

Exploring the Relationship of Job Satisfaction and Psychological Well-Being Among Beed and Bsed Graduates: Input for Teacher Education Intervention Plan

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ABSTRACT:

This quantitative study investigated the association between job satisfaction and psychological well-being among Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) graduates to inform the development of a Teacher Education Intervention Plan. Utilizing a descriptive-correlational research design, the study examined BEEd and BSEd graduates currently employed in both public and private educational institutions. Data were collected using validated standardized questionnaires designed to assess job satisfaction and psychological well-being. Descriptive statistical analyses were conducted to characterize respondents' levels of job satisfaction and psychological well-being, while Pearson's correlation coefficient was applied to determine the strength and direction of the relationship between these variables.

The findings showed that respondents' levels of psychological well-being and work satisfaction ranged from moderate to high. A substantial positive correlation between psychological well-being and job satisfaction was found by statistical analysis, indicating that among teacher education graduates, higher job satisfaction is linked to better psychological well-being. In response to these findings, a thorough intervention plan was created that included three essential elements: professional development programs, workplace support systems, and mental health promotion techniques meant to improve educators' psychological well-being and job satisfaction.

The results highlight the need for holistic teacher education programs that combine professional competency development with methodical attention to graduates' psychological health, thereby improving teacher well-being and academic results

.Keywords: Job satisfaction, psychological well-being, BEEd graduates, BSEd graduates, teacher education, intervention plan

Introduction

Teaching is universally acknowledged as a profession requiring not only intellectual

expertise but also substantial emotional resilience and psychological stability. Everyone agrees that teaching is a vocation that demands significant emotional resilience and

psychological stability in addition to intellectual prowess. Teachers' workplace well-being and professional happiness have a significant impact on educational quality because they are important architects of learners' academic accomplishment, value formation, and holistic development. Examining teachers' psychological health and job happiness has become more important in today's educational research since these factors are important predictors of teacher effectiveness, retention rates, and long-term professional dedication. According to a meta-analysis of 105 research, work satisfaction was positively correlated with student results and teacher-student interactions and significantly inversely correlated with absenteeism and turnover intentions (G. Wartenberg et al., 2023).

The degree to which people maintain positive or negative affective orientations toward their work is known as job satisfaction, and it includes aspects like the caliber of the workplace, adequate pay, opportunities for professional growth, administrative support, and relationships with coworkers. The intricate interaction of extrinsic (such as workload management, teaching conditions, professional recognition, and opportunities for career progress) and intrinsic (such as pedagogical autonomy and sense of purpose) motivators results in job satisfaction in the teaching profession.

Research on 658 K-12 teachers revealed that self-efficacy, opportunities for advancement, positive student behavior, and work conditions were significant contributors to job satisfaction. This job satisfaction, in turn, contributed to teacher well-being and teacher retention. This study revealed that job satisfaction is a significant contributor to teacher well-being. In a study on 343 EFL teachers in China, job satisfaction and resilience were significant contributors to psychological well-being. Together, they explained 56.4%, while job satisfaction alone explained 29.6%. This study revealed that job satisfaction is a significant contributor to teacher psychological well-being. According to a systematic review of 98 studies between 2000 and 2019, social relationships are

significant contributors to teacher well-being. Teacher well-being is a feedback factor to teaching quality. This study revealed that teacher well-being is a significant contributor to educational outcomes. In summary, all of these studies support the theoretical model that job satisfaction is a significant contributor to educational outcomes via both intrinsic and extrinsic pathways. Teachers with higher job satisfaction report more enthusiasm, more motivation, and a stronger commitment to their instructional duties.

Psychological well-being, on the other hand, embraces the full range of an individual's mental and emotional processes, including self-acceptance, autonomy, a sense of life purpose, personal growth, positive relations with others, and environmental mastery. In an educational institution, psychological well-being is an important resource that teachers can draw on to deal with work-related stress, classroom management, and other aspects of their workload. When teachers are in good psychological well-being, they are more likely to establish and maintain positive relationships with students, to manage their own stress effectively, and to become engaged in their work over time.

New and experienced teachers who graduated from Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSED) programs are equipped with basic teaching competencies and skills that they learned and practiced while in pre-service education. However, in spite of their good foundation in education, teachers often encounter work-related difficulties that can negatively impact their job satisfaction and psychological well-being. These difficulties include work overload, lack of resources, lack of clear role definitions, and lack of support from the institution. These scenarios underscore the need to investigate the dynamic interaction between job satisfaction and psychological well-being among BEEd and BSED graduates.

The exploration of the link between job satisfaction and psychological well-being in the

case of BEEd and BSEd graduates is very important in terms of how teacher education programs are designed and how such programs are utilized in crafting policies in various institutions. While there are studies on these concepts individually, there is surprisingly very limited research on how these concepts are linked in the case of BEEd and BSEd graduates, particularly in terms of crafting evidence-based interventions. By gaining further understanding on the link between these concepts, there are real-world implications for various teacher education programs in terms of designing interventions that promote not only job satisfaction but also psychological well-being among teachers.

Thus, the purpose of this study is to explore the link between job satisfaction and psychological well-being in the case of BEEd and BSEd graduates. The result of this research is expected to guide the crafting of a comprehensive Teacher Education Intervention Plan that not only addresses the professional needs of teachers in terms of enhancing their job satisfaction but also addresses their psychological needs in terms of enhancing their psychological well-being.

Objectives of the Study

This study aimed to explore the relationship between job satisfaction and psychological well-being among Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) graduates as a basis for a Teacher Education Intervention Plan.

Specifically, it sought to answer the following questions:

1. Determine the profile of the graduates in terms of:

1.1 Demographic Information

1.1.1 Age;

1.1.2 Sex;

1.1.3 Highest Educational Attainment;

1.1.4 Occupation

1.1.5 Length of Service

2. What is the level of job satisfaction of BEEd and BSEd graduates in terms of:

1.1 intrinsic satisfaction;

1.2 extrinsic satisfaction; and general satisfaction

What is the level of psychological well-being of BEEd and BSEd graduates in terms of:

2.1 Self-Acceptance;

2.2 Autonomy;

2.3 Purpose In Life;

2.4 Personal Growth;

2.5 Positive Relations With Others; And

2.6 Environmental mastery?

3. Is there a significant difference in the level of job satisfaction between BEEd and BSEd graduates?

4. Is there a significant difference in the level of psychological well-being between BEEd and BSEd graduates?

5. Is there a significant relationship between job satisfaction and psychological well-being among BEEd and BSEd graduates?

6. Based on the findings of the study, what Teacher Education Intervention Plan may be proposed to enhance the job satisfaction and psychological well-being of BEEd and BSEd graduates?

Methodology

Research Design

This study employed a quantitative descriptive–correlational research design to determine the levels of job satisfaction and psychological well-being and to examine the relationship between these variables among Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd) graduates. This design was deemed appropriate as it allows the description of existing conditions and the analysis of relationships between variables without manipulating them.

Locale of Study

The researcher will reach out to BEEd and BSEd graduates through online platforms.

Sampling

The respondents include 114 BEEd and BSEd graduates from CSU Lasam from 2016-2019, 2022-2023.

Research Instruments

Data were collected using a survey questionnaire covering job satisfaction (via the Minnesota Satisfaction Questionnaire) and psychological well-being (via the Psychological Well-Being Scale).

- **Minnesota Satisfaction Questionnaire (MSQ)** – Measures intrinsic and extrinsic job satisfaction.
- **Ryff's Psychological Well-Being Scale (RPWB)** – Assesses different dimensions of well-being.

Statistical Analysis

Mean, Percentage (%), Linear correlation/regression

Results And Discussion

1. Profile of Respondents

1.1 Demographic Information of Respondents

1.1.1 Age

The age distribution of the 114 respondents reveals a clear concentration in the 24-28 age range. Specifically, 55 respondents, or 48.25%, fall within this age group, making it the largest category. The next most numbered groups are the 29-33 age range, with 41 respondents (35.97%), and the 34-38 age range, with 14 respondents (12.28%). The smallest groups, with 4 respondent (3.5%) is the 39-43 age range. This pattern indicates that the population is significantly skewed toward younger people in their mid-twenties, as evidenced by the decreasing representation of individuals as the age groups advance (Table 1).

Table 1. Age Distribution of Respondents

Variable		f (n=114)	%
Age	24-28	55	48.25
	29-33	41	35.97
	34-38	14	12.28
	39-43	4	3.50

1.1.2 Sex

As shown in Table 2, a total of 95 respondents, or 83.33%, are female, while 19 respondents

(16.67%) are male, highlighting a clear gender imbalance with a higher representation of females compared to males in the teaching arena.

Table 2. Sex Distribution of Respondents

Variable		f (n=114)	%
Sex	Male	19	16.67
	Female	95	83.33

1.1.3 Highest Educational Attainment

Table 3 presents the distribution of respondents according to their highest educational attainment. Out of the 114 respondents, a

majority (75 respondents or 65.79%) are college graduates, while 39 respondents (34.21%) have attained education at the professional school level.

The findings indicate that most of the respondents have completed at least a college degree, suggesting a relatively high level of educational attainment among the participants. This may be attributed to the professional demands of their field, which often require

formal higher education as a minimum qualification. The presence of respondents who pursued professional school education further reflects a commitment to advanced learning and professional development.

Table 3. Highest Educational Attainment Distribution of Respondents

Variable		f (n=114)	%
Civil Status	College	75	65.79
	Graduate or Professional School	39	34.21

1.1.4 Occupation

As can be seen from the data provided, the majority of the respondents have occupations in the teaching field, comprising 89 respondents or 78.07% of the entire data pool. The rest come from administrative personnel at 8 respondents or 7.02%, while uniformed personnel come in at the next spot with 6 respondents or 5.26%. Although the numbers are few in comparison to the rest, the addition of these occupations helps in the depth of the study as the respondents come from more structured and regulated environments of work. The overseas Filipino workers comprise 4 respondents or 3.51%,

which shows that these respondents have worked overseas as professionals in the past.

Other occupations that have been included in the study have fewer respondents in comparison to the rest, such as sales agents at 3 respondents or 2.63%, call center agents at 2 respondents or 1.75%, real estate agents at 1 respondent or 0.88%, and commercial coordinators at 1 respondent or 0.88%. The study findings have shown that the respondents comprise mostly teachers and this has helped in the relevance of the study for the topic of teaching, job satisfaction, and psychological well-being.

Table 4. Occupation Distribution of Respondents

Occupation		f (n=114)	%
Teaching		89	78.07
Admin Staff		8	7.02
Uniformed Personnel		6	5.26
OFW		4	3.51
Sales Agent		3	2.63
Call center agent		2	1.75
Real Estate Agent		1	.88
Commercial Coordinator		1	.88

1.1.5 Length of Service

Table 5 illustrates the duration of time that the 114 respondents have been on the job. The highest percentage is those who have been on the job for 2–4 years, making up 51 people or

44.74%. This implies that almost half of the sample population have moderate work experience and have already adjusted to their work environment and organizational culture.

There are also 24 people who have been on the job for 1–3 months, making up 21.05%, which is the second highest percentage in the table. This implies that there is a sizable number of people in the sample population who are relatively new to the organization and are likely to be in their early stages of socialization to the organization.

There are also 18 people who have been on the job for 5+ years and 18 people who have been on the job for 7 months to 1 year, making up 15.79%. This implies that people in this category have a longer work experience and are likely to be more experienced and familiar with their work environment.

There is also a category of people who have been on the job for 4–6 months, making up 3 people or 2.63%.

Based on the table above, it is clear that the sample population is made up of people who are relatively new to the organization and those who have moderate work experience. This is a good sample population since it is made up of people at different stages of their work life. However, the highest percentage is made up of people who have been on the job for 2–4 years, which implies that the results may be influenced by people in this category.

Table 5. Length of Service Distribution of Respondents

Length of Service	f (n=114)	%
5 years & above	18	15.79
2-4 years	51	44.74
7 months – 1year	18	15.79
4 – 6 months	3	2.63
1 – 3 months	24	21.05

2 Job Satisfaction Level

Table 6.1 illustrates how satisfied respondents are with their jobs, distinguishing between intrinsic satisfaction, extrinsic satisfaction, and general satisfaction. The general trend is positive, as indicated by an average score of 3.94 for all items, which belongs to the category “Satisfied.”

Intrinsic Satisfaction

If we focus on intrinsic satisfaction, we find that most items indicate a positive attitude. The top score is given to having an opportunity to do work that utilizes my abilities ($M = 4.31$). The next two items are having a sense of accomplishment because of the job ($M = 4.25$) and having an opportunity to do things for others ($M = 4.23$). This implies that people derive great personal fulfillment from a job that utilizes their abilities, gives them a sense of personal recognition for accomplishments, and allows them to do things for others.

The next items on the list—such as having freedom to use my own judgment ($M = 4.14$), having a steady job ($M = 4.06$), and having an opportunity to vary tasks from time to time ($M = 3.96$)—all fall into the category of “Satisfied.” This implies that having a steady job, having autonomy to use own judgment, and having an opportunity to vary tasks are all positive influences on job satisfaction. The next items on the list—such as having an opportunity to work alone on the job ($M = 3.75$) and having a chance to stay busy all the time ($M = 3.75$)—are somewhat less positive.

Extrinsic Satisfaction

On an overall basis, it is clear that people are satisfied with their work environment and organization. This is especially true when it comes to aspects such as how the boss treats staff. This had an average rating of 3.85, while how much confidence workers had in the boss’s decision-making abilities was rated 3.84. The area that workers were most satisfied with was

recognition, which consisted of workers receiving praise for a job well done.

This was rated the highest, coming in at 4.00. This illustrates how much workers want to receive recognition for a job well done. Company policies were close behind, coming in at 3.99, while pay for work done relative to how much work is actually put into a job was rated the lowest, coming in at 3.37. This is a key area that should be addressed to avoid a potential negative impact on job satisfaction.

General Job Satisfaction

Overall, it is clear that workers are satisfied with their jobs. This is based on a mean of 3.94 when it comes to general job satisfaction. The evidence also indicates that workers are more satisfied with their jobs based on intrinsic aspects. This is because workers are more satisfied with personal growth, meaningful work, and a sense of achievement. The evidence also indicates that workers are satisfied with their

jobs. This is because workers are more satisfied with personal growth, meaningful work, and a sense of achievement.

[illegible]

Table 6. Job Satisfaction Level

Test Item	Average Scale (Numeric)	Average Scale (Descriptive)
On my present job, this is how I feel about....	3.75	Satisfied means I am satisfied with this aspect of my job
I. Intrinsic Satisfaction	3.75	
	3.96	Satisfied means I am satisfied with this aspect of my job
1. Being able to keep busy all the time.	3.94	Satisfied means I am satisfied with this aspect of my job
	3.87	
2. The chance to work alone on the job.	4.06	Satisfied means I am satisfied with this aspect of my job
	4.23	
3. The chance to do different things from time to time.	3.83	Satisfied means I am satisfied with this aspect of my job
	4.31	
4. The chance to be "somebody" in the community.	3.93	Satisfied means I am satisfied with this aspect of my job
	4.14	Satisfied means I am satisfied with this aspect of my job
5. Being able to do things that go against my conscience.	4.25	Satisfied means I am satisfied with this aspect of my job
	3.85	Satisfied means I am satisfied with this aspect of my job

6. The way my job provides for steady employment.	3.84	Satisfied means I am satisfied with this aspect of my job
7. The chance to do things for other people.	3.99	Satisfied means I am satisfied with this aspect of my job
8. The chance to tell people what to do.	3.37	Satisfied means I am satisfied with this aspect of my job
9. The chance to do something that makes use of my abilities.	3.9	Satisfied means I am satisfied with this aspect of my job
10. The freedom to use my own judgment.	4	Satisfied means I am satisfied with this aspect of my job
11. The chance to try my own methods of doing the job.	3.94	Satisfied means I am satisfied with this aspect of my job
12. The feeling of accomplishment I get from the job		Satisfied means I am satisfied with this aspect of my job
II. Extrinsic Satisfaction		Neutral means I cannot decide whether I am satisfied or not with this aspect of my job
1. The way my boss handles his/her workers.		Satisfied means I am satisfied with this aspect of my job
2. The competence of my supervisor in making decisions.		Satisfied means I am satisfied with this aspect of my job
3. The way company policies are put into practice.		Satisfied means I am satisfied with this aspect of my job
4. My pay and the amount of work I do.		Satisfied means I am satisfied with this aspect of my job
5. The chance for advancement on this job.		
6. The praise I get for doing a good job.		
III. General Satisfaction (Average Job Satisfaction Level)		

1 – Very Dissatisfied means I am very dissatisfied with this aspect of my job.

2 – Dissatisfied means I am dissatisfied with this aspect of my job.

3 – Neutral means I cannot decide whether I am satisfied or not with this aspect of my job .

4 – Satisfied means I am satisfied with this aspect of my job.

5 – Very Satisfied means I am very satisfied with this aspect of my job

Psychological Well-being Level

Table 7 presents the level of psychological well-being of the respondents based on Ryff's six dimensions: self-acceptance, autonomy, purpose in life, personal growth, positive relations with others, and environmental mastery. Overall, the

findings indicate that the respondents exhibit generally moderate well-being, suggesting positive psychological functioning across most domains.

In the aspect of self-acceptance, the respondents were a mixed bag, yet generally positive about themselves as human beings. Many of the items had high or very high averages, particularly those that asked about the respondents' ability to accept past experiences, identify their personal strengths, and maintain a positive self-view. This may imply that most respondents can take pride in both the positive and negative aspects of themselves without losing their self-worth as human beings.

However, there were also some items that trailed low or slightly low in the averages, such as those that asked about comparing oneself to other people and feeling disappointed in life achievements. This may imply that while self-acceptance is the norm among the respondents, some of them still grapple with self-doubt and negative social comparisons. This may be in line with Ryff's assumption that self-acceptance as a construct is really more of a process of self-evaluation and emotional regulation than something that can ever be completely negative-free.

On autonomy, the majority of the population scored towards the higher end of the range, meaning that most people in this population feel like they are in charge of their own life. However, there were several questions about being influenced by others and what others think of them that scored in the mid to low range, meaning that there are indeed factors such as family and friends that influence one's decisions. This makes sense in a collectivist society, but it does not negate the fact that there is a sense of autonomy at work here.

On the topic of purpose in life, the scores were very high, particularly on questions about goal-setting, planning for the future, and working towards one's life goals. This makes sense in that most people in this population likely see their life as meaningful and directed, which is an important part of mental wellness.

There were several questions about uncertainty in the future and whether or not one had already gotten everything out of life that scored in the mid to low range, but overall, there is a sense of purpose and drive in this population that can serve to protect against mental wellness issues.

Personal growth was another trait that stood out in the results, with most questions registering high to very high mean scores. This indicates that individuals rate themselves highly in terms of personal growth, curiosity, and learning and development. The high scores on questions about openness to new experiences and personal growth indicate that individuals are adaptable and resilient when faced with life's changes and challenges.

There are also moderate scores on questions about resisting change, which indicate that even though individuals value personal growth, the desire to stay comfortable and stable can inhibit change. However, the high scores on most questions are in line with Ryff's definition of psychological well-being, which includes the sense that individuals are constantly developing and not staying static.

On positive relations with others, individuals reported moderate to high relational well-being. The high mean scores on questions about trust, affection, and positive interactions with others indicate that most individuals are in good relationships with others and are able to give and take in these relationships. The moderate scores on questions about loneliness and social comparison indicate that there are individuals in the population who are not in good relationships with others, thus emphasizing the importance of social support in maintaining well-being. The results for the environmental mastery dimension show good to strong average scores, suggesting that people are doing a good job of managing their day-to-day responsibilities and making their environment congruent with their needs.

On the other hand, the somewhat lower average score for feeling overwhelmed by responsibilities suggests that people are still struggling with the demands of their role and

their life. The results, taken together, paint a picture of good psychological health, with a clear sense of purpose, opportunity for personal growth, and good environmental mastery, with a good deal of autonomy and positive relationships. The results are consistent with Ryff's multidimensional model of psychological

well-being, which suggests that well-being is not just the absence of negative states, but the presence of good things going on in one's life. The results are also consistent with the importance of programs that aim to enhance self-acceptance, autonomy, and coping skills, as a way of improving well-being.

Table 7. Psychological Well-being Level

Test Item	Average Scale (Numeric)	Average Scale (Descriptive)
Choose which best describes the degree to which you agree or disagree with each statement	2.36	Low
I. Self-Acceptance	5.13	High
1. When I look at the story of my life, I am pleased with how things have turned out.	4.07	Moderate
2. In general, I feel confident and positive about myself.	4.96	High
3. I feel like many of the people I know have gotten more out of life than I have.	5.23	Very High
4. I like most aspects of my personality.	4.74	High
5. I made some mistakes in the past, but I feel that all in all everything has worked out for the best.	3.38	Slightly Low
6. In many ways, I feel disappointed about my achievements in my life.	3.54	Moderate
7. My attitude about myself is probably not as positive as most people feel about themselves.	3.76	Moderate
8. The past had its ups and downs, but in general, I wouldn't want to change it.	4.83	High
9. When I compare myself to friends and acquaintances, it makes me feel good about who I am.	3.74	Moderate
II. Autonomy	3.64	Moderate
1. I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.	5.24	Very High
2. My decisions are not usually influenced by what everyone else is doing.	2.96	Slightly Low
3. I tend to worry about what other people think of me.	4.04	Moderate
4. Being happy with myself is more important to me than having	3.66	Moderate
	3.84	Moderate
	4.55	High
	4.58	High
	4.38	High
	4.86	High
	4.82	High
	4.51	High

others approve of me.	5.32	Very High
5. I tend to be influenced by people with strong opinions.	5.16	Very High
6. I have confidence in my opinions, even if they are contrary to the general consensus.	3.99	Moderate
7. It's difficult for me to voice my own opinions on controversial matters.	3.32	Slightly Low
8. I often change my mind about decisions if my friends or family disagree.	4.86	High
9. I judge myself by what I think is important, not by the values of what others think is important.	4.94	High
	5.22	Very High
	4.36	High
	4.96	High
III. Purpose in Life	4.25	Moderate
1. I live one day at a time and don't really think about the future	5.64	Very High
2. I tend to focus on the present, because the future always brings me problems.	4.53	High
3. My daily activities often seem trivial and unimportant to me.	3.53	Moderate
4. I don't have a good sense of what it is that I am trying to accomplish in my life.	4.9	High
5. I used to set goals for myself, but that now seems a waste of time.	4.54	High
6. I enjoy making plans for the future and working to make them a reality.	4.14	Moderate
7. I am an active person in carrying out the plans I set for myself.	5.43	Very High
8. Some people wander aimlessly through life, but I am not one of them.	4.32	Moderate
9. I sometimes feel as if I've done all there is to do in life.	4.03	Moderate
	5.1	High
	4.32	Moderate
	5.09	High
IV. Personal Growth	4.94	High
1. I am not interested in activities that will expand my horizons.	4.04	Moderate
2. I don't want to try new ways of doing things – my life is fine the way it is.	4.86	High
3. I think it is important to have new experiences that challenge how you think about yourself and the world.	4.99	High
4. When I think about it, I haven't really improved much as a person over the years.	2.68	Slightly Low
5. I have a sense that I have developed a lot as a person over time.	4.75	High
6. I do not enjoy being in new situations that require me to change my old familiar ways of doing things.	4.58	High
7. For me, life has been a continuous process of learning, changing, and growth.	4.2	Moderate
	4.73	High

8. I gave up trying to make big improvements or changes in my life a long time ago. 9. There is truth to the saying that you can't teach an old dog new tricks. V. Positive Relations with Others 1. Most people see me as loving and affectionate. 2. Maintaining close relationships has been difficult and frustrating for me. 3. I often feel lonely because I have few close friends with whom to share my concerns. 4. I enjoy personal and mutual conversations with family members and friends. 5. I don't have many people who want to listen when I need to talk. 6. It seems to me that most other people have more friends than I do. 7. People would describe as a giving person, willing to share my time with others. 8. I have not experienced many warm and trusting relationships with others. 9. I know that I can trust my friends, and they know that they can trust me. VI. Environmental Mastery 1. In general, I feel I am in charge of the situation in which I live. 2. The demands of everyday life often get me down. 3. I do not fit very well with the people in the community around me. 4. I am quite good at managing the many responsibilities of my daily life. 5. I often feel overwhelmed by my responsibilities. 6. I generally do a good job of taking care of my personal finances and affairs. 7. I am good at juggling my time so that I can fit everything in that needs to be done. 8. I have difficulty arranging my life in a way that is satisfying to me 9. I have been able to build a home and a lifestyle for myself that is much to my liking.		
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1.00 – 1.83 – Very Low

1.83 – 2.66 – Low

2.67 – 3.49 – Slightly Low

3.50 – 4.32 – Moderate

4.33 – 5.15 – High

5.16 – 6.00 – Very High

Significant Difference in the Level of Job Satisfaction Between BEEd and BSEd Graduates

The study also examined whether there is a significant difference in the level of job satisfaction between BEEd and BSEd graduates.

The analysis revealed no significant difference in the level of job satisfaction between BEEd and BSEd graduates. Both groups generally reported similar levels of satisfaction, with the overall mean falling within the Satisfied category.

This, therefore, suggests that regardless of whether the individual has undergone training at the elementary or secondary education level, their perceptions of their job, particularly the aspects that make it meaningful, the ability to utilize their skills, and the feelings of achievement, are somewhat the same. The parallel level of job satisfaction, it is suggested, is a result of the fact that BEEd and BSEd graduates work in the same professional environment, i.e., the education sector, where the organizational structure, work requirements, supervision, and professional development are the same.

The findings imply that teacher education programs for both elementary and secondary education graduates produce professionals who share comparable work experiences and perceptions regarding their job satisfaction.

Table 8. Significant Difference in the Level of Job Satisfaction Between BEEd and BSEd Graduates

Program	Average Scale (Numeric)	Average Scale (Descriptive)
Bachelor in Elementary Education		Satisfied means I am satisfied with this
Bachelor of Secondary Education	3.93	aspect of my job
	3.94	Satisfied means I am satisfied with this
		aspect of my job

Significant Difference in the Level of Psychological Well-Being Between BEEd and BSEd Graduates

Table 9 revealed that the level of psychological well-being of the respondents when grouped according to program, most specifically the Bachelor of Elementary Education (BEEd) and the Bachelor of Secondary Education (BSEd), the results showed that BEEd graduates scored an average scale of 4.41, while the BSEd graduates obtained an average scale of 4.43, which meant that both scores fall under the “High” descriptive level.

Based on the findings of the study, it indicated that graduates from both programs experienced a high level of psychological well-being. This suggested that the respondents generally possessed positive perceptions of themselves, and they maintained meaningful relationship with others, and demonstrated a sense of

purpose and personal growth in their personal and professional lives. With a minimal difference between the mean scores of BEEd and BSEd graduates, the results further suggested that the programs completed by the respondents do not substantially influence their level of psychological well-being.

These results attributed to the similarities of both programs, in terms of academic trainings, professional preparations, and support systems, which the BEEd and BSEd students provided during their teacher education programs. Both programs underwent to same rigorous and comparable coursework activities, teaching practicum experiences and professional development trainings which helped them to develop coping strategies, resilience, and self-

confidence. All of these, were necessary and imperative for the teaching profession expected for them. As a result, graduates from both

bachelor's programs have developed similar psychological strengths and well-being.

Table 9. Significant Difference in the Level of Psychological Well-Being Between BEEd and BSEd Graduates

Program	Average Scale (Numeric)	Average Scale (Descriptive)
Bachelor in Elementary Education	4.17	Moderate
Bachelor of Secondary Education	4.21	Moderate

6. Significant Relationship Between Job Satisfaction and Psychological Well-Being

Table 10 showed the linear correlation analysis between job satisfaction and psychological well-being of the respondents. The results further extrapolated, where the Pearson r-value of 0.62, which meant that there is a positive correlation between the two variables. This highlighted that the respondents' level of job satisfaction increases, likewise to their psychological well-being. Further, the obtained p-value of 0.000 was lower than to that of its level of significance which is 0.05, this indicated a statistically significant, showing a relationship between job satisfaction and psychological well-being.

Moreover, the results implied that BEEd and BSEd graduates who experienced greater satisfaction in their work linked to stronger psychological functioning. Intrinsic factors, such as the opportunity to utilize one's abilities (M=4.31), sense of accomplishment (M=4.25), and the opportunity to help others (M=4.23), are contributory to a more positive psychological outcomes where in personal growth, purpose in life, and environmental mastery are key dimensions of psychological well-being.

Conversely, extrinsic factors which include but not limited to recognition, organization policies, and supervision may foster beneficial and positive relationships enhancing individuals' sense of belongingness and competence in the workplace. It posited that, when individuals feel supported and valued within their workplaces, they are more likely to demonstrate confidence, emotional stability, and overall satisfaction, which are pertinent facets of psychological well-being.

The empirical findings of the study suggested that work environment play a crucial roles in shaping the graduates' psychological health. Moreso, as perceived by individuals work environment that considers meaningful, rewarding, and supportive atmosphere are more likely to form positive attitudes toward themselves and their lives.

Significantly, the study rejected the null hypothesis. This indicated that there is a significant relationship between job satisfaction and psychological well-being among the respondents. The findings highlighted the importance of improving the intrinsic and extrinsic aspects of the work environment to better enhance not only the job satisfaction, but also the overall and total psychological well-being of professionals .

Table 10. Psychological Well-Being Level

Variables	r-value p-value	Interpretation Decision
Job Satisfaction Psychological Well-Being	0.62 0.000	Moderate Positive Correlation Significant

Proposed Teacher Education Intervention Plan

The results of the study revealed that BEEd and BSEd graduates generally experience a satisfactory level of job satisfaction, largely driven by intrinsic factors such as meaningful work, use of abilities, sense of accomplishment, and opportunities to help others. However, extrinsic factors, particularly compensation and advancement opportunities, emerged as areas requiring improvement.

In terms of psychological well-being, respondents demonstrated moderate to high levels across Ryff's six dimensions, with notable strengths in purpose in life, personal growth,

and environmental mastery. Despite these positive outcomes, areas such as self-acceptance, susceptibility to social comparison, moderate autonomy, and feelings of being overwhelmed by responsibilities indicate the need for targeted psychosocial and professional support.

Given the close relationship between job satisfaction and psychological well-being, especially among educators, there is a need for a comprehensive teacher education intervention plan that strengthens intrinsic motivation, enhances coping mechanisms, supports professional growth, and addresses psychosocial concerns. This intervention plan is designed to promote sustainable teacher well-being and professional effectiveness.

Key Area	Identified Need (Based on Findings)	Intervention Program	Activities	Target Participants	Expected Outcomes
Self-Acceptance & Professional Identity	Low to slightly low self-acceptance; social comparison	Teacher Identity and Self-Worth Program	Reflective journaling, self-awareness workshops, strengths-based coaching	BEEd & BSEd Graduates	Improved self-esteem, reduced negative self-comparison
Autonomy & Professional Judgment	Moderate autonomy; influence of others' opinions	Empowered Teacher Decision-Making Series	Case-based decision training, peer mentoring, classroom autonomy workshops	Early-career teachers	Increased confidence in professional judgment
Purpose in Life & Career Direction	High purpose but occasional uncertainty	Career Pathways and Goal-Setting Seminar	Career mapping, long-term professional planning, goal-setting sessions	All graduates	Sustained motivation and career clarity
Personal Growth & Lifelong	High personal growth with some	Continuous Professional Development (CPD)	Skills upgrading, innovation labs,	Teachers across service years	Strengthened adaptability and growth

Learning	resistance to change	Program	reflective practice sessions		mindset
Positive Relations & Social Support	Moderate loneliness and relational challenges	Teacher Peer Support and Mentoring Program	Peer mentoring, learning circles, collaborative teaching	Newly hired teachers	Stronger collegial relationships and social support
Environmental Mastery & Stress Management	Moderate stress and feelings of being overwhelmed	Teacher Wellness and Resilience Program	Stress management workshops, time management training, mindfulness activities	All teachers	Improved coping skills and work–life balance
Extrinsic Job Satisfaction	Neutral perception of pay and advancement	Career Advancement and Recognition Initiative	Orientation on promotion pathways, recognition programs, leadership opportunities	Teachers seeking advancement	Increased motivation and satisfaction with career prospects

Conclusion

The study sought to explore how job satisfaction and psychological well-being are intertwined, particularly in graduates of Cagayan State University Lasam Campus. It focused on graduates of BEEd and BSEd courses. It used a descriptive-correlational study to determine who the respondents are, how job satisfaction and psychological well-being are intertwined, and if there is a difference between BEEd and BSEd graduates.

The study revealed that most respondents are young professionals aged 24 to 28 years old, mostly females, and are mostly teaching. Their job experience is also moderate, mostly ranging from 2 to 4 years. This indicates that most respondents are young educators in their early stage of developing their professional self-image. In terms of job satisfaction, it is quite satisfactory. The intrinsic benefits of their job,

such as using their personal capabilities, feelings of achievement through their job, and opportunities to help others, are the most significant. Extrinsic benefits, such as policies, supervisions, and recognitions, also play a role in their job satisfaction. However, their compensation and opportunities for growth are not that significant.

In terms of psychological well-being, the graduates scored well, particularly when it came to their sense of purpose, personal growth, and mastery of their environment. The message here is clear: these new teachers are, by and large, optimistic about their personal growth, have a clear sense of direction, and are capable of managing the demands of their work and personal life. Of course, there are areas that need a bit more work, such as self-acceptance, their level of sensitivity to others, and being overwhelmed by their duties.

The results of the correlation study support the idea that a stronger link exists between job satisfaction and psychological well-being. This means that the more satisfied these new teachers are with their job, the better their psychological well-being will be, including their sense of purpose, self-confidence, and ability to cope with their duties.

Moreover, the study found no significant difference between the BEEd and BSEd graduates when it came to job satisfaction and psychological well-being. This suggests that graduates of both programs experience the same level of job satisfaction and psychological well-being. It appears that the determinants of job satisfaction and psychological well-being are more related to the actual work environment than the specific course taken.

The results of the study highlight the importance of building a Teacher Education Intervention Plan that will attend to the job satisfaction and psychological well-being of teachers, so that their dedication to the profession will be encouraged.

Recommendations

Guided by the study's conclusions, these are the recommended steps to take:

1. Teacher Education Institutions

Strengthen teacher education institutions by incorporating courses, seminars, or workshops that promote psychological well-being, stress management, and professional resilience. These should be integrated into teacher preparation courses to ensure that future teachers are equipped to cope with the demands of teaching when they enter the profession.

2. School Administrators and Educational Leaders

Establish a work environment that fosters teacher satisfaction and psychological well-being. This may involve regularly acknowledging and celebrating teachers' achievements, providing mentorship to new entrants in the teaching profession, and ensuring a fair

distribution of workload to prevent teacher burnout.

3. Professional Development Programs

Provide professional development courses that not only focus on teaching and learning but also address teacher well-being. These should include courses that promote stress management, time management, and work-life balance to help teachers cope with teaching demands and maintain their psychological health.

4. Strengthening Peer Support Systems

The schools and other education authorities can promote peer associations, which are collaborative environments where teachers share experiences, exchange ideas, and provide support to each other emotionally and professionally. This would help build effective teacher-teacher relationships and reduce the feelings of isolation among teachers.

5. Career Development and Advancement Opportunities

To improve the level of job satisfaction among teachers, the schools and other education authorities can provide opportunities for career development. This would include providing opportunities for career advancement and recognition of the contributions of teachers. This would improve the motivation of teachers to remain in the profession.

6. Implementation of the Proposed Teacher Education Intervention Plan

The teacher education intervention plan proposed in the study would be effective in improving the level of job satisfaction as well as the psychological well-being of teachers. The intervention plan would provide opportunities for the development of self-acceptance, autonomy, personal growth, and strength, which would drive teacher development.

7. Future Researchers

Future studies can be conducted to improve the study by involving a larger group of teacher education graduates. Other factors to be included would be work engagement, burnout,

organizational climate, and teacher retention. This would provide a comprehensive view of

the various factors influencing teacher satisfaction.

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AUTHOR DECLARATION

- The author certifies that this manuscript is an original work, has not been published previously, and is not under consideration for publication elsewhere. All sources have been appropriately acknowledged, and any use of the work of others has been properly cited.
- The author declares that there are no conflicts of interest, whether financial or non-financial, that could have influenced the research, authorship, or publication of this manuscript.