

Decision-Making Involvement and Satisfaction of Teachers in Public Schools

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Abstract

This study examined the relationship between teachers' participation in decision-making, job satisfaction, and motivation among public school teachers and school leaders in the Dupax del Sur District, Nueva Vizcaya. Anchored on Herzberg's Two-Factor Theory, the study determined how participation in school governance influences teacher satisfaction and motivation to enhance work performance. A quantitative descriptive-correlational research design was employed involving 149 teachers and school leaders selected through total enumeration sampling. Data were collected using an adapted questionnaire that measured teachers' participation in decision-making, job satisfaction, and motivation. Descriptive and inferential statistical techniques, including frequency, percentage, mean, standard deviation, Cronbach's alpha, Pearson correlation, t-test, analysis of variance, and regression analyses, were used to analyze the data. The findings revealed very high levels of teacher participation in decision-making, job satisfaction, and motivation. School leaders, however, perceived significantly greater participation in decision-making than teachers. The study also found significant positive relationships between teachers' participation in decision-making and job satisfaction, as well as between participation and motivation, indicating that greater involvement in school governance enhances teacher engagement, commitment, and work performance. Although teachers expressed high satisfaction with their roles, employment experience, and salary, greater decision-making authority, career advancement opportunities, and salary progression remained areas for improvement. The study recommends implementing the PROJECT TEACH (Teacher Empowerment, Autonomy, Compensation, and Holistic Support) Program to strengthen participatory leadership, professional development, teacher empowerment, and institutional effectiveness. The study supports Sustainable Development Goals 4 (Quality Education), 8 (Decent Work and Economic Growth), and 16 (Peace, Justice, and Strong Institutions) by promoting inclusive school governance and teacher well-being. Its findings contribute to educational and institutional sustainability by fostering collaborative leadership, teacher empowerment, and continuous school improvement.

Keywords: Decision-Making, Herzberg's Two-Factor Theory, Job Satisfaction, Motivation, Public Schools, Teacher Participation, Teacher Work Performance, Total Enumeration Sampling

1. Introduction

Teachers play a vital role in shaping educational quality through their influence on student learning, school effectiveness, and institutional development. Their participation in school decision-making strengthens professional commitment, enhances job satisfaction, and contributes to improved work performance (Naval et al., 2021; Singh & Sharma, 2021). Studies consistently indicate that teachers who perceive themselves as empowered and actively involved in governance demonstrate greater motivation, stronger commitment, and higher instructional effectiveness (Valdez & Flores, 2024; Santos & Morales, 2024; Dlamini & Mlambo, 2020; Rivera, 2024). Likewise, teacher participation in school governance has been associated with improved work performance, although further empirical investigation is needed to better understand the mechanisms underlying these relationships (Müller & Schmidt, 2022; Ahmed & Al-Khalifa, 2024; Reyes & Cruz, 2021). This study examines the relationship between teachers' participation in decision-making and their job satisfaction within the public schools of Dupax del Sur District, Nueva Vizcaya, providing evidence to support participatory school leadership and improved educational outcomes.

1.1 Teacher Participation in Decision-Making and Job Satisfaction among Public School Teachers

Teacher participation in decision-making has become an essential component of effective educational leadership because it promotes collaboration, professional autonomy, and organizational commitment. Active involvement in governance enables teachers to contribute to curriculum implementation, policy formulation, resource management, and school improvement initiatives, thereby enhancing instructional quality and institutional effectiveness (Naval et al., 2021; Singh & Sharma, 2021). Teachers who participate meaningfully in decision-making generally demonstrate higher morale, stronger motivation, and greater job satisfaction, resulting in improved teaching performance and positive student outcomes (Valdez & Flores, 2024; Santos & Morales, 2024; Rivera, 2024). Teacher satisfaction is likewise recognized as a major determinant of educational quality. Administrative support, professional development, manageable workloads, collaborative school cultures, work-life balance, leadership practices, and adequate resources consistently influence teacher

well-being and professional commitment (Naval et al., 2021; Kim et al., 2021; Brown and White, 2022; Garcia and Martinez, 2022; Liu et al., 2022; Hernandez and Torres, 2023; Nguyen et al., 2023; Almeida et al., 2023; Park and Lee, 2024; Chen et al., 2024). High levels of teacher satisfaction contribute to stronger instructional performance, increased organizational commitment, reduced burnout, and improved student achievement (Kumar and Singh, 2024; Chia-Chen & Hsiu-Li, 2019). Within the Philippine educational system, teachers continue to play a central role in school-based management and educational reform. Research demonstrates that teacher involvement in decision-making contributes to improved school performance, stronger professional collaboration, enhanced technology integration, increased teacher morale, better school-community relationships, and greater student achievement (Naval et al., 2021; Morales et al., 2024; Ortiz, 2024; Rivera, 2024; Diaz & Bautista, 2024; Bautista & Pineda, 2024; Delos Santos et al., 2024; Valdez & Flores, 2024; Estrada, 2024; Martinez et al., 2024; Fernandez et al., 2024; Martinez & Cruz, 2024; Reyes, 2024; Santos & Morales, 2024). However, administrative barriers continue to limit teachers' opportunities to participate fully in school governance (Lopez et al., 2023).

1.2 Themes and Insights on Teacher Participation in Decision-Making and Job Satisfaction

Existing literature consistently identifies teacher participation in decision-making as a significant contributor to school effectiveness. Across different educational systems, participatory governance strengthens instructional innovation, collaborative leadership, professional development, teacher morale, and student engagement. Schools that encourage shared decision-making generally report stronger educational outcomes, improved governance, and more effective implementation of educational reforms (Anderson and Johansson, 2019; Matsumoto, 2020; Alvarez and Gutierrez, 2023; Perez and Lopez, 2022; Mwangi and Kamau, 2023; Adebayo and Yusuf, 2022; Dlamini and Mlambo, 2020; Singh and Sharma, 2021; Kim and Park, 2021; Nguyen and Tran, 2019; Chang and Lee, 2022; Smith and Wong, 2022; El-Sayed and Ahmed, 2020; Hassan and Saleh, 2021; Fernandez et al., 2020; Hansen and Christensen, 2022; Müller and Schmidt, 2022; Benson and Jonsdottir, 2021; Smith and O'Brien, 2023; Jones and Miller, 2024). Research also emphasizes that teacher satisfaction is shaped by organizational, professional, and personal factors. Administrative support, leadership quality, workload management, recognition, compensation, collaborative work environments, professional learning opportunities, and work-life balance contribute significantly to teachers' motivation and commitment. These factors enhance instructional effectiveness while reducing burnout and turnover, ultimately benefiting both teachers and students (Naval et al., 2021; Kim et al., 2021; Brown and White, 2022; Garcia and Martinez, 2022; Liu et al., 2022; Hernandez and Torres, 2023; Nguyen et al., 2023; Almeida et al., 2023; Chen et al., 2024; Kumar and Singh, 2024). Studies conducted in the Philippines further reinforce these findings by demonstrating that teacher participation promotes professional collaboration, strengthens school governance, improves instructional practices, enhances school-community partnerships, reduces burnout, and increases teacher satisfaction (Naval et al., 2021; Morales et al., 2024; Rivera, 2024; Diaz & Bautista, 2024; Bautista & Pineda, 2024; Delos Santos et al., 2024; Valdez & Flores, 2024; Estrada, 2024; Martinez et al., 2024; Fernandez et al., 2024; Martinez & Cruz, 2024; Reyes, 2024; Santos & Morales, 2024). Additional studies likewise identify administrative support, leadership, professional recognition, workload management, compensation, workplace relationships, mental health support, and professional development as important determinants of teacher satisfaction (Gonzales & Torres, 2019; Santos, 2018; Velasco & Hernandez, 2018; 2020; Ramirez, 2019; Martinez, 2020; Delgado & Santiago, 2020; Reyes & Cruz, 2021; Padilla, 2022; Espinoza & Lim, 2023; Bernardo, 2019; Javier & Agustin, 2018; Reyes, 2021).

1.3 Global, National, and Local Context of Teacher Participation in Decision-Making and Job Satisfaction

Globally, evidence demonstrates that teacher participation in decision-making strengthens educational innovation, governance, instructional quality, and student outcomes. International research consistently supports participatory leadership as an effective strategy for enhancing teacher morale, professional collaboration, and school performance across Europe, Asia, Africa, Latin America, the Middle East, and Oceania (Anderson and Johansson, 2019; Matsumoto, 2020; Alvarez and Gutierrez, 2023; Perez and Lopez, 2022; Mwangi and Kamau, 2023; Adebayo and Yusuf, 2022; Dlamini and Mlambo, 2020; Singh and Sharma, 2021; Kim and Park, 2021; Nguyen and Tran, 2019; Chang and Lee, 2022; Smith and Wong, 2022; El-Sayed and Ahmed, 2020; Hassan and Saleh, 2021; Fernandez et al., 2020; Hansen and Christensen, 2022; Müller and Schmidt, 2022; Benson and Jonsdottir, 2021; Smith and O'Brien, 2023; Jones and Miller, 2024). Nationally, Philippine studies affirm that teachers who actively participate in school governance demonstrate greater commitment, stronger professional collaboration, improved instructional practices, enhanced technology integration, and higher job satisfaction. However, many teachers continue to encounter administrative barriers that restrict meaningful participation in decision-making despite their willingness to contribute to school improvement (Naval et al., 2021; Lopez et al., 2023; Morales et al., 2024; Ortiz, 2024; Rivera, 2024; Diaz & Bautista, 2024; Bautista & Pineda, 2024; Delos Santos et al., 2024; Valdez & Flores, 2024; Estrada, 2024). At the local level, studies conducted in Nueva Vizcaya similarly indicate that teacher involvement enhances instructional quality, innovation, professional collaboration, school improvement initiatives, teacher morale, and school-community partnerships (Naval et al., 2021; Garcia and Villanueva, 2023; Lopez et al., 2023; Cruz and Hernandez, 2024; Rivera, 2024; Martinez et al., 2024; Diaz and Bautista, 2024; Luna et al., 2024; Bautista and Pineda, 2024; Valdez and Flores, 2024; Estrada, 2024; Santos and Morales, 2024; Reyes and Santos, 2024; Cruz and Ramirez, 2024; Mendoza et al., 2024). These findings further emphasize that teacher participation is particularly important

in rural areas such as Dupax del Sur, where meaningful involvement in school governance can strengthen collaboration, reduce burnout, improve instructional quality, and promote better educational outcomes (Valdez & Flores, 2024; Santos & Morales, 2024).

1.4 Theoretical and Conceptual Basis of Teacher Participation in Decision-Making and Job Satisfaction

This study is anchored on Frederick Herzberg's Two-Factor Theory (1959), which explains that employee satisfaction and motivation are influenced by two categories of workplace factors: hygiene factors that prevent dissatisfaction and motivational factors that promote engagement and commitment. The theory provides an appropriate framework for examining how teachers' participation in decision-making influences their job satisfaction, motivation, and overall work performance. When teachers are actively involved in school governance, curriculum planning, and institutional decision-making, they develop greater autonomy and recognition, which strengthen motivation and enhance work performance. Within the school setting, hygiene factors such as salary, employment security, institutional policies, leadership practices, and working conditions help minimize dissatisfaction, while motivational factors—including recognition, autonomy, achievement, and professional growth—encourage commitment and higher levels of engagement. Guided by Herzberg's theory, this study examines teachers' participation in decision-making alongside their satisfaction in terms of role, employment experience, and salary, as well as their motivation, to determine how these variables contribute to improved work performance. The study likewise adopts a conceptual framework in which teachers' participation in decision-making serves as the independent variable, while teacher satisfaction and motivation function as the primary dependent variables that influence work performance. Teacher participation encompasses involvement in school governance, curriculum development, policy implementation, and administrative decision-making. Teacher satisfaction is examined through role satisfaction, employment experience, and salary perception, while motivation represents teachers' level of enthusiasm, engagement, and commitment toward their professional responsibilities. Increased participation is expected to strengthen both satisfaction and motivation, ultimately improving work performance. The framework further emphasizes that improved participation in school decision-making promotes stronger professional engagement by enhancing teachers' sense of autonomy, recognition, and responsibility. The relationships among participation, satisfaction, motivation, and work performance provide the basis for developing an intervention program that supports teacher empowerment, professional growth, and institutional improvement. Rather than presenting the conceptual framework through a figure, the study explains that teacher participation positively influences satisfaction and motivation, which in turn contribute to improved work performance and inform the proposed intervention program.

1.5 Research Gaps on Teacher Participation in Decision-Making and Job Satisfaction among Public School Teachers in Dupax del Sur District

Although extensive literature consistently demonstrates the positive relationship between teacher participation in decision-making, school effectiveness, teacher morale, and student outcomes (Naval et al., 2021; Rivera, 2024), several important research gaps remain. Existing studies predominantly examine urban or nationally representative populations, leaving limited evidence regarding teachers working in rural and geographically isolated communities. Consequently, the experiences of teachers in municipalities such as Dupax del Sur, Nueva Vizcaya, where resource limitations, administrative centralization, and geographic isolation present unique challenges, remain insufficiently explored (Lopez et al., 2023; Cruz & Hernandez, 2024). A methodological gap also exists within the current body of literature. Most previous investigations rely primarily on quantitative survey designs that establish statistical relationships between teacher participation and educational outcomes but provide limited contextual understanding of teachers' lived experiences. While Naval et al. (2021) utilized a mixed-methods approach, relatively few studies have explored the perspectives, challenges, and experiences of teachers regarding participatory governance in rural Philippine schools through qualitative or mixed-methods research. Furthermore, previous studies have given limited attention to the structural and institutional barriers affecting meaningful teacher participation. Although the value of participatory decision-making is widely recognized, fewer investigations have examined how hierarchical leadership structures, administrative practices, institutional culture, inadequate training, and limited organizational support influence teachers' actual capacity to participate in school governance, particularly within rural educational settings (Garcia & Aquino, 2018; Bautista, 2019; Cruz & Hernandez, 2024; Lopez et al., 2023). Another notable gap concerns the direct relationship between teacher participation in decision-making and job satisfaction. Existing literature frequently discusses these variables independently or within broader school improvement initiatives, with relatively few studies explicitly examining how participation in decision-making influences teacher satisfaction in rural Philippine public schools (Padilla & Santos, 2021; Castillo & Garcia, 2022; Valdez & Flores, 2024). In response to these gaps, this study focuses on public school teachers in Dupax del Sur, Nueva Vizcaya, to determine the extent of their participation in school decision-making and examine its relationship with job satisfaction. By providing evidence from a rural educational context, the study seeks to contribute to the understanding of participatory school governance and generate findings that may inform policies and practices aimed at strengthening teacher empowerment, improving school climate, and promoting sustainable educational outcomes in underserved communities.

1.6 Alignment of the Study with Relevant Sustainable Development Goals (SDGs)

This study aligns with Sustainable Development Goal (SDG) 4 – Quality Education by emphasizing teacher participation in decision-making as a means of strengthening educational leadership, improving teacher satisfaction, and enhancing instructional quality. The literature consistently demonstrates that participatory governance promotes professional collaboration, effective teaching practices, improved school performance, and better student outcomes, all of which contribute to the delivery of quality and inclusive education (Naval et al., 2021; Singh & Sharma, 2021; Valdez & Flores, 2024; Santos & Morales, 2024; Rivera, 2024). The study also supports SDG 8 – Decent Work and Economic Growth by recognizing that teacher involvement in school governance enhances job satisfaction, motivation, professional commitment, and workplace well-being. Existing literature indicates that supportive leadership, professional development, recognition, work-life balance, and participatory management contribute to improved teacher performance and reduced burnout, thereby fostering productive and sustainable working environments (Naval et al., 2021; Kim et al., 2021; Hernandez and Torres, 2023; Valdez & Flores, 2024; Santos & Morales, 2024). Moreover, the study is relevant to SDG 16 – Peace, Justice and Strong Institutions, as it promotes transparent, participatory, and inclusive school governance. Teacher involvement in institutional decision-making strengthens collaboration between school leaders and teachers, supports more responsive educational policies, and encourages shared responsibility in school improvement initiatives (Naval et al., 2021; Bautista & Pineda, 2024; Rivera, 2024; Martinez et al., 2024).

1.7 Importance of the Study to Educational, Institutional, Community, and Socio-Economic Sustainability

The study contributes primarily to educational sustainability by generating evidence on how participatory decision-making supports teacher satisfaction, motivation, and professional engagement. Strengthening teachers' involvement in school governance contributes to continuous improvement in instructional quality, organizational effectiveness, and long-term educational development, particularly within rural public schools. The findings likewise support socio-economic sustainability by promoting decent working conditions that improve teacher well-being, reduce burnout, strengthen professional commitment, and enhance workforce retention. Increased teacher satisfaction and motivation contribute to a more stable and productive educational workforce capable of sustaining quality learning outcomes over time (Valdez & Flores, 2024; Santos & Morales, 2024; Kumar and Singh, 2024). From the perspective of institutional sustainability, the study provides evidence that participatory leadership and shared governance improve school management, strengthen professional collaboration, and encourage more effective policy implementation. These practices foster organizational resilience by creating school environments where teachers actively contribute to planning, governance, curriculum implementation, and school improvement initiatives (Naval et al., 2021; Rivera, 2024; Martinez et al., 2024; Bautista & Pineda, 2024). The study also contributes to community sustainability by emphasizing that teacher participation strengthens school-community partnerships and collaborative educational practices. Empowering teachers to participate in institutional decision-making enhances stakeholder engagement, promotes more responsive educational programs, and supports sustainable school development that addresses the needs of local communities, particularly in rural areas such as Dupax del Sur, Nueva Vizcaya (Bautista & Pineda, 2024; Valdez & Flores, 2024; Santos & Morales, 2024). Overall, the study advances multidisciplinary sustainability by integrating educational quality, teacher well-being, institutional effectiveness, and community participation. Through its focus on participatory governance and teacher satisfaction, the research provides evidence that may guide educational leaders and policymakers in developing sustainable strategies that strengthen school performance and improve educational outcomes within rural public-school settings.

2. Material and methods

2.1 Research Design

This study employed a quantitative descriptive-correlational research design. The descriptive method was used to describe the characteristics of the respondents and determine the extent of teachers' participation in decision-making, job satisfaction, and motivation. The correlational method examined the relationships among these variables, allowing the study to determine the extent and nature of their association. Combining these approaches enabled the study to both describe the respondents' characteristics and analyze the relationships among the variables investigated.

2.2 Locale of the Study

The study was conducted in the Dupax del Sur District, Nueva Vizcaya, involving selected public elementary and secondary schools. The district consists of 17 elementary schools and three secondary schools. Eight elementary schools were included, comprising Castro Elementary School, Kinabuan Elementary School, Canabay Elementary School, Carolotan Elementary School, Banila Elementary School, Palabotan Elementary School, Dupax Central School, and Governor Alfonso Castañeda Elementary School. The secondary schools included Carolotan High School, Dupax del Sur National High School, and Ganao National High School. These schools served as the research sites for assessing teachers' participation in decision-making, job satisfaction, and motivation.

2.3 Respondents of the Study

The respondents consisted of 149 teachers and school leaders from the selected elementary and secondary schools in the Dupax del Sur District. Of the total respondents, 80 came from the elementary level, including 67 teachers and 13 school heads consisting of principals and teachers-in-charge. The remaining 69 respondents were from the secondary level, composed of 63 teachers and 6 school administrators, including principals, assistant principals, head teachers, and department heads. Including both teachers and school leaders allowed the study to obtain varied perspectives on teachers' participation in decision-making, job satisfaction, and motivation across different educational levels and leadership positions.

2.4 Sample and Sampling Procedure

The study employed total enumeration sampling, wherein all eligible teachers and school leaders from the selected elementary and secondary schools were included as respondents. This sampling technique ensured complete representation of the target population by including all qualified teaching and administrative personnel, thereby providing comprehensive information regarding teachers' participation in decision-making, job satisfaction, and motivation within the selected schools of the Dupax del Sur District.

2.5 Research Instrument

The study utilized an adapted questionnaire based on Yusuf (2019) to collect data on teachers' participation in decision-making, job satisfaction, and motivation. The instrument consisted of three parts. The first gathered respondents' demographic information, including gender, age, highest educational attainment, teaching or leadership experience, and length of service. The second contained 25 items measuring teachers' participation in decision-making related to curriculum implementation, budget planning, school governance, and policy development using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The third assessed teachers' job satisfaction and motivation. Job satisfaction covered role and employment experience, while motivation focused on salary, workplace conditions, and professional support. Responses were measured using five-point Likert-type scales ranging from 1 (Very Dissatisfied) to 5 (Very Satisfied). The adapted instrument provided relevant information on the factors influencing teacher engagement and work performance.

2.6 Data Gathering Procedure

A systematic data collection procedure was followed to ensure the reliability and validity of the study. Prior to data collection, the researcher obtained approval from the school principals, the District Supervisor, and the Schools Division Superintendent of Nueva Vizcaya. Data were gathered using an adapted and modified survey questionnaire based on the Likert Scale Questionnaire on employee performance (Gupta & Kumar, 2019), the Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (2005), and relevant decision-making involvement items from Yusuf (2019). After securing the necessary permissions, the researcher personally distributed and retrieved the questionnaires from the participating schools. Although minor delays occurred during retrieval, all questionnaires were successfully collected, resulting in a complete dataset for analysis.

2.7 Data Analysis Techniques

The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics, including frequency, percentage, mean, median, and standard deviation, were used to summarize respondents' demographic characteristics and describe teachers' participation in decision-making, job satisfaction, motivation, and work performance. Mean scores were interpreted using qualitative descriptions ranging from Very Low to Very High based on the corresponding Likert scale ranges. To determine the reliability of the research instrument, Cronbach's Alpha was employed to assess the internal consistency of the questionnaire. Pearson's correlation coefficient was used to examine the relationships among teachers' participation in decision-making, job satisfaction, and work performance. Multiple regression analysis determined the predictive influence of decision-making involvement and motivation on job satisfaction, while simple regression analysis assessed the influence of job satisfaction on work performance. To identify significant differences between groups, the independent t-test compared job satisfaction and work performance between two groups, whereas one-way Analysis of Variance (ANOVA) examined differences in job satisfaction across schools. These statistical procedures provided a comprehensive analysis of the relationships among the variables investigated.

2.8 Ethical Considerations

The study adhered to established ethical standards throughout the research process to protect the rights, welfare, and autonomy of all respondents. Prior to data collection, the researcher secured approval from the school principals, the District Supervisor, and the Schools Division Superintendent of Nueva Vizcaya to ensure compliance with institutional requirements. All respondents were fully informed of the study's purpose, nature, and scope, and informed consent was obtained before participation. The anonymity and confidentiality of participants were strictly maintained by excluding personally identifiable information from the questionnaire and reporting the findings only in aggregated form. All collected data were securely stored and handled solely for research purposes. The research instruments were non-invasive and

designed to avoid psychological or emotional harm. Throughout the study, the researcher upheld the ethical principles of respect for persons, beneficence, and justice, ensuring that all participants were treated fairly, respectfully, and with dignity.

3. Results and Discussion

3.1 Teachers' Participation in Decision-Making

3.1.1 Extent of Teachers' Participation in Decision-Making

The findings revealed that teachers and school leaders reported a very high level of teacher participation in decision-making, with an overall mean of 4.55. Teachers showed the highest involvement in formulating school policies, while the lowest rating pertained to perceiving themselves as actual decision-makers, indicating that although teachers actively participate in school governance, their independent decision-making authority remains relatively limited. These findings suggest that teachers are actively engaged in school governance but continue to experience limited authority because major decisions remain largely under administrative control. These findings suggest that teachers are actively engaged in school governance but continue to experience limited authority because major decisions remain largely under administrative control. Strengthening participatory leadership and shared governance may further enhance teacher motivation, satisfaction, and overall school effectiveness.

3.1.2 Difference in Teachers' Participation Based on Respondent Type

The analysis showed a significant difference in the perceived extent of teacher participation in decision-making between teachers and school leaders. Although both groups rated participation as very high, school leaders reported significantly higher participation than teachers, resulting in the rejection of the null hypothesis. The findings indicate that school leaders perceive greater involvement and influence in decision-making than classroom teachers. The difference may be attributed to the hierarchical nature of school governance, where administrators possess greater authority in making institutional decisions while teachers mainly serve advisory roles. The findings indicate that school leaders perceive greater involvement and influence in decision-making than classroom teachers. The difference may be attributed to the hierarchical nature of school governance, where administrators possess greater authority in making institutional decisions while teachers mainly serve advisory roles. Strengthening shared leadership and teacher empowerment may further improve school governance and professional commitment.

3.2 Teachers' Job Satisfaction

3.2.1 Satisfaction with Roles in the School

The findings indicated that teachers had a very high level of satisfaction with their roles in the school, with an overall mean of 4.42. The highest ratings were given to understanding the importance of their role in the organization, recognition for a job well done, and the effective use of their skills and abilities. Teamwork, work-life balance, and participation in important school decisions were also rated very highly. However, the lowest-rated indicator was the authority given to teachers to make decisions, although it still received a High qualitative rating. These results indicate that teachers generally feel valued, recognized, and supported within their schools, contributing to strong professional commitment. However, the relatively lower rating for decision-making authority suggests that increasing teacher autonomy could further improve satisfaction. These results indicate that teachers generally feel valued, recognized, and supported within their schools, contributing to strong professional commitment. However, the relatively lower rating for decision-making authority suggests that increasing teacher autonomy could further improve satisfaction.

3.2.2 Satisfaction with Employment Experience

Teachers also demonstrated a very high level of satisfaction with their employment experience, obtaining an overall mean of 4.43. They expressed strong willingness to exert extra effort for their schools and believed that their work environment allowed them to perform effectively. Most teachers looked forward to going to work and intended to remain in the organization until retirement. However, the statement regarding remaining in teaching unless a better opportunity became available received the lowest mean, although it was still interpreted as High. The findings suggest that teachers are highly committed to their profession because of a positive work environment, supportive leadership, and meaningful work experiences. Nevertheless, the lower rating regarding long-term career commitment implies that opportunities for career advancement, improved working conditions, and work-life balance remain important for teacher retention. The findings suggest that teachers are highly committed to their profession because of a positive work environment, supportive leadership, and meaningful work experiences. Nevertheless, the lower rating regarding long-term career commitment implies that opportunities for career advancement, improved working conditions, and work-life balance remain important for teacher retention.

3.2.3 Satisfaction with Salary and Compensation

The results further revealed that teachers experienced a very high level of satisfaction with their salary and compensation, with an overall mean of 4.29. Teachers generally believed that they received fair compensation and equitable salaries compared with others. The highest-rated indicator reflected their interest in career advancement and financial growth,

indicating that while teachers were satisfied with their current compensation, they continued to aspire for better career opportunities and increased financial rewards. These findings indicate that although teachers perceive their compensation as fair, professional advancement and additional incentives remain important contributors to long-term satisfaction. These findings indicate that although teachers perceive their compensation as fair, professional advancement and additional incentives remain important contributors to long-term satisfaction. The findings likewise suggest that schools should continue strengthening compensation packages together with career development initiatives to sustain teacher motivation and institutional success.

3.3 Teachers' Motivation

3.3.1 Level of Teacher Motivation

The findings revealed that teachers demonstrated a very high level of motivation, with an overall mean of 4.62. The highest-rated indicator showed that supervisors readily assisted teachers when needed, followed closely by constructive feedback, a secure school environment, adequate teaching resources, and a positive working environment. Although all indicators were rated Very High, opportunities for career development received the lowest mean, suggesting an area for further enhancement. These findings indicate that strong leadership support, access to resources, and a positive work environment play important roles in sustaining teacher motivation. However, expanding career development opportunities may further strengthen long-term commitment and professional growth. These findings indicate that strong leadership support, access to resources, and a positive work environment play important roles in sustaining teacher motivation. However, expanding career development opportunities may further strengthen long-term commitment and professional growth. Overall, strengthening leadership support, recognition, and professional development initiatives can further improve teacher engagement and institutional effectiveness.

3.4 Relationship Between Teacher Participation, Satisfaction, and Motivation

3.4.1 Relationship Between Teacher Participation and Satisfaction

The analysis showed that teachers' participation in decision-making had a significant relationship with the different dimensions of job satisfaction. Role satisfaction obtained the highest coefficient (0.574), followed by employment experience (0.556) and salary (0.351). Since all p-values were below 0.05, the null hypothesis was rejected, confirming that greater participation in decision-making is associated with higher levels of teacher satisfaction. The results suggest that teachers who are given greater opportunities to participate in school decision-making experience higher job satisfaction because they develop stronger autonomy, recognition, and commitment. The results suggest that teachers who are given greater opportunities to participate in school decision-making experience higher job satisfaction because they develop stronger autonomy, recognition, and commitment. Although salary was also significant, intrinsic factors such as recognition and professional growth appeared to contribute more strongly to teacher satisfaction than financial rewards alone.

3.4.2 Relationship Between Teacher Participation and Motivation

The findings further revealed that teacher motivation had a significant relationship with participation in decision-making, with a coefficient of 0.450 and a p-value below 0.05, resulting in the rejection of the null hypothesis. This indicates that increased participation in school decision-making is associated with higher levels of teacher motivation. The findings imply that teachers become more motivated when they are actively involved in school governance and are provided with leadership support, professional recognition, and opportunities for growth. The findings imply that teachers become more motivated when they are actively involved in school governance and are provided with leadership support, professional recognition, and opportunities for growth. The results further suggest that strengthening participatory governance and leadership support can enhance teacher motivation, improve retention, and promote overall institutional effectiveness.

3.5 Proposed Innovation Program to Improve Teacher Work Performance

The study proposed the PROJECT TEACH (Teacher Empowerment, Autonomy, Compensation, and Holistic Support) Program to improve teacher work performance. The program focuses on strengthening teacher empowerment through greater participation in decision-making, leadership development, career advancement opportunities, and financial support initiatives. It also includes the establishment of Teacher Advisory Committees, innovation funding, leadership summits, mentorship programs, graduate study partnerships, wellness activities, flexible work arrangements, and recognition programs to enhance teacher motivation, satisfaction, and retention. The proposed program directly addresses the major findings of the study by promoting participatory leadership, professional growth, adequate compensation, and holistic teacher support. By strengthening these areas, the program aims to improve teacher satisfaction, reduce burnout, enhance motivation, and ultimately increase work performance while contributing to long-term institutional effectiveness and improved student outcomes.

4. Conclusion & Recommendations

The study concludes that teachers demonstrated a very high level of participation in decision-making, although school leaders exercised significantly greater influence because of existing administrative hierarchies. Teachers also exhibited very high levels of job satisfaction in terms of their roles, employment experience, and salary, as well as very high motivation supported by leadership, professional development, and adequate resources. However, limited decision-making authority, career advancement opportunities, and salary progression remain areas for improvement. Overall, teachers' participation in decision-making significantly influences their job satisfaction and motivation, indicating that greater teacher empowerment and balanced participation in school governance can further enhance teacher engagement, commitment, and work performance.

Schools should strengthen teacher participation by providing greater authority in curriculum and instructional decisions while maintaining effective administrative leadership. School leaders should establish collaborative decision-making mechanisms, recognize teachers' contributions through appropriate rewards and support systems, and provide clear career development opportunities, regular salary reviews, and professional development programs. Enhancing leadership support, communication, financial and non-financial incentives, and teacher involvement in governance will further improve teacher motivation, job satisfaction, commitment, and retention.

This study was limited to teachers and school leaders from selected public elementary and secondary schools in the Dupax del Sur District, Nueva Vizcaya. The findings were based on respondents' perceptions gathered through a quantitative survey using an adapted questionnaire; therefore, the results reflect only the experiences of the participants within the study area and may not be generalized to other schools or contexts without further investigation.

Compliance with ethical standards

This study was conducted in accordance with established ethical standards to safeguard the rights, welfare, and autonomy of the participants. Prior to data collection, permission to conduct the study was obtained from the appropriate school and district authorities. Participants were informed of the purpose, nature, and scope of the research, and informed consent was secured before participation. The anonymity and confidentiality of respondents were protected by excluding personally identifiable information, reporting findings only in aggregated form, and securely handling all research data. The study employed non-invasive research instruments and adhered to the ethical principles of respect for persons, beneficence, and justice throughout the research process.

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