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## Teachers' Work Satisfaction and Service Execution

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**ABSTRACT:** Teachers encourage and help students to fully acquire holistic abilities used for their lifelong journey toward excellence. The purpose of this study was to examine the factors that affect teachers' work satisfaction and service execution. It aimed to answer the relationship between teachers' work satisfaction and service execution among public school teachers. A descriptive correlational research design that included one hundred thirty-nine (139) public school teachers in the Balingasag, District, Division of Misamis Oriental, employing a universal purposive sampling. The study utilized adapted and modified instruments. The data was analyzed using statistical tools, including mean and standard deviation, and Pearson (r) correlation coefficients. The findings showed that there is a moderate positive correlation between teachers' work satisfaction and service execution levels. Teachers reported high work satisfaction due to supportive colleagues, positive leadership, conducive teaching conditions, and adequate compensation despite manageable workloads. High service execution among teachers is driven by the fulfillment of intrinsic needs related to existence, connectedness, and growth within their professional roles. Additionally, greater work satisfaction was found to correlate with improved service execution among teachers. It is recommended that the importance of promoting happy work environments and implementing initiatives to improve teachers' work satisfaction is emphasized, leading to improved educational outcomes.

**KEYWORDS:** Motivational Theory, Work Satisfaction, Teachers' Service Execution

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### I. INTRODUCTION

Education is the key to success, and teachers are geared towards excellent and quality education for their learners. Educators focus on the advancement of the teaching and learning process, assessing students with fun and functional activities that motivate them to lessen absences. They also encourage and help students to fully acquire holistic abilities used for their lifelong journey toward excellence. Thus, whether teachers are from private or public schools, the level of teachers' execution is determined by their dedication and ability to develop personally and professionally.

Work Satisfaction displays a favorable attitude regarding the work completed. This characteristic of work satisfaction allows an individual to feel confident and excited about any task they undertake. Teachers' job happiness has a substantial impact on the lessons they teach since they are actively involved in passing on knowledge to students (Hoque et al., 2023). For Shin (2020), teaching is undoubtedly a difficult job. Hence, in the field of education, the discussion is focused on the work satisfaction of teachers because the main role in the delivery of knowledge in schools is the teachers (Amin et al., 2021).

Employees are looking for ways to preserve a healthy work/life balance. Silva and Iddagoda (2021) define work-life balance as a person's level of dedication to and happiness with both their professional and personal responsibilities. Low teacher pay has been identified in the study of Shuls and Flores (2020) as one of the reasons why public-school teachers leave the field; first, raising teacher salaries is not always a viable solution to teacher turnover due to limited school resources and the complex manner schools and districts are funded. Second, while school principals may not have the power or ability to enhance teacher salaries, they can implement other initiatives that may positively impact teacher retention. Finally, multiple studies have revealed that moderate compensation increases are only marginally beneficial in retaining teachers, and there are more cost-effective and influential ways to improve teacher retention.

Public school teachers' work satisfaction needs to be taken seriously by the administration. Ortan et al. (2021) showed that teachers' job happiness decreases as their workload increases, implying that the organizational environment is vital for

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work satisfaction. The organizational climate proved to be a significant variable that had a considerable impact on work execution, and it was determined by the support and interference provided by leadership and teacher behavior.

Ortan et al. (2021) discovered that when teachers were allocated clerical duties unrelated to teaching, their work satisfaction decreased in some cases. Busyness influences work satisfaction, leading to hectic schedules and frequent diversions from continuing activities, resulting in too many chores in a short period. Although teachers foresee a demanding responsibility in their line of work, if it becomes excessively bureaucratic and takes too much time away from other educational activities, it may lead to lower satisfaction, even if the justification for carrying out such tasks is tied to the overall success of the department or institution.

Further, in terms of salary and benefits, teachers seek compensation that allows them to meet their basic needs and provide for their families; thus, salary and benefits, as well as workloads, belong to the second level of the hierarchy. Public school teachers' workloads are sometimes uncertain. As the educational system improves, the curriculum also changes, so as the requirements needed to support the change and provide evidence for the implementation. The work environment can be associated with the third level of Maslow's Hierarchy of Needs.

Teachers, as employees, must feel loved and valued, as the school will be their second home and family. Thus, some teachers in public schools just accept that they are fortunate to have landed a position in an institution among thousands of unemployed education graduates, with little regard for their work fulfillment. For service execution, the ERG Theory of Alderfer (Patricia & Asoba, 2021) distinguished three classes of needs: existence, relatedness, and growth. This theory is particularly adaptable since it describes needs as a range rather than as a hierarchy.

Moreover, the researcher observed that some school teachers have greater workloads, which has resulted in unpaid office hours. Loads of paperwork or requirements take far more time than teaching, such as preparing materials, organizing classes, auxiliary reports, student monitoring programs, and making teachers' tasks a burden rather than expertise. A school need to foster positivism and collaboration for the benefit of the children. The administration needs also to encourage and assist their educators or employees in their professional development by providing training and seminars to prepare them to succeed in teaching. Thus, it is up to school superiors to assess if their administration is fair and just for everybody.

As a result, this study sought to evaluate the connection between work satisfaction and service execution within public school teachers in Balingasag, Misamis Oriental.

Work Satisfaction has long been a global concern. It is also a positive emotional category generated from employees' attitudes toward their employment. It assesses how a person perceives his task and how far he can complete it (Ong et al., 2020). It displays a favorable attitude regarding the work completed. This characteristic of work satisfaction allows an individual to feel confident and excited about any task they undertake. Of course, the discussion in the field of education focuses on teacher work satisfaction because teachers play the primary role in the transmission of knowledge in schools (Amin et al., 2021). Job satisfaction and dissatisfaction, according to Miah and Hasan (2022), Herzberg's dual-factor Theory, are independent of one another and are shaped by a range of work environments. As a result, it is affected by numerous things, including a higher salary which equates to more financial stability (Hasanzadeh & Gholami, 2022), the work-life balance that motivates an effective employee's performance (Ahmad & Raja, 2021), and the working environment which is also the prime concerning issue of the employee that needs to be focused for better work satisfaction (Taheri et al., 2020).

However, considering that teaching is the main objective of the educational process, this is connected to Ortan et al.'s (2021) study, which discovered that teacher work satisfaction and well-being have a significant impact on educational outcomes. This study aimed to look into the relationship between teachers' work satisfaction with determinants: salary and benefits, workloads, and working environment, and teachers' service performance based on the categories of Alderfer's ERG Theory relies on the basis of Maslow's Hierarchy of Needs, which has three categories of requirements: relatedness needs (social and esteem needs), existence needs (safety and physiological needs), and growth needs (self-actualization and esteem needs). This ERG Theory of Alderfer is particularly adaptable since it describes needs as a range rather than as a hierarchy. These attributes have an impact on service execution and work satisfaction in the teaching profession because they create a positive work environment where both educators and learners can thrive, resulting in greater engagement from educators, learners, and parents alike (Patricia & Asoba, 2021).

Furthermore, Bardach and Klassen's (2021) study indicates that recent years have witnessed a burgeoning interest in the study of teacher service execution. Although relationships between teacher service execution and well-being, dedication to the profession, and various teacher-related characteristics are well-established, prior research has been less consistent. Teacher service execution is situated within two prominent frameworks: accomplishment goal theory and theory of self-determination. Initially, two methodical assessments of the works on self-determination theory and accomplishment goal theory are done to investigate whether, when, how, and why teachers' service performance may influence or relate to particular student outcomes.

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The ways via which teacher service performance influences student results, such as through specific teaching practices, are also considered. Second, the subject of why research on teacher service execution frequently fails to uncover consistent effects on student results is addressed, particularly where the signal is lost in the complicated chain of events that corresponds to teachers' motivation to students' performance. Lastly, it addresses the importance of looking at the reciprocal effects, the reverse hierarchy of effects, and the ongoing interaction between teacher service execution and student outcome variables.

Furthermore, theoretical components that influence teacher service execution and achievement are related to the task itself, rewards and compensation, the working environment, and professional growth and development opportunities. Employers should ensure that these factors are well cultivated as they serve as motivators for teachers to work optimally and improve school performance (Shikalepo, 2020).

## II. METHODOLOGY

A descriptive correlational research design was employed in this study, which means that the data was described, analyzed, and interpreted. The researcher employs descriptive correlational research design used in this study which utilized surveys to collect data on respondents' work fulfillment levels based on variables such as salary and benefits, workloads, and working environment, along with their level of teachers' service performance in terms of existence, relatedness, and growth. The method involved description, recording, analysis, and interpretation of the interplay of the variables of this study.

The descriptive study design is an empirical investigation designed to test prespecified hypotheses or to provide an adequate and accurate interpretation of the findings. It is also a research strategy that observes and describes occurrences as they occur in the natural world without altering or modifying factors. Its goal is to produce a complete and accurate depiction of the features, behaviors, or relationships within a certain group or community (American Psychological Association, 2020).

A modified survey questionnaire, based on the studies of Aamir (2022) and Pakino (2023), was used to collect the relevant data on teachers' work satisfaction with their jobs in terms of salary and benefits, workloads, and working environment, as well as teachers' service execution in terms of existence, relatedness, and growth.

## III. RESULTS AND DISCUSSION

**Problem 1.** What is the level of work satisfaction of public-school teachers as to:

- 1.1 salary and benefits;
- 1.2 workloads; and
- 1.3 working environment?

**Table 1.** Overall Teachers' Level of Work Satisfaction

Variables	Mean	SD	Description	Interpretation
Salary and Benefits	2.96	0.57	Most of the time	Satisfied
Workloads	3.21	0.53	Most of the time	Satisfied
Working Environment	3.30	0.57	All the time	Highly Satisfied
<b>Overall</b>	<b>3.16</b>	<b>0.56</b>	<b>Most of the time</b>	<b>Satisfied</b>

**Note:** 3.26-4.00 Highly Satisfied 2.51-3.25 Satisfied 1.76-2.50 Less Satisfied 1.00-1.75 Not Satisfied

Table 1 displays the collective degree of teachers' work satisfaction. It shows an Overall Mean of 3.16 with SD=0.56, described as Most of the Time and interpreted as Satisfied. This suggests that teachers, most of the time experience satisfaction with both indicators of salary and benefits and workloads, highlighting the high satisfaction rate of teachers for their working environment. This suggests that teachers collectively are likely satisfied with their careers which contributes to their high level of work fulfillment, hence, it will impact their organizations' goals. This level of well-being could potentially influence their work performance and the school community.

As observed, addressing work satisfaction among public school teachers could involve colleagues, school heads, stakeholders, and the whole school community. Recognizing and addressing these factors could ensure a good school-community relationship and achieve the targeted goals of the organization through a secure future, conducive environment, pleasant surroundings, less ancillary work, and highly satisfied teachers.

The study by Baluyos et al. (2019) emphasized that teachers' satisfaction levels directly affect how successfully they educate their students. Regarding secure employment and official school supervision, teachers express remarkably high levels of

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work satisfaction, which determines how well they perform at work. The school heads' leadership and the stability of the teachers' jobs both improved the teachers' work output. Moreover, work satisfaction includes the work itself as a public school teacher, recognition from the department, community, and stakeholders for their efforts, technical supervision from the department's higher officials in terms of policies and guidelines for implementing organizational goals, and the working conditions under which teachers work while they are on probation. It is, therefore, a crucial component of teachers' well-being since it affects their physical wellness, the efficacy and stability of their educational institutions, and the academic success of their students.

On the other hand, the variable, *Working Environment*, has the highest Mean of 3.30 with SD = 0.57, which is described as All the Time and interpreted as Highly Satisfied. This means that teachers are highly satisfied with their working environment. It only implies that they experienced a well-balanced relationship with their subordinates, and good working conditions with the physical setup. These could include channels of communication that are efficient, sufficient instructional materials, and policies that put the welfare of educators first. These all-encompassing support systems play a major role in raising teachers' work fulfillment and helping them succeed both personally and professionally in the classroom.

This is supported by the study of Mohamad (2021), in which the term work environment relates to the equipment and materials utilized, the surroundings in which someone works, the technique they use, and the location, whether they are working alone or with others. The working environment, on the other hand, is a location in which employees carry out their obligations. A secure workplace offers options for advancement. Most importantly, teachers can use work satisfaction as a single indication to evaluate their service execution and performance. As noted, a positive work atmosphere is critical for ensuring teacher service performance and minimizing excessive stress, which can impair job performance.

However, the variable that relates to salary and benefits had the lowest Mean of 2.96 with SD = 0.57, which is interpreted as Satisfied and described as Most of the Time. This implies that in terms of pay and compensation, public school teachers experienced satisfaction but were close to less satisfied. As noticed, organizational culture, which is reflected via employees' shared beliefs and values, cannot be isolated from the human resources available in the workplace. These factors influence workplace culture and interactions among coworkers within the organization.

Teachers admit that their passion fuels them to persevere in their chosen careers. Some needs are the following: payment for their tuition fees for professional growth, an inflation rate of goods and other necessities, beautification of the classroom, education of their children, payments for training and seminars, etc. As previously noted, teachers' work fulfillment, particularly when it comes to salary and benefits, is frequently the result of a complicated interaction of circumstances. Training and seminars, while meant for professional development, can occasionally create dissatisfaction owing to increased workload or pressure to quickly incorporate new approaches.

**Problem 2.** What is the level of public-school teachers' service execution as to:

- 2.1 existence;
- 2.2 relatedness; and
- 2.3 growth?

**Table 2. Overall Teachers' Service Execution**

Variable	Mean	SD	Description	Interpretation
Existence	3.17	0.54	Most of the Time	Motivated
Relatedness	3.53	0.54	All of the Time	Highly Motivated
Growth	3.20	0.58	Most of the Time	Motivated
<b>Overall</b>	<b>3.30</b>	<b>0.55</b>	<b>All of the Time</b>	<b>Highly Motivated</b>
<b>Note:</b> 3.26-4.00 Highly Motivated	2.51-3.25 Motivated		1.76-2.50 Less Motivated	1.00-1.75 Not Motivated

Table 2 displays the overall teachers' level of service execution with a Mean of 3.30 with SD=0.55, described as All the Time and interpreted as Highly Motivated. The results suggest that all teachers work with a high level of service execution. It underlines the persistent quality of this desire, implying that it is a common trait among teachers. Interpreting this data as highly motivated emphasizes the teachers' commitment and dedication to their daily work and emphasizes the role of motivated teachers in creating a positive learning environment and promoting student achievement.

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As noticed, highly motivated teachers exemplify the ERG Theory's characteristics, demonstrating a strong desire to excel in their field. According to ERG theory, motivated teachers are driven not only by basic requirements like money or job security (Existence) but also by a sense of belonging and connection to the school community (Relatedness).

Furthermore, as teachers aggressively seek out opportunities for collaboration, mentorship, and camaraderie, they understand the value of interpersonal interactions in their professional development, in which they welcome opportunities for ongoing learning and creativity, displaying a growth attitude that drives their enthusiasm for teaching. Highly motivated teachers who connect with the ERG theory succeed in their roles while also inspiring and empowering their colleagues and pupils to realize their maximum potential.

According to the study of Yang and Ling (2023) supports that there is an extension of Maslow's Hierarchy of Needs, with survival, relationship, and development as the three core demands of persons. These are the Existence-relatedness-growth (ERG) theory of Alderfer. Furthermore, researchers (Patricia & Asoba, 2021) explain that in this ERG theory, a high-level need does not become motivating only when a low-level need is met; rather, all three types of requirements coexist and influence an employee's attitudes and conduct at work. According to this theory, individuals' primary needs are survival, relationships, and development. Building on this, Patricia and Asoba (2021) explain that in the ERG theory, higher-level needs are not the only motivators once lower-level needs are met; rather, all three types of requirements coexist and influence an individual's attitudes and behaviors in the workplace. This discovery has far-reaching consequences for educational institutions, emphasizing the significance of addressing not only fundamental survival needs but also the desire for social connections and possibilities for personal and professional improvement among educators.

Conversely, however, the variable, *Relatedness*, has the highest Mean of 3.53 with SD = 0.54, which is described as All of the Time and interpreted as Highly Motivated. This means that teachers are showing a consistent and significant level of fulfillment among individuals. This finding emphasizes the importance of interpersonal ties and a sense of belonging within the situation under study. It implies that people continually prioritize and actively seek out opportunities for social contact, collaboration, and meaningful relationships in their communities. This high level of relatedness demands fulfillment and demonstrates a deep-seated service performance among individuals, who appreciate the value of connection and mutual support in both their personal and professional lives.

As noticed, this observation emphasizes the significant importance of social relationships on service execution and well-being as well as the inherent benefit of creating a supportive and inclusive society. The study of Buff et al. (2021) aligns with this research by showing that the need for relatedness isn't solely dependent on one-on-one interactions between the school principal and individual teachers; it also hinges on the collective interactions between the principal and the entire team. This research findings affirm the importance of school principals prioritizing both the individual needs and fulfillment of teachers and fostering team development.

The idea that satisfying relatedness requirements extends beyond individual interactions and into group dynamics emphasizes the need to cultivate a feeling of community and collaboration in educational environments. While direct contact between a school administrator and a teacher is unquestionably beneficial, it is also critical to foster a supportive team environment in which all members feel included and respected. This collective approach to satisfy relatedness, demands recognizes the connectivity of individuals within a school community and the importance of group cohesion in building a healthy work environment and increasing work fulfillment. Prioritizing team development efforts not only fosters a sense of belonging and camaraderie among teachers, but it also improves their overall efficacy and cohesion.

However, the *Existence* variable had the lowest Mean score of 3.17, with SD= 0.54, described as Most of the Time and interpreted as Motivated. This paradoxical finding implies that despite Existence being perceived as relatively fulfilled, there remains room for improvement or a desire for more in this aspect among the individuals studied. Despite this, the interpretation is that individuals are driven and engaged, even if their basic needs are mostly met. This suggests that individuals are not solely motivated by the satisfaction of basic needs but are also intrinsically driven to excel and participate actively in their roles. Overall, while Existence may not be fully met, the service performance displayed by individuals suggests resilience and commitment to their work, indicating a potential for further growth and development within the context studied.

They may, however, indicate a desire for changes in these areas, such as increased pay or more complete benefit packages. Despite this, their overall enthusiasm and dedication to their career remain strong, as indicated by their ongoing commitment to teaching, professional development, and student achievement. Similarly, in a corporate setting, employees may believe that their basic needs for a consistent salary and job security are met, but they may crave extra opportunities for growth, recognition, or a more supportive work environment. Despite these desires, they are nevertheless eager to do well in their professions and contribute positively to the organization.

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Teachers' survival needs include issues such as compensation, job security, and working environment. Despite the fact that these needs have been addressed to a large extent, there may be opportunities for improvement. Consider a teacher who earns a reasonable salary, has job security, and works in a safe setting but feels overwhelmed by big class sizes or administrative duties. Despite this struggle, the concept of motivation implies that the instructor remains committed and engaged in their profession. They may have a strong enthusiasm for teaching, a dedication to their students' achievement, and a desire for professional development, all of which contribute to their intrinsic motivation to succeed. This resilience is visible in their ongoing attempts to give high-quality lessons, support their students' learning, and positively contribute to the school environment. This emphasizes the complexities of service performance among teachers and the relevance of intrinsic motives in fueling their dedication to their vocation.

According to the study by Presley (2021), the work satisfaction of existence would negatively predict teachers' job burnout underscoring the importance of addressing fundamental needs such as salary, job security, and working conditions to promote teacher well-being. Public school teachers, particularly those in the early stages of their careers, are navigating a crucial period where they are developing their social capital networks within the educational institution.

Thus, this network encompasses various interpersonal relationships, including colleagues, superiors, and students, all within the intricate organizational structure of the institution. By addressing the work satisfaction of existence and addressing systemic issues within educational institutions, policymakers and administrators can create a more supportive environment that fosters teacher resilience and enhances overall work satisfaction.

**Problem 3.** Is there a significant relationship between the work satisfaction and service execution of the public-school teachers within Balingasag, Misamis Oriental?

Table 3 reveals the test correlation between work satisfaction and service execution among public school teachers. It shows the *r*-values of the following variables: salary and benefits (0.568), workloads (0.413), and working environment (0.533). Salary and benefits exhibit a moderate positive correlation. This variable is statistically significant at 0.05. This signifies that the moderate positive correlation observed between work satisfaction and salary/benefits indicates that as teachers perceive greater financial rewards and benefits, their overall work satisfaction and service execution tend to increase. This aligns with the expectancy theory of motivation, which posits that individuals are motivated by the belief that their efforts will lead to desired outcomes, such as higher pay or better benefits.

For instance, regarding salary and benefits, teachers who feel adequately compensated and receive attractive benefits packages have a greater tendency to feel motivated and appreciated in their jobs. Similarly, a welcoming workplace with helpful coworkers, strong management, and sufficient resources can enhance an individual's sense of wellness and overall work satisfaction.

**Table 3. Test Correlation Between Teachers' Work Satisfaction and Service Execution**

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Salary and Benefits	0.568	0.001	Moderate Positive Correlation	Reject Ho	Significant
Workloads	0.413	0.002	Weak Positive Correlation	Reject Ho	Significant
Working Environment	0.533	0.001	Moderate Positive Correlation	Reject Ho	Significant

**Note:** 1.00 Perfect Positive Correlation  
 0.70 – 0.99 Strong Positive Correlation  
 0.50 – 0.69 Moderate Positive Correlation 0.10 – 0.49 Weak Positive Correlation  
 0.00 – 0.09 No Positive Correlation  
*Significant when computed p-value <0.05.*

Conversely, though, the correlation between work satisfaction and workloads is statistically significant indicating a 0.002 *p*-value, thus, resulting to a weak positive correlation, this suggests that while workload does influence work satisfaction, it has a smaller impact than salary/benefits and working environment. Teachers frequently rely on emotion-focused coping techniques such as seeking support from colleagues and participating in activities to regulate their emotions in stressful working environments with high administrative demands and additional tasks. Research indicates that contented teachers exhibit higher levels of service execution, engagement, and commitment to their jobs. It is more probable that they invest time and effort into lesson planning, instructional delivery, and student support, resulting in improved teaching quality and student outcomes. This

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positive demeanor can foster a supportive and inspiring learning environment that promotes student engagement, participation, and academic achievement.

Similarly, the moderate positive correlation between work satisfaction and the working environment underscores the importance of a supportive, conducive workplace atmosphere in fostering service execution among teachers. A positive working environment, characterized by factors such as supportive colleagues, effective leadership, and adequate resources, can contribute to a sense of belonging, well-being, and overall work satisfaction. Researchers Tumi et al. (2022) have explained that organizations encounter several significant challenges in retaining their employees effectively in today's globalized working environment. One such challenge revolves around establishing and maintaining an effective compensation system that not only attracts top talent but also incentivizes current employees to remain with the company.

Furthermore, continuous learning and skill development not only enhance employees' abilities to perform their current roles effectively but also signal the organization's commitment to their professional growth and advancement. This investment in training also helps employees stay relevant in rapidly evolving industries and markets, reducing the likelihood of turnover.

The idea that satisfied teachers contribute to the success of school objectives is well-supported by research, including the findings of Muga et al. (2017). Teachers are more inclined to display favorable attitudes regarding their professions when they are happy with their work environment, pay, and general workplace conditions. Their motivation and relationships with coworkers, students, and parents can be greatly impacted by this upbeat outlook.

Notably, this research demonstrates the complexity of teachers' service execution and work satisfaction, with salary, benefits, working environment, and workload all playing distinct yet interconnected roles. Addressing these facets, particularly by ensuring competitive compensation, fostering a supportive working environment, and managing workloads effectively, can have significant implications for enhancing the service execution and sense of fulfillment in their work for teachers, which in turn leads to better results for teachers and students.

Overall, these results emphasize the complexity of teachers' service execution and work satisfaction and the need to resolve specific facets such as salary and benefits, workloads, and working environment to enhance teacher service execution and overall work satisfaction. Teachers' views, behaviors, and performance are greatly influenced by their work satisfaction, and this has a knock-on effect on the school's overall success. By prioritizing teacher satisfaction and well-being, schools can cultivate a positive and supportive work environment that fosters excellence in teaching and learning, ultimately leading to improved outcomes for students and the school community.

## IV. CONCLUSIONS

This study came up with the following conclusions based on the findings of the study:

1. Teachers derive high work satisfaction from supportive colleagues, positive leadership, and conducive teaching conditions within their working environment. Additionally, factors such as salary, benefits, and workload play significant roles in contributing to overall work fulfillment.
2. Teacher's growth within their professional roles, as the holistic fulfillment, needs to be addressed because this serves as a driver of their service execution.
3. The influence on teacher service execution and work satisfaction must be addressed in both financial incentives and working conditions to foster a supportive environment for teachers.

## V. RECOMMENDATIONS

Based on the findings and conclusions, the study proposed the following recommendations:

1. Fostering supportive work environments through collaboration and positive leadership, alongside fair compensation, workload management, and addressing perceived inadequacies, are essential steps to meet teachers' needs and enhance work satisfaction. By prioritizing these factors, educational institutions can cultivate a conducive environment that promotes teacher well-being and encourages engagement in personal and professional development endeavors.
2. Prioritize fulfilling teachers' existence, relatedness, and growth within their professional roles to sustain their high service execution levels. Recognize and support the intrinsic drivers of service execution to maintain a consistently motivated teaching workforce.
3. Prioritize addressing both financial incentives and working conditions to promote teacher well-being and service execution, given the significant correlation between salary and benefits and the working environment. However, recognize the relatively minimal impact of workloads on teacher service execution and work satisfaction, suggesting the need for a balanced approach in addressing key determinants of teacher work satisfaction.

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