

## RESEARCH ARTICLE

# Workplace collaboration and overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher, and Technical Education-Sulu

Almera Yunus-Asani<sup>1\*</sup>, Masnona L. Sabdani-Asiri<sup>1</sup>

<sup>1</sup>School of Graduate Studies, Sulu State College, Jolo, Sulu

\*Corresponding Author: almeraasani1980@gmail.com

**ABSTRACT.** This study aimed to determine the extent of workplace collaboration and overall job satisfaction of elementary school teachers in Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu during the School Year 2023-2024. The study involved 100 teachers, mostly female, married, aged 31-40 and 41-50 years, with master's degrees and 5 years or less of teaching experience. On average, school administrators and teachers had good work relationships, and teachers were very satisfied with their teaching jobs. The study found that other variables, such as gender, age, civil status, and length of service, did not influence how teachers assessed the extent of workplace relationships. The study also found that the group of teachers who perceived workplace collaboration as very good likely had the same overall job satisfaction. The study supports Abun et al.'s Workplace Relationship Model, which posits that workplace relationships are characterized by employer-employee relationships and employee-employee relationships. Employer-employee relationships involve open communication between supervisors and subordinates, while employee-employee relationships involve mutual respect and cooperation in community programs or activities.

**KEYWORDS:** *Job Satisfaction, Workplace, Employer-Employee, Respect, Teachers, Relationship*

### ARTICLE DETAILS

JEAS-0007; Received: January 20, 2024; Accepted: February 23, 2024; Online March 05, 2024

### CITATION:

Yunus-Asani, Almera. (2024). Workplace collaboration and overall job satisfaction of elementary school teachers at Indanan North District, ministry of basic, higher, and technical education-sulu. *Journal of Education and Academic Settings*. DOI: 10.62596/bf519302

### COPYRIGHT

Copyright © 2024 by author(s). *Journal of Education and Academic Settings* is published by Stratworks Research Inc. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), allowing redistribution and reproduction in any format or medium,

## Introduction

According to previous work experiences, employees are more likely to seek out a better place where they can work easily and be happy than to stay in stressful work environments. When employees are happy with their jobs, they work harder and more intelligently. Businesses value play, enjoyment, and contentment in the workplace because they understand how important happiness is to output, employee welfare, and staff retention (McKee, 2014). As a result, rather than putting as much emphasis on the information and skills—albeit expertise—that people possess, firms are instead optimizing the quality and function as well as the good work experiences that employees enjoy. Thus, a strong working connection between employees is one of the most important factors that must be taken into account in today's global workplace.

According to Wesarat, Sharif, and Majid (2015), employee satisfaction with their work and lives is equivalent to happiness at work. When workers are content with their jobs, they are more likely to concentrate and perform well. The key elements that undermine a positive work environment are the relationships between employers and employees as well as between

employees themselves. That is, a positive working connection is a key factor in determining an employee's level of pleasure, both in the workplace and in life (Rahmi, 2018).

In order for management and staff to collaborate well, a working relationship is necessary in an organization. When it comes to educational institutions, instructors who are at odds with school administration or even their fellow educators are unlikely to be overly enthusiastic about going to work every day. Ramjee (2018) emphasized that there is a widely held belief that the caliber of relationships at work plays a crucial role in an organization's ability to function well.

Understanding that their school officials and fellow educators are there to support them makes teachers want to carry out their various teaching professions in practically any type of employment setting, including the educational environment Bakotic (2016). This suggests that having positive working relationships at work is the foundation of workplace happiness, which in turn has an impact on organizational success. On the other hand, poor working relationships can negatively impact employees' mental health and make it difficult for them to do their jobs effectively (Nadinloyi, Sadeghi, and Hajloo, 2013).

Relationships at work are undoubtedly important in all kinds of settings. Relationships, whether positive or negative, have an impact on an employee's psycho-social functioning while they carry out their tasks. As a result, it's critical to preserve positive working relationships in order to keep personnel motivated to complete their tasks.

Teachers are expected to collaborate well with one another in the classroom under the direction of the school administrator. Having positive relationships with school officials and other teachers can increase a teacher's sense of belonging, which in turn improves their performance as educators. It is true that an employee's degree of enthusiasm affects how well they perform at work (Essays, 2013 in Ramjee, 2018). It is the shared duty of educators and school administrators to foster a positive work environment through constructive collaboration. While teacher collaboration is crucial, management intervention can foster friendships and a sense of community at work by organizing social events both within and outside of the office (Patricia, 2015).

When administrators set an example of clear ideals and cooperatively promote positive teamwork, it has been demonstrated that this positively influences and motivates teachers' participation through healthy collaboration. According to Osborne and Hammoud (2017), a strong relationship between a leader and their team can promote a positive work environment, boost productivity, and improve job satisfaction. Abun et al. (2018) proposed a model that explores workplace relationships, specifically those between employers and employees. According to the model, there is a considerable correlation between job satisfaction and positive workplace relationships between employers and employees as well as within the workforce. Thus, having positive working relationships has a major role in raising job satisfaction, which in turn raises output and performance. In order to determine the level of workplace collaboration in public educational settings, particularly among elementary schools at North Indiana District, Ministry of Basic, Higher and Technical Education (MBHTE) - Sulu, this study was carried out to collect empirical data.

### **Research Questions**

This study assessed the extent of workplace collaboration and overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu during the School Year 2023-2024.

Specifically, it sought to answers to the following queries:

1. What is the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu in the context of:

- 2.1 Administrator-teacher relationship; and
- 2.2 Teacher-teacher relationship?
2. What is the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu?
3. Is there a significant difference in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to:
  - 4.1 Gender;
  - 4.2 Age;
  - 4.3 Civil status;
  - 4.4 Length of service; and
  - 4.5 Educational attainment?
4. Is there a significant difference in the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to:
  - 5.1 Gender;
  - 5.2 Age;
  - 5.3 Civil status;
  - 5.4 Length of service; and
  - 5.5 Educational attainment?
5. Is there a significant relation between the extent of workplace collaboration and level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu?

### **Literature**

The relationship between organizational climate and employee work engagement was found in a study conducted by et al. (2021) on "Organizational climate and work engagement of employees of divine word colleges in Ilocos Region, Philippines." The findings showed a strong relationship between employee work engagement and organizational atmosphere.

In their research, Arieli and Sagiv (2020) reviewed and integrated prior studies on the subject of personal values in workplace settings in an effort to illustrate the influence that these values have on people's decisions and actions. Collectively, the examined research demonstrated how values' stability and breadth made them a significant predictor of behavior at different organizational levels.

The success of "work from home" in a private service company was the subject of a study by Marasigan (2020), which found a substantial correlation between work from home effectiveness and employee job performance. In terms of their demographic profile, it also found a noteworthy disparity in the 300 employee respondents' work performance. Based on the findings, it was determined that reorganization, work-life balance, and target all had a direct and significant association with speed; supervision and work quality; and reorganization and work-life balance. Furthermore, a noteworthy distinction was observed in the employees' job performance based on their gender and level of education.

Gabriel, Alcantara, and Alvarez (2020) examined the elements influencing millennial managers' leadership philosophies and how they materialize and are used in handling and settling disputes involving more senior subordinates.

Estigoy, Edison, and Sulasula (2020) investigated the social exchange theory, often known as the norm of reciprocity, and the psychological contract are the models that were utilized in this study to investigate work-relationships and commitment.

Labrague, et al. (2018) on "Perceptions of organizational support and its impact on nurses' job outcomes," good organizational support can help nurses feel better about themselves and exhibit productive work habits.

By recognizing the antecedents of organizational citizenship behavior (OCB) in the hospitality industry and figuring out their causal relationships, Ocampo, Tan, and Sia (2017) conducted a study titled "Using fuzzy DEMATEL in modeling the causal relationships of the antecedents of OCB in the hospitality industry: a case study in the Philippines." The most significant antecedent with the greatest number of impacts, both given and received, was organizational commitment, which was determined by using fuzzy DEMATEL to analyze the causal linkages with imprecise information.

Edralin, (2016) characterize the good work in the Philippines' hotel, banking, airline, and broadcast industries through the decent work practices of sixteen unionized firms, as outlined in their Collective Bargaining Agreements (CBAs) and based on the five dimensions of the Decent Work Agenda. The Social Doctrine of the Church on Human Work, the ILO's Decent Work Agenda as included into Ghai's (2006) model, and Edralin's (2003) theory of Collective Bargaining serve as the main pillars of this study. The results also showed that collective bargaining is an effective tool for ensuring that the five dimensions of decent work are implemented in the workplace.

Dalluay and Jalagat (2016) examined that participative leadership is the most common style of leadership. The writers have acknowledged the need for further research to be done on the impact of leadership style in various situations and settings. Using data from a study by Guan, Pianpian, et al. (2016), looked at how traditionality beliefs affected Chinese university students' indirect relationships between parental support, career decision-making self-efficacy, and career adaptability. The findings demonstrated a positive correlation between Time 1 parental support and both Time 2 professional adaptability and Time 1 career decision-making self-efficacy.

Montalbo, Agnes F. (2016) conducted a quantifying the weariness, cynicism, and professional efficacy that would indicate a person's burnout degree. While time spent at the current employment showed a substantial association with professional efficacy, age revealed a significant relationship with fatigue and pessimism.

Fabiene, Essono E. & Kachchhap, Sandeep Lloyd (2016) found a substantial and positive correlation between the characteristics examined and the level of commitment exhibited by employees through the use of quantitative methodologies. Of all the variables, worker satisfaction turned out to be the most crucial one for understanding workers' dedication.

According David and Emmanuel (2015) new forms of workplace inequality that arise as more and more transgender persons enter the global labor market.

Sergio, Dungca, and Ormita (2015) revealed that the organizational change programs with a focus on diversity management have been introduced in accordance with the findings to establish future directions for the call center organizations that were part of the study.

In order to build on earlier studies on the idea of grit and its relationship to job performance, De Vera, Gavino, Jr., and Portugal (2015) espoused that there was little evidence connecting higher work performance and grit dimensions. But in an Asian context, aspects like self-motivation, obstacles, and social support networks became crucial conceptualizations of grit. The results offer

a possible avenue for future investigation to revisit the Western understanding of grit and its connection to professional achievement.

## **Methods**

The research approach used to carry out this study is presented in this chapter. It explores the research design, study participants, data collection process, and data analysis.

### *Research Design*

The study used a descriptive-correlational research design methodology. Furthermore, Babbie and Mouton (2001) view research design as the road map or blueprint achieve research goals and objectives. Accordingly, this study will describe, quantify, and infer as well as find significant differences and relationships among variables and allow the prediction of future events from present knowledge or phenomenon of teachers in Indanan North District. Bless and Higson-Smith (1995) define research design as “a program that guides a researcher in collecting, analyzing, and interpreting observed facts.”

### *Participants*

One hundred (100) elementary school teachers from Indanan North District, MBHTE-Sulu, who are currently employed for the 2023–2024 school year, regardless of their ranks, positions, or appointment status, were the study's responders.

### *Research Instrument*

The primary tool used to collect information on the degree of workplace relationships among elementary school teachers in the Indanan North District was a survey questionnaire. The Workplace Relationship Scale developed by Abun et al. (2018, 2021) provided the basis for the questionnaire used in the Workplace Relationship Survey.

The Abun et al. (2018; 2021) survey-questionnaire is a validated research tool that has been shown to be valid and reliable. Nonetheless, this questionnaire was reviewed by at least two faculty members from Sulu State College's School of Graduate Studies to ensure that it would be appropriate for use in the community.

### *Data Gathering Procedure*

The following procedure was employed in the course of data gathering:

1. A permit to administer the questionnaire was secured from the Office of the Dean of Graduate Studies, the Schools Division Superintendent of MBHTE-Sulu, School administrators (Principals/heads teachers/teacher-in-charge) of elementary schools of Indanan North District; and
2. The researcher launched and administered the survey questionnaires personally as well as the retrieval.

### *Data Analysis*

A standardized research instrument with proven validity and reliability was utilized in this investigation. It was modified and modeled after survey questionnaires from Abun et al. (2018; 2021). However, a small adjustment was made to make it more usable in the community, and this was reviewed by at least two academic members from Sulu State College's School of Graduate Studies.

## **Results**

1. *What is the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu in the context of: 2.1 Administrator-teacher relationship; and 2.2 Teacher-teacher relationship?*

### *1.1 In the Context of Administrator-teacher Relationship*

Table 1.1 shows the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu in the context of administrator-teacher relationship. Under this category, employee-respondents have a total weighted mean score of 4.6970 with standard deviation of .34096 which is rated as “Very Good”. Table 1.1 Extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and

	Statements	Mean	S.D.	Rating
1	There is a mutual relationship between school administrators and teachers.	4.7100	.47768	Very Good
2	School administrators rely on their teachers and teachers rely on their school administrators.	4.6100	.56667	Very Good
3	School administrators communicate openly with their teachers and likewise teachers communicate openly with their school administrators.	4.7500	.43519	Very Good
4	School administrators support their teachers and teachers support their school administrators.	4.8100	.39428	Very Good
5	School administrators feel free to give feedback to their teachers and teachers feel free to give feedback to their school administrators.	4.6600	.49686	Very Good
6	School administrators often express gratitude to their teachers and teachers also often express gratitude toward their school administrators.	4.6900	.48607	Very Good
7	School administrators follow through what they have promised to their teachers and teachers also follow through what they have promised to their school administrators.	4.6600	.51679	Very Good
8	School administrators allow teachers to participate in decision-making and teachers can make their own decisions.	4.6800	.51010	Very Good
9	School administrators can get the cooperation of teachers easily and teachers also can get the cooperation of their school administrators.	4.7300	.46829	Very Good
10	School administrators ensure their trust and confidence to the teachers and teachers also ensure their trust and confidence to their school administrators.	4.6700	.56951	Very God
Total Weighted Mean		4.6970	.34096	Very Good

Technical Education-Sulu in the context of administrator-teacher relationship

Legend: (5) 4.50-5.00=Very Good (VG); (4) 3.50-4.49=Good (G); (3) 2.50- 3.49=Somewhat Good (SG); (2) 1.50- 2.49=Bad (B); (1) 1.00- 1.49=Very Bad (VB)

### 3.2 In the Context of Teacher-Teacher Relationship

Table 1.2 shows the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu in the context of teacher-teacher relationship. Under this category, employee-respondents have total weighted mean score of 4.5780 with standard deviation of .38207 which is rated as “Very Good”.

Table 2.2 Extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu in the context of teacher-teacher relationship

	Statements	Mean	S.D.	Rating
1	There is a mutual respect among teachers in our school.	4.6900	.48607	Very Good
2	Teachers in our school can depend on each other.	4.5300	.57656	Very Good
3	Teachers in our school can easily get the cooperation of other teachers in school programs or activities.	4.6900	.48607	Very Good
4	Teachers can communicate openly to other teachers without hesitation.	4.6100	.49021	Very Good
5	Teachers often help one another in solving problems they encounter in the workplace	4.5800	.53522	Very Good
6	Teachers always show respect to their fellow teachers.	4.7000	.48200	Very Good
7	Teachers support one another whenever there is a need for support.	4.6200	.50812	Very Good
8	Teachers often give feedback to their fellow teachers even if it is negative feedback.	4.2600	.69078	Good
9	Teachers also often express gratitude to their fellow teachers after they are being helped.	4.6000	.58603	Very Good
10	Teachers have high trust and confidence in their fellow teachers in terms of work capability.	4.5000	.61134	Very Good
	Total Weighted Mean	4.5780	.38207	Very Good

Legend: (5) 4.50-5.00=Very Good (VG); (4) 3.50-4.49=Good (G); (3) 2.50- 3.49=Somewhat Good (SG); (2) 1.50- 2.49=Bad (B); (1) 1.00- 1.49=Very Bad (VB)

2. What is the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu?

### 2.1 Overall Job Satisfaction

Table 3 shows the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu. This category, employee-respondents have a total weighted mean score of 4.6400 with standard deviation of .44902 which is rated as “Very Highly Satisfied”. Moreover, in this category, teacher-respondents rated with “Very Highly Satisfied” the following items: “I am satisfied with the leadership of my school administrator”, “I am satisfied with my teaching load”, “I am satisfied with my job security”, “I am satisfied with the nature of my teaching job”, “I am satisfied with my salary”, “I am satisfied with teaching/working hours”, and “I am satisfied in dealing with my fellow teachers”.

Table 2. Level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu

	Statements	Mean	S.D.	Rating
1	I am satisfied with the leadership of my school administrator.	4.6800	.61759	Very Highly Satisfied
2	I am satisfied with my teaching load.	4.6600	.63913	Very Highly Satisfied
3	I am satisfied with my job security.	4.6900	.59789	Very Highly Satisfied
4	I am satisfied with the nature of my teaching job.	4.7700	.46829	Very Highly Satisfied
5	I am satisfied with my salary.	4.5100	.67412	Very Highly Satisfied
6	I am satisfied with teaching/working hours.	4.6600	.57243	Very Highly Satisfied
7	I am satisfied with dealing with my fellow teachers.	4.6700	.53286	Very Highly Satisfied
8	I am satisfied with the treatment from my school administrator.	4.6900	.61455	Very Highly Satisfied
9	I am satisfied because my teaching job gives meaning to me	4.8000	.47140	Very Good
10	I am satisfied because there is an opportunity for my professional development (promotion).	4.2700	.95193	Highly Satisfied
Total Weighted Mean		4.6400	.44902	Very Highly Satisfied

Legend: (5) 4.50-5.00=Very Highly Satisfied (VHS); (4) 3.50-4.49=Highly Satisfied (HS); (3) 2.50-3.49=Somewhat Satisfied (SS); (2) 1.50- 2.49=Less Satisfied (LS); (1) 1.00- 1.49=Not Satisfied (NS)

3. Is there a significant difference in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to: 3.1 Gender; 3.2 Age; 3.3 Civil status; 3.4 Length of service; and 3.5 Educational attainment?

#### 3.1 According to Gender

Table 3.1 presents the difference in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to gender. It can be gleaned from this table that the Mean differences, t-values, and Probability-values of the sub-categories subsumed under the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu are not significant at alpha .05.

Table 4.1 Differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized

Variables Grouping		Mean	S.D.	Mean Diff.	t	Sig	Description
Administrator-Teacher Relationship	Male	4.7000	.38730	.00370	.042	.966	Not Significant
	Female	4.6963	.33183				
Teacher-Teacher Relationship	Male	4.5684	.42433	-.01183	-.121	.904	Not Significant
	Female	4.5802	.37431				

according to gender

\*Significant at alpha .05

### 3.2 According to Age

Table 3.2 presents the differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age. It can be gleaned from this table that the F-value and Probability Value of “Administrator-Teachers Relationship” is indeed significant at alpha .05 unlike “Teacher-Teacher Relationship”.

Table 3.2 Differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Administrator-Teacher Relationship	Between Groups	1.285	3	.428	4.023*	.010	Significant
	Within Groups	10.224	96	.106			
	Total	11.509	99				
Teacher-Teacher Relationship	Between Groups	.797	3	.266	1.868	.140	Not Significant
	Within Groups	13.654	96	.142			
	Total	14.452	99				

according to age

\*Significant at alpha .05

#### 3.2.1 Post Hoc Analysis

The result of the analysis which is shown in Table 4.2.1 indicates that the difference in the means of Administrator-Teacher Relationship is obtained by way of lower group mean minus higher group mean. Table 3.2.1 Post Hoc Analysis: Differences in the levels of mean in areas subsumed under the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age

Dependent Variables	(I) Grouping by Age	(J) Grouping by Age	Mean Difference (I-J)	Std. Error	Sig.
Administrator-Teacher Relationship	31-40 years old	30 years old & below	.31541	.13423	.094
		41-50 years old	.04684	.07645	.928
		51 years old & above	.25684*	.09015	.027

\* The mean difference is significant at the 0.05 level.

### 3.3 According to Civil Status

Table 3.3 presents the differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to civil status. It can be gleaned from this table that the F-values and Probability Values of the sub-categories subsumed under the extent

of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu are not significant at alpha .05.

Table 3.3 Differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to civil status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Administrator-Teacher Relationship	Between Groups	.438	2	.219	1.917	.153	Not Significant
	Within Groups	11.072	97	.114			
	Total	11.509	99				
Teacher-Teacher Relationship	Between Groups	.259	2	.129	.884	.416	Not Significant
	Within Groups	14.193	97	.146			
	Total	14.452	99				

\*Significant at alpha .05

#### 3.4 According to Educational Attainment

Table 3.4 presents the differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to educational attainment. It can be gleaned from this table that the sub-categories subsumed under the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu are indeed significant at alpha .05.

Table 3.4 Differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Administrator-Teacher Relationship	Between Groups	1.009	3	.336	3.076	.031	Significant
	Within Groups	10.500	96	.109			
	Total	11.509	99				
Teacher-Teacher Relationship	Between Groups	1.321	3	.440	3.218	.026	Significant
	Within Groups	13.131	96	.137			
	Total	14.452	99				

\*Significant at alpha .05

#### 3.5 According to Length of Service

Table 3.5 presents the differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to length of service. It can be gleaned from this table that the sub-categories subsumed under the extent of workplace collaboration of elementary

school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu are not significant at alpha .05.

Table 3.5 Differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to length of service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Administrator-Teacher Relationship	Between Groups	.165	4	.041	.346	.846	Not Significant
	Within Groups	11.344	95	.119			
	Total	11.509	99				
Teacher-Teacher Relationship	Between Groups	.253	4	.063	.423	.792	Not Significant
	Within Groups	14.199	95	.149			
	Total	14.452	99				

\*Significant at alpha .05

4. Is there a significant difference in the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to: 4.1 Gender; 4.2 Age; 4.3 Civil status; 4.4 Length of service; and 4.5 Educational attainment?

#### 4.1 According to Gender

Table 4.1 presents the difference in the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to gender. It can be gleaned from this table that the Mean difference, t-value, and Probability-value of this category are not significant at alpha .05.

Table 5.1 Differences in the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to gender

Variables		Mean	S.D.	Mean Diff.	t	Sig	Description
Overall Job Satisfaction	Male	4.5526	.63803	-.10786	-.942	.349	Not Significant
	Female	4.6605	.39455				

\*Significant at alpha .05

#### 4.2 According to Age

Table 4.2 presents the differences in the overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age. It can be gleaned from this table that the F-value and Probability Value of this category is not significant at alpha .05.

Table 4.2 Differences in the extent of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Overall Job Satisfaction	Between Groups	.382	3	.127	.624	.601	Not Significant
	Within Groups	19.578	96	.204			
	Total	19.960	99				

\*Significant at alpha .05

#### 4.3 According to Civil Status

Table 5.3 presents the differences in the extent of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to civil status. It can be gleaned from this table that the F-value and Probability Value of this category is not significant at alpha .05.

Table 4.3 Differences in the extent of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to civil status

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Overall Job Satisfaction	Between Groups	.287	2	.144	.708	.495	Not Significant
	Within Groups	19.673	97	.203			
	Total	19.960	99				

\*Significant at alpha .05

#### 4.4 According to Educational Attainment

Table 4.4 presents the differences in the extent of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to educational attainment. It can be gleaned from this table that this category is not significant at alpha .05.

Table 5.4 Differences in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to educational attainment

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Overall Job Satisfaction	Between Groups	.862	3	.287	1.444	.235	Significant
	Within Groups	19.098	96	.199			
	Total	19.960	99				

\*Significant at alpha .05

#### 4.5 According to Length of Service

Table 4.5 presents the differences in the extent of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to length of service. It can be gleaned from this table that this category is not significant at alpha .05.

Table 4.5 Differences in the extent of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age when data are grouped according to length of service

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Overall Job Satisfaction	Between Groups	1.158	4	.289	1.463	.220	Not Significant
	Within Groups	18.802	95	.198			
	Total	19.960	99				

\*Significant at alpha .05

5. Is there a significant relation between the extent of workplace collaboration and level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu?

#### 5.1 Correlation between workplace collaboration and Job Satisfaction

Table 6.1 illustrates the correlation between the extent of workplace collaboration and level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu.

Table 5.1 Correlation between the extent of workplace collaboration and level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu

Dependent	Variables		Pearson <i>r</i>	Sig	N	Description
	Independent					
Overall Job Satisfaction	Administrator-Teacher Relationship		.373**	.000	100	Moderate
	Teacher-Teacher Relationship		.211**	.035	100	Low

\*Correlation Coefficient is significant at alpha .05

Correlation Coefficient Scales Adopted from Hopkins, Will (2002):

0.0-0.1=Nearly Zero; 0.1-0.30=Low; .3-0.5 0=Moderate; .5-0.7-0=High; .7-0.9= Very High; 0.9-1=Nearly Perfect

## DISCUSSION

1. What is the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu in the context of: 2.1 Administrator-teacher relationship; and 2.2 Teacher-teacher relationship?

### 1.1 In the Context of Administrator-teacher Relationship

The administrator-teacher relationship is assessed as very good, and a key element of the educational process is the development of a trustworthy relationship between instructors and school management. A school climate devoid of trust is unhealthy and ultimately hinders students' opportunities to grow (Parker, 2014).

### *1.2 In the Context of Teacher-Teacher Relationship*

Teacher-teacher relationships are evaluated as Very Good. The majority of teacher respondents in this study indicated that their working environments, in which teachers and school administrators are expected to collaborate well with one another, are in very good condition. Good working connections can increase a teacher's sense of belonging and, consequently, enhance their performance at work. This is true both between teachers and the administrators of their respective schools. The school administrator-teacher and teacher-teacher relationships are considered workplace relationships in this study.

A healthy outcome is the product of a positive teacher-teacher relationship. A healthy relationship can be developed by getting together to check in on each other, discuss accomplishments, work through issues, practice self-care techniques, or just have a few laughs.

2. What is the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu?

#### *2.1 Overall Job Satisfaction*

Very Satisfied is the rating for this category. The majority of the teachers who participated in this study begged that elementary school teachers feel highly valued for their work, which provides them with motivation, or that they have a basic emotional state that goes hand in hand with achieving their goals or objectives.

According to a study by Suharno, Purwanto, and Rachmad (2017), job satisfaction is positively and significantly impacted by the work environment, organizational culture, and leadership style, but employee performance is positively and significantly impacted by only the leadership style. This idea is consistent with the findings of Sabdani-Asiri (2024) by using these resources and strategies, academic leaders can improve their self-assurance, communication skills, and overall effectiveness.

The result of the study supports the Workplace interaction Model by Abun, et al. (2018; 2021), which is defined by respect between coworkers and superiors as well as a reciprocal interaction between them. According to this result, teacher respondents begged to say that they are really happy with their teaching positions, which provides them with inspiration. They also expressed gratitude for the straightforward sensation that comes along with achieving their aims and teaching objectives.

3. Is there a significant difference in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to the respondents' demographic profile?

#### *3.1 According to Gender*

When data are categorized by gender, there is, on the whole, no discernible difference in the degree of workplace collaboration among elementary school teachers at Indanan North District, Ministry of Basic, Higher, and Technical Education-Sulu. Furthermore, it can be deduced that there is no significant difference between the perceptions of male and female elementary school teachers at Indanan North District, Ministry of Basic, Higher, and Technical Education-Sulu regarding the degree of workplace collaboration among these teachers. Therefore, it can be assumed that the variable gender has no bearing on how teacher respondents evaluated the degree of workplace collaboration among elementary school teachers at Indanan North District, Ministry of Basic, Higher, and Technical Education-Sulu.

#### *3.2 According to Age*

Teacher-respondents differ in age brackets, in this study they indeed differ in their perceptions toward the extent of workplace collaboration of elementary school teachers at Indanan

North District, Ministry of Basic, Higher and Technical Education-Sulu. This result implies that a teacher-respondent being a 51 years old & above may probably make him/her a better perceiver toward the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu than those who are 30 years old & below, 31-40 years old, and 41-50 years old, or vice versa. Moreover, it can be inferred further that teachers of Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu who belonged to different age ranges have indeed different ways of perceiving the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu. Hence, it is safe to say that variable age has indeed a significant influence in the ways how teacher-respondents perceive the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu in terms of Administrator-Teacher Relationship. Therefore, the hypothesis which states that “There is no significant difference in the extent of workplace collaboration of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age” is rejected.

### *3.3 According to Civil Status*

Despite the age range differences among the teacher respondents, there was no discernible difference in the respondents' assessments of the degree of workplace collaboration among elementary school teachers at the Ministry of Basic, Higher, and Technical Education-Sulu in the Indanan North District. This finding suggests that married teachers may estimate the level of workplace collaboration among elementary school teachers more accurately than single, separated, or widowed teachers, or vice versa. Therefore, it is reasonable to conclude that respondents who are teachers in the Ministry of Basic, Higher, and Technical Education-Sulu in the Indanan North District do not significantly differ in their perceptions of the degree of workplace collaboration among elementary school teachers based on differences in civil status.

### *3.4 According to Educational Attainment*

Although the respondents, who are teachers, have different educational backgrounds, they do have different perspectives on how often primary school teachers in the Indanan North District of the Ministry of Basic, Higher, and Technical Education-Sulu collaborate at work. Furthermore, it can be deduced that teachers at the Ministry of Basic, Higher, and Technical Education-Sulu in the Indanan North District perceive the level of workplace collaboration among elementary school teachers there in the same ways despite having varying educational backgrounds.

### *3.5 According to Length of Service*

A Teacher-respondents who have worked as a teacher for 16 years or more may not always regard primary school teachers as collaborating in the workplace to the same degree as those who have worked for 5 years or less, 6–10 years, or 11–15 years, or vice versa.

The extent of workplace collaboration among elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu can also be deduced from the fact that teachers there, despite having varying numbers of years of experience, perceive it in similar ways. This theory is consistent with the findings of (Chavez, 2022) who used the teachers' stories to inform the various stages of curriculum development, including teaching activities and strategies.

Therefore, it is reasonable to conclude that the degree of workplace collaboration among elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical

Education-Sulu, is not significantly influenced by the variable length of service of teacher respondents.

4. Is there a significant difference in the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to the respondents' demographic profile?

#### *4.1 According to Gender*

The attitudes of male and female teacher respondents in this survey regarding the overall job satisfaction level of elementary school teachers at the Ministry of Basic, Higher, and Technical Education-Sulu do not differ. This finding suggests that, relative to his female colleagues, a male teacher-respondent may be in a better position to gauge the general level of job satisfaction among elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu. Furthermore, it can be deduced that there is no difference in the perceptions of male and female elementary school teachers at the Ministry of Basic, Higher, and Technical Education-Sulu regarding the degree of overall job satisfaction among them.

#### *4.2 According to Age*

It can be inferred that primary school teachers from various age groups who work for the Ministry of Basic, Higher, and Technical Education-Sulu in the Indanan North District have similar perceptions of their overall job satisfaction. We may safely assume that the perspectives of teacher respondents regarding the overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu, are unaffected by age difference in terms of the administrator-teacher interaction. The hypothesis that "There is no significant difference in the level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu when data are categorized according to age" is thus accepted."

#### *4.3 According to Civil Status*

It can be deduced that teachers at the Ministry of Basic, Higher, and Technical Education-Sulu in the Indanan North District have similar methods of assessing the general level of job satisfaction among elementary school teachers in the same district, despite differences in their civil status. Therefore, it is reasonable to conclude that the respondents' perceptions of the overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu, are unaffected by the variable civil status.

#### *4.4 According to Educational Attainment*

It may be inferred that instructors at the Ministry of Basic, Higher, and Technical Education-Sulu in the Indanan North District have similar perspectives on the level of overall job satisfaction among elementary school teachers, despite their differing educational backgrounds. Thus, it makes sense to draw the conclusion that respondents who are teachers have no appreciable influence on how they perceive the entire scope of their work based on their varied educational backgrounds. List of elementary school instructors at the Ministry of Basic, Higher, and Technical Education-Sulu's Indanan North District.

#### *4.5 According to Length of Service*

It can be deduced that teachers at the Ministry of Basic, Higher, and Technical Education-Sulu in the Indanan North District have similar perceptions of the overall job satisfaction of elementary school teachers at the same level despite having different numbers of years of teaching experience. It is reasonable to conclude that the degree of overall job satisfaction that elementary school teachers at Indanan North District, Ministry of Basic, Higher, and Technical Education-

Sulu perceive from their teacher respondents, is not significantly impacted by their different duration of service.

5. Is there a significant relation between the extent of workplace collaboration and level of overall job satisfaction of elementary school teachers at Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu?

#### *5.1 Correlation between workplace collaboration and Job Satisfaction*

Overall, the degree of job satisfaction among teachers in the Indanan North District of the Ministry of Basic, Higher, and Technical Education-Sulu is positively correlated, albeit not significantly. Unfavorable working conditions may exacerbate stress and health issues. This theory is consistent with research by Chavez (2023) which found that respondents' health insecurities included despair, anxiety, apprehension, and worry. This can have an impact on workers' job satisfaction, productivity, tardiness, absenteeism, affective behavior, job turnover, loyalty, commitment to the company, innovation, and creativity. It is reasonable to state that there is generally no association between elementary school teachers' overall job happiness and workplace collaboration in the Indanan North District of the Ministry of Basic, Higher, and Technical Education-Sulu.

#### **Conclusion**

School administrators and teachers have very good work relationships and elementary school teachers are very satisfied with their teaching job. Except for age and educational attainment, other variables such as gender, civil status, and length of service do not influence how elementary school teachers assess the extent of workplace relationships. Gender, age, civil status, educational attainment, and length of service do not influence how elementary school teachers assess their overall job satisfaction. Group of teacher-respondents who generally perceived the extent workplace collaboration among elementary school teachers of Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu as Very Good may probably be the same group of teacher-respondents who perceived the extent of overall job satisfaction as Very Satisfied among elementary school teachers of Indanan North District, Ministry of Basic, Higher and Technical Education-Sulu, respectively. Employer-employee relationship is characterized by a mutual relationship between supervisors and subordinates wherein the former rely communication openly on their subordinates and subordinates rely on their supervisors. Employee-employee relationship is characterized by a mutual respect among employees wherein they can easily get the cooperation of other employees in community programs or activities, can communicate openly to other employees without hesitation, often help one another in solving problems they encounter in the workplace, and they have high trust and confidence to their fellow employees in terms of work capability.

#### **References**

- Abdul, Raziqa and Raheela, Maulabakhsh (2015). Impact of Working Environment on Job Satisfaction. *Procedia Economics and Finance* 23 ( 2015 ) 717 – 725
- Abun, D. et al. (2021). Organizational climate and work engagement of employees of divine word colleges in Ilocos Region, Philippines. *International Journal of Research in Business and Social Science* 10(1) (2021) 107-121

- Afsar, Badir, and Kiani (2016). Linking spiritual leadership and employee pro-environmental behavior: The influence of workplace spirituality, intrinsic motivation, and environmental passion. *Journal of Environmental Psychology* 45 (2016) 79e88
- Afsar, Bilal and Badir, Yuosre (2017). Workplace spirituality, perceived organizational support and innovative work behavior: The mediating effects of person-organization fit. *Journal of Workplace Learning*, Vol. 29 Issue: 2, pp.95-109, <https://doi.org/10.1108/JWL-11-2015-0086>. Permanent link to this document: <https://doi.org/10.1108/JWL-11-2015-0086>
- Arieli, Sharon and Sagiv, Lilach (2020). Values at Work: The Impact of Personal Values in Organizations. *Applied Psychology: An International Review*, 2020, 69 (2), 230–275. doi: 10.1111/apps.12181
- Babbie, E. & Mouton, J. 2001. *The practice of social research*. Cape Town: Oxford University Press.
- Bataineh, Khaled adnan (2019). Impact of Work-Life Balance, Happiness at Work, on Employee Performance. *International Business Research*; Vol. 12, No. 2; 2019. ISSN 1913-9004 E-ISSN 1913-9012. Published by Canadian Center of Science and Education
- Belias, Dimitrios et al. (2015). Job Satisfaction, Role Conflict and Autonomy of employees in the Greek Banking Organization. *Procedia - Social and Behavioral Sciences* 175 ( 2015 ) 324 – 333
- Bless, Claire and Higson-Smith, Craig (1995). *Fundamentals of Social Work Research: A Guide for Students and Beginning Practitioners*. Juta: Second Edition. ISBN 0702134325, 9780702134326
- Buila, Martínezb, and Matute (2018). Transformational leadership and employee performance: The role of identification, engagement and proactive personality. *International Journal of Hospitality Management* (2018), <https://doi.org/10.1016/j.ijhm.2018.06.014>
- Chavez, JV., (2023). Academic and Health Insecurities of Indigent Students during Pandemic: Study on Adaptive Strategies under Learning Constraints. *Journal of Multidisciplinary in Social Sciences*, 16(3), 74–81. Retrieved from <https://so03.tcithaijo.org/index.php/sduhs/article/view/268146>
- Chavez, JV., Alberto, JP., & Adalia, HG., . (2023). Parental support strategies and motivation in aiding their children learn the English language. *Forum for Linguistic Studies*, 5(2), 1541. Retrieved from <https://ojs.acad-pub.com/index.php/FLS/article/view/v5i2.1541>
- Chavez, JV., Del Prado, RT., (2023) Discourse analysis on online gender-based humor: Markers of normalization, tolerance, and lens of inequality DOI: <https://doi.org/10.18063/fls.v5i1.1530>
- Chavez, JV., (2022) Narratives of Bilingual Parents on the Real-Life Use of English Language: Materials for English Language Teaching Curriculum (September 24, 2022). *Arab World English Journals*, Vol. 13, No. 3, 2022, Available at SSRN: <https://ssrn.com/abstract=4260753>
- Chavez, JV., Madrazo, AR., (2019) The preservice teachers’ religiosity and authorial stance as predictors to their heteronormativity: Perception of LGBTI in the initial teacher education *Asian EFL Journal Research Articles*. Vol. 22 Issue No. 2 April 2019
- Chena, Chang and Wang (2018). Frontline employees’ passion and emotional exhaustion: The mediating role of emotional labor strategies. *International Journal of Hospitality Management* (2018), <https://doi.org/10.1016/j.ijhm.2018.05.006>
- Dalluay, Van S. and Jalagat, Revenio C. (2016). Impacts of Leadership Style Effectiveness of Managers and Department Heads to Employees’ Job Satisfaction and Performance on

- Selected Small-Scale Businesses in Cavite, Philippines. *International Journal of Recent Advances in Organizational Behavior and Decision Sciences (IJRAOB)* An Online International Research Journal (ISSN: 2311-3197) 2016 Vol: 2 Issue: 2
- David, Emmanuel (2015). Purple-collar labor: Transgender Workers and Queer Value at Global call centers in the Philippines. *Gender & Society*, Vol. 29 No. 2, April 2015 169–194. DOI: 10.1177/0891243214558868. © 2014 by The Author(s)
- De Vera, Gavino, Jr. and Portugal (2015). Grit and Superior Work Performance in an Asian Context. *Proceedings of 11th International Business and Social Science Research Conference 8 - 9 January, 2015, Crowne Plaza Hotel, Dubai, UAE*. ISBN: 978-1-922069-70-2
- Edralin, Divina M. (2016). Good Work Through Decent Work: Practices of Sixteen Unionized Firms in the Philippines. *DLSU Business & Economics Review* (2016) 26(1): 1-16
- Estigoy, Edison and Sulasula, Josephine (2020). Factors Affecting Employee Commitment in the Workplace: An Analysis. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online), Vol.11, No.27, 2020 [www.iiste.org](http://www.iiste.org)
- Fabiene, Essono E. and Kachchhap, Sandeep Lloyd (2016). Determinants of Employee's Commitment among Healthcare Professionals. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, Vol. 6, No.2, April 2016, pp. 44–52. E-ISSN: 2225-8329, P-ISSN: 2308-0337. © 2016 HRMARS [www.hrmars.com](http://www.hrmars.com)
- Gabriel, Alcantara, and Alvarez (2020). How Do Millennial Managers Lead Older Employees? The Philippine Workplace Experience. *SAGE Open*, January-March 2020: 1–11. © The Author(s) 2020. DOI: 10.1177/2158244020914651. [journals.sagepub.com/home/sgo](http://journals.sagepub.com/home/sgo)
- Garg, Naval (2017). Workplace Spirituality and Employee Well-being: An Empirical Exploration. *Journal of Human Values* 23(2) 129–147. © 2017 Management Centre for Human Values. SAGE Publications [sagepub.in/home.nav](http://sagepub.in/home.nav). DOI: 10.1177/0971685816689741. <http://jhv.sagepub.com>
- Giorgi, G., Leon-Perez, J. M. & Arenas, A. (2015). Are bullying behaviors tolerated in some cultures? Evidence for a curvilinear relationship between workplace bullying and job satisfaction among Italian workers. *Journal of Business Ethics*. 131 (1), 227-237
- Guan, Pianpian et al. (2016). The role of traditionality in the relationships among parental support, career decision-making self-efficacy and career adaptability. *Journal of Vocational Behavior* 94 (2016) 114–123
- Guo, Yongxing et al. (2017). Work engagement and job performance: the moderating role of perceived organizational support. *anales de psicología*, 2017, vol. 33, nº 3 (october)
- Hidzir, Nur 'Izzati et al. (2017). An Exploratory Study on the Relationship between the Personal Factors of the Perpetrator and Workplace Bullying. *Jurnal Pengurusan* 49(2017) 67 – 76. <https://doi.org/10.17576/pengurusan-2017-49-06>. <http://dx.doi.org/10.1108/IJCHM-11-2013-0530>
- Jalal, Hanaysha (2016). Testing the Effects of Employee Engagement, Work Environment, and Organizational Learning on Organizational Commitment. *rocedia - Social and Behavioral Sciences* 229 ( 2016 ) 289 – 297
- Labrague Leodoro J. et al. (2018). Perceptions of organizational support and its impact on nurses' job outcomes. *Nursing forum* - ISSN 0029-6473 - 53:3(2018), p. 339-347. Full text (Publisher's DOI): <https://doi.org/10.1111/NUF.12260>. To cite this reference: <https://hdl.handle.net/10067/1512420151162165141>

- Lai, Fong-Yi et al. (2020). Transformational Leadership and Job Performance: The Mediating Role of Work Engagement. *SAGE Open*, January-March 2020: 1–11. © The Author(s) 2020. DOI: 10.1177/2158244019899085. [journals.sagepub.com/home/sgo](https://journals.sagepub.com/home/sgo)
- Lapierre, L.M. et al. (2015). Juggling work and family responsibilities when involuntarily working more from home: A multi-wave study of financial sales professionals. *Journal of Organizational Behavior*, *J. Organiz. Behav.* (2015). Published online in Wiley Online Library ([wileyonlinelibrary.com](https://www.wileyonlinelibrary.com)) DOI: 10.1002/job.2075
- Lee, Back, and Chan (2015). Quality of work life and job satisfaction among frontline hotel employees. *International Journal of Contemporary Hospitality Management*, Vol. 27 Iss 5 pp. 768 – 789. Permanent link to this document:
- Lee, Yeunjae and Kim, Jarim (2021). Cultivating employee creativity through strategic internal communication: The role of leadership, symmetry, and feedback seeking behaviors. *Public Relations Review* 47 (2021) 101998
- M., Azizan H. and J., Razlina H. (2015). Relationship between Workplace Incivility, Job Attitudes and Muslim Religiosity Personality among Trade Union Members. *GJAT* December 2015, Vol 5, Issue 2 43. ISSN : 2232-0474 | E-ISSN : 2232-0482. [www.gjat.my](http://www.gjat.my)
- Mahmoud, Ali B. et al. (2021). “We aren’t your reincarnation!” workplace motivation across X, Y and Z generations. *International Journal of Manpower*, Vol. 42 No. 1, 2021, pp. 193-209. © Emerald Publishing Limited 0143-7720. DOI 10.1108/IJM-09-2019-0448
- Marasigan, Desiree P. (2020). The Effectiveness of ‘Work from Home’ In a Private Service Company. *International Journal of Academe and Industry Research*. Volume 1, Issue 2 · December 2020 · ISSN 2719-0617 (PRINT) 2719-0625 (ONLINE)
- Maryam Kalhoro, M., Jhatial, A., and Khokhar, S. (2017). Investigating the Influence of Extrinsic and Intrinsic Motivation on Work Performance: Study of Bank Officers. *GMJACS* Volume 7 Number 1 2017
- Mathieu, C. and Babiak, P. (2016). Corporate psychopathy and abusive supervision: Their influence on employees' job satisfaction and turnover intentions. *Personality and Individual Differences* 91 (2016) 102–106
- Montalbo, Agnes F. (2016). The Burnout Level of Call Center Agents in Metro Manila, Philippines. *International Letters of Social and Humanistic Sciences*, ISSN: 2300-2697, Vol. 70, pp 21-29. doi:10.18052/www.scipress.com/ILSHS.70.21. © 2016 SciPress Ltd., Switzerland
- Nafah, Ariyani and Sri Hidayati (2018). Influence of Transformational Leadership and Work Engagement on Innovative Behavior. *Etikonomi*, Volume 17 (2), 2018: 275 – 284. P-ISSN: 1412-8969; E-ISSN: 2461-0771
- Ocampo, Tan and Sia (2017). Using fuzzy DEMATEL in modeling the causal relationships of the antecedents of organizational citizenship behavior (OCB) in the hospitality industry: a case study in the Philippines. © 2017 published by Elsevier. This manuscript is made available under the Elsevier user license. <https://www.elsevier.com/open-access/userlicense/1.0/>
- Ramadanty, Sari and Martinus, Handy (2016). Organizational Communication: Communication and Motivation in the Workplace. *HUMANIORA* Vol. 7 No.1 January 2016: 77-86
- Sabdani-Asiri, M. L. ., Chavez, J. V. ., & DPA, K. I. S. S. . (2024). Analysis Of Public Speaking Resources And Alternative Improvement Strategies Among Academic Leaders With Public Speaking Woes. *Migration Letters*, 21(S6), 817–831. Retrieved from <https://migrationletters.com/index.php/ml/article/view/8005>

- Sani, Achmad and Ekowati, Vivin Maharani (2019). Spirituality at work and organizational commitment as moderating variables in relationship between Islamic spirituality and OCB IP and influence toward employee performance. *Journal of Islamic Marketing*. © Emerald Publishing Limited 1759-0833. DOI 10.1108/JIMA-08-2018-0140
- Schroth, Holly (2019). Are You Ready for Gen Z in the Workplace?. *California Management Review* 2019, Vol. 61(3) 5–18. © The Regents of the University of California 2019. Article reuse guidelines: [sagepub.com/journals-permissions](http://sagepub.com/journals-permissions). DOI: 10.1177/0008125619841006. [journals.sagepub.com/home/cmr](http://journals.sagepub.com/home/cmr)
- Sergio, Dungca, and Ormita (2015). The Demographic Variables and Emotional Intelligence as Correlates of Work Values: A Cross-Cultural Examination towards Organizational Change. *Journal of Economics, Business and Management*, Vol. 3, No. 2, February 2015
- Shimazu, Akihito et al. (2015). Workaholism vs. Work Engagement: the Two Different Predictors of Future Well-being and Performance. *International Journal of Behavioral Medicine* (2015) 22:18–23. DOI 10.1007/s12529-014-9410-x
- Sudiardhita, Ketut IR et al. (2018). The Effect of Compensation, Motivation of Employee and Work Satisfaction to Employee Performance Pt. Bank XYZ (Persero) TBK. *Academy of Strategic Management Journal* Volume 17, Issue 4, 2018
- Suharno, Purwanto, and Rachmad (2017). The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador Hotels and Resorts, Indonesia. *International Journal of Law and Management*, Vol. 59 Issue: 6, pp.1337-1358, <https://doi.org/10.1108/IJLMA-10-2016-0085>. Permanent link to this document: <https://doi.org/10.1108/IJLMA-10-2016-0085>
- Swamy, Nanjundeswaraswamy, and Rashmi (2015). Quality of Work Life: Scale Development and Validation. *International Journal of Caring Sciences* May-August 2015 Volume 8 Issue 2 Page 281
- Thushel, Jayaweera (2015). Impact of Work Environmental Factors on Job Performance, Mediating Role of Work Motivation: A Study of Hotel Sector in England. *International Journal of Business and Management*; Vol. 10, No. 3; 2015. ISSN 1833-3850 E-ISSN 1833-8119. Published by Canadian Center of Science and Education
- Tims, M., Derks, D., & Bakker, A. B. (2016). Job crafting and its relationships with person-job fit and meaningfulness: A three-wave study. *Journal of Vocational Behavior*, 92(February), 44-53. <https://doi.org/10.1016/j.jvb.2015.11.007>
- Top, Akdere & Tarcan (2015). Examining transformational leadership, job satisfaction, organizational commitment and organizational trust in Turkish hospitals: public servants versus private sector employees. *The International Journal of Human Resource Management*, 2015. Vol. 26, No. 9, 1259–1282, <http://dx.doi.org/10.1080/09585192.2014.939987>
- Wu, Chia-Huei and Parker, Sharon K. (2017). The role of leader support in facilitating proactive work behavior. *Journal of management.*, 43 (4). pp. 1025-1049.