejection of the null hypothesis, which states that there isn't a structural model that best explains job satisfaction among public elementary school teachers.

Table 12: Summary of Goodness of Fit Measures of the Three Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	11.908	.661	.673	.655	.622	.165	.000
2	.000	6.721	.784	.833	.811	.802	.120	.000
3	.058	1.421	.981	.995	.984	.990	.032	.919

Legend: CMIN/DF – Chi Square/Degrees of Freedom; NFI – Normed Fit Index; GFI – Goodness of Fit Index; TLI -Tucker-Lewis Index; RMSEA – Root Mean Square of Error Approximation; CFI - Comparative Fit Index

5.1 Structural Equation Model 1 in Standardized Solution

Model 1 illustrates that while spiritual well-being did not have a significant direct impact on job satisfaction, professional identity and professional dedication did. These findings suggest that the first elements influencing job satisfaction are teachers’ professional self-concept, professional commitment, and work-related values. When there is a non-significant path, however, it means that there were relationships in the model that did not effectively explain job satisfaction. This led to the specification of the model being changed to better fit the data and to have a more parsimonious form.

The results indicate that teachers feel good about themselves professionally, their commitment to teaching and the values they are linked to their profession. The non-significant direct effect of spiritual well-being implies that the effect of spiritual well-being may not be independent when other professional and psychological factors are considered at the same time. This result is in line with the existing literature, suggesting that meaning-related variables tend to have an indirect rather than direct impact on teacher well-being and satisfaction (OECD, 2020).

5.2 Structural Equation Model 2 in Standardized Solution

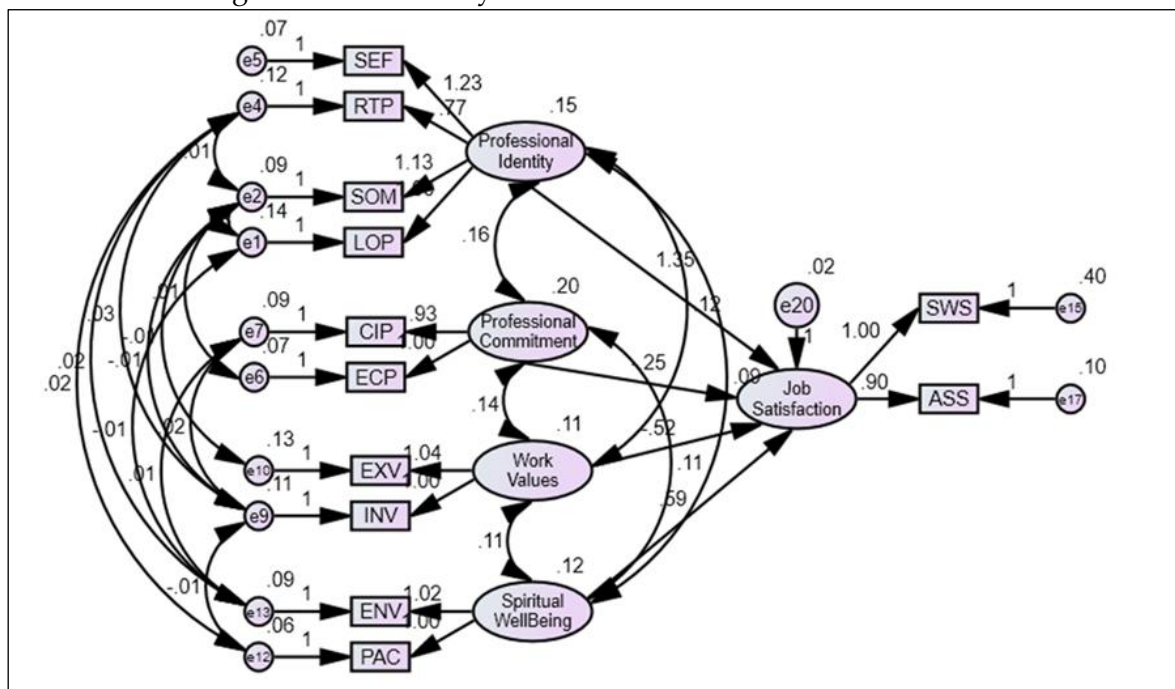
Professional identity and work values remained important predictors of job satisfaction in Model 2, which painted a somewhat different scenario. In contrast, spiritual well-being had a substantial negative coefficient while professional dedication was non-significant. The change in these contributions indicates that the contribution of these variables changed after the model specification. The negative correlation of spiritual well-being should be taken with a grain of salt, as it could be due to overlap in variance among the predictors, and not because it is actually a negative effect on job satisfaction. If two variables are conceptually related, changes in the direction and significance of the coefficient may result from a shared explanatory power. This is typical when refining models, as often suggested by Kline (2023), and can point to additional respecification to derive a more stable and theoretically meaningful model.

5.3 Best-Fit Model Structural Model on Job Satisfaction Among Public Elementary School Teachers in Standardized Solution

The best-fit structural model, Model 3, showed that the only significant direct predictor of job satisfaction was professional identity. The direct effects of professional

commitment, work values, and spiritual well-being were no longer statistically significant. Significant correlations were also found between a number of external factors, including work values and spiritual well-being, professional commitment and spiritual well-being, and professional identity and professional commitment and work values. These results show that the interdependence of the interdependence factors continues to be the most significant direct predictor of job satisfaction.

Figure 2: Best-Fit Structural Model on Job Satisfaction
 Among Public Elementary School Teachers in Standardized Solution



All of the study variables were determined to have a significant relationship with job satisfaction based on the synthesis of the results, and the multiple regression analysis revealed a substantial relationship between job satisfaction and professional identity, professional commitment, and work values. However, only the variable professional identity remained significant in the final model when variables were examined in conjunction with structural equation modeling. The study's findings suggest that professional dedication, work values, and spiritual well-being may have an indirect impact through professional identity or through the linkages between the variables.

Regarding content, the findings show that teachers' sense of self and professional identity provide the most important explanation for their job happiness. The significance of dedication, work ethics, or spiritual health can be guided by or integrated into one's professional identity. The study's findings have a strong theoretical implication that public elementary school teachers' level of professional self-concept ultimately determines their job satisfaction. When educators understand what it means to educate, feel competent, and take pride in their work, their satisfaction is more durable and long-lasting (OECD, 2020; Toropova, Myrberg, and Johansson, 2021).

6. Recommendations

Considering that satisfaction with salary and motivation for professional readiness obtained the lowest ratings among the job satisfaction indicators, the Department of Education and other policymakers may review compensation-related concerns and strengthen mechanisms that support career advancement, promotion transparency, scholarship opportunities, and continuing professional development programs. Workload management initiatives and the reduction of excessive administrative tasks may likewise be enhanced to support teachers' motivation, readiness, and overall job satisfaction.

School administrators can strengthen teachers' sense of purpose, professional responsibility, and commitment to the teaching profession by implementing mentoring programs, leadership opportunities, recognition systems, and values formation activities. This is because the sense of mission and normative commitment received relatively lower ratings than the other dimensions of professional identity and professional commitment. Additionally, schools may keep offering encouraging workplaces that foster cooperation, acknowledgement, and career advancement.

Given that extrinsic values obtained the lowest mean among the work values dimensions, schools and educational institutions may strengthen incentive systems, recognition programs, career advancement pathways, and employee support services to complement teachers' strong intrinsic motivation. Such programs can serve to reinforce positive values of work and further improve teacher commitment, engagement and satisfaction.

The variable of spiritual well-being did not appear as one of the significant direct predictors in the final structural model, yet the variable had significant relationships with the other variables, and its indirect contribution to the model indicated that spiritual well-being is an important aspect of teachers' well-being. Thus, schools can continue their wellness initiatives, spiritual enrichment initiatives, mental health initiatives, and supportive school cultures that support teachers' whole-person development and resilience.

As professional identity was the only direct predictor that was significant in the best-fit structural model, efforts to build teachers' professional identity should be a top priority for educational leaders to focus on. Institutionalization of programs that improve teachers' competence, autonomy, recognition, leadership potential, self-fulfillment and professional growth would be needed to strengthen teachers' sense of being recognized and respected as professionals. Nourishing their professional identity is vital for maintaining the satisfaction, effectiveness, and retention of teachers.

These findings suggest that future researchers evaluate the best-fit structural model in other educational settings, regions, and populations to establish its broader applicability. For future researchers, look into further factors that impact the satisfaction of teachers towards their job in other ways, as well as mediating or moderating the

components between professional commitment, work values, and spiritual well-being in relation to job satisfaction.

Future researchers are encouraged to validate the best-fit structural model in different educational contexts, regions, and populations to determine its broader applicability. Further studies may also investigate additional variables that could influence teacher job satisfaction and explore possible mediating or moderating mechanisms through which professional commitment, work values, and spiritual well-being indirectly affect job satisfaction.

7. Conclusion

According to the study, public elementary school teachers in Region XII(SOCCSKSARGEN) had very high levels of professional identity, professional commitment, work values, spiritual well-being, and job satisfaction. Sense of mission had the lowest rating among the factors, albeit still being at a very high level, whereas professional skills and the reputation of the professional received the highest scores for professional identity. Professional commitment was rated lower than emotional commitment and continuity in the profession. Intrinsic values emerged as the strongest dimension of work values, whereas extrinsic values obtained the lowest mean. Spiritual well-being was consistently very high across all dimensions. In terms of job satisfaction, relationships with children and their families, appreciation by society and social status, and working conditions and nature of work received the highest ratings, while satisfaction with salary and motivation for professional readiness obtained comparatively lower ratings. Significant positive relationships were likewise established among professional identity, professional commitment, work values, spiritual well-being, and job satisfaction, indicating that higher levels of these variables were associated with higher levels of teacher job satisfaction.

The regression analysis also showed that job satisfaction was significantly predicted by professional identity, professional commitment and work values, but not by spiritual well-being. Three alternative models were obtained from the Structural Equation Modelling (SEM), and Model 3 was found to be the most suitable for the data. The only direct significant predictor of job satisfaction was identified as professional identity, with professional commitment and work values as well as spiritual well-being coming in through indirect relationships and covariances. These findings suggest that teachers' perception of themselves as competent, respected, purposeful, and fulfilled professionals serves as the most stable and influential determinant of job satisfaction. The findings, which highlight the significance of professional identity, motivation, and personal fulfillment in fostering positive work attitudes and happiness among teachers, complement Herzberg's Two-Factor Theory, Social Identity Theory, and Self-Determination Theory.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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