

An Economic Explanation on the Effect of Work Flourishing on Teacher Job Satisfaction and Job Performance



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働く人の主観的な幸福感を向上させるにはどうしたらいいか。フィリピンの学校教師を対象に、ワーク・フラリッシング(職場での持続的幸福感)の観点から調査した。

Abstract

Economic researchers have discussed the possibilities of not only using objective, observed variables that can explain subjective well-being, but also using subjective variables that can explain are outside that of objective variables. It is also important to note the relevance of aspiration levels, and how it can contribute to higher individual utility. Work flourishing is a fairly new concept that is being discussed in the field of psychology. Its relevance to the study of Subjective Well-Being (SWB) has garnered the necessary attributes that needs to be looked at in order to study the totality of happiness. This psychological definition is linked with the economic concept of aspiration levels that individuals seek to achieve. This study offers an economic explanation on the effect of work flourishing on job satisfaction and job performance. The study sample focuses on teachers from PAREF schools and Marymount Academy, where it aims to answer three objectives: (1) determine the effect of work flourishing through empirical analysis, (2) explain job satisfaction and job performance based on objective and subjective variables, and (3) compare results of PAREF and Marymount. The results show that using correlation and communalities, work flourishing has a high capacity to explain the variables. It also shows that complementing objective and subjective variables to explain teacher job satisfaction and job performance produces a more fruitful explanation in increasing teacher utility. Lastly, PAREF and Marymount have different results on how work flourishing affects their teachers' job satisfaction and job performance levels.

Keywords

Subjective Well-Being, Objective Utility, Work Flourishing, Job Satisfaction, Aspiration Levels

Introduction

Many things happen in the life of educators behind the whiteboard: professional development, mentoring, workplace issues. The science of Economics can explain the effect of workplace flourishing on the job satisfaction and performance of teachers. Flourishing at work is a fairly new concept that is being discussed in the field of psychology. Its relevance to the study of Subjective Well-Being (SWB) has garnered the attributes that should be considered when studying the totality of happiness.

This psychological definition is linked with the

economic concept of an individual's aspiration levels and how these contribute to higher individual utility. Objective and Subjective Utility is a comprehensive and complementary study on individual utility and happiness. Economic researches have discussed the possibilities of not only using objective, observed variables that can explain SWB, but also of using subjective variables that can explain objective variables.

This study offers an economic explanation of the effect of workplace flourishing on job satisfaction and job performance. The study, which takes a sampling of teachers from Parents for Education Foundation Inc.

(PAREF) schools and Marymount Academy, aims (1) to determine the effect of workplace flourishing through empirical analysis; (2) explain job satisfaction and job performance based on objective and subjective variables; and (c) compare the results of the two institutions.

Using correlation and communalities, workplace flourishing very well explains the objective and subjective variables and shows how teachers are more satisfied with their job and perform better when said variables complement each other.

Finally, it is interesting to note how the PAREF and Marymount group differ in their results, which in turn influences the satisfaction and performance levels of their teaching staff.

Happiness research on various aspects of social life has been a topic of economic research especially with regards to making sound economic policy and improving the conditions of educational institutional conditions, such as quality of governance, size of wealth, and social capital. Happiness research can also delve into subjective well-being (SWB), which is a prevalent concept in psychology. As early as the 1970s, emerging economic research opened up new possibilities for analyzing happiness (Frey and Stutzer, 2002).¹

SWB is generally referred to as an individual's state of satisfaction in life (Ryan and Deci, 2001)², where it can be considered as a "satisfactory empirical approximation of individual utility (Frey and Stutzer, 2002)." Several studies have shown how looking into individual utility offers value-added information about increased workplace productivity. Employee productivity remains a main concern of management in any field. The study of SWB has significantly contributed to enhancing employee satisfaction and performance. Happiness economics research relies on "psychological views that ultimately rely on philosophical views" (Crespo and

Mesurado, 2014)³. This more subjective approach to analyzing happiness economics has yielded more insightful findings.

Delivering Happiness

The study on well-being opened up research topics related to boosting productivity in the workplace. Previous studies have generated fascinating studies on improved employee work performance, relating motivation, competence, and the work environment to job performance and job satisfaction (Arifin, 2015; Rajpal, 2016; Muhammad, Rehman, and Ahmed, 2015). Positive correlation of said factors to job performance and satisfaction allowed companies to provide employees better opportunities to be consistently loyal and productive. An increasing number of studies today focus more on the subjective factors that influence job performance and satisfaction. The need for greater productivity in the workplace allows employers to be more educated in dealing with their employees and to improve professionally and individually.

Rothmann, Redelinghuys, and Botha (2018)⁴ introduced the concept of workplace flourishing, which mainly stems from SWB, and allows organizations to see if their workers are functioning well at work. Their study revolved around the workplace flourishing of teachers who are expected to meet the different demands of their stakeholders, including students, supervisors, school, and parents. Such demands may contribute to how well they function at work. Teachers are among the world's busiest professionals in the world. They need to wear many hats to meet what is expected of them. Besides crafting the curriculum and teaching, they must find ways to make their topics easy to teach, ensure that their students are truly learning and not lagging behind,

1 Frey, Bruno S. and Stutzer, Alois. 2002. What can economists learn from happiness research? *American Economic Association* 40, no. 2 (June 2002), <http://www.jstor.org/stable/2698383> (accessed May 19, 2018)

2 Ryan, Richard M., and Deci, Edward, L. 2001. On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Reviews Psychology*, no. 52 (2001)

3 Crespo, Ricardo F., and Mesurado, Belen. 2014. Happiness economics, eudaimonia and positive psychology: From Happiness economics to flourishing economics. *Springer*, (June 20, 2014). <https://link.springer.com/article/10.1007/s10902-014-9541-4>, accessed February 13, 2019)

4 Redelinghuys, Rothmann, Bathos, 2018. Flourishing-At-Work: The Role of Organizational Practices. *Psychological Reports*. DOI: 10.1177/0033294118757935 (Accessed on May 18, 2018)

maintain a harmonious relationship with their superiors, work colleagues, parents, and students, come up with tests and in order to grade their students, and engage in off-school work, such as tutoring and further education.

Workplace flourishing helps explain the conditions required for teachers to be fully functioning, that is, “positive experiences and the efficient management of job-related factors.” Teachers seek fulfilment and satisfaction in all aspects of their life, and most especially their life at work. Workplace flourishing looks into the utility of the individual, studies how often teachers think about meeting the demands of the job, and how they can be better at it.

Thus, it is important to determine job satisfaction and performance of teachers: *Does workplace flourishing explain teacher job satisfaction and performance?* The study focuses on determining the factors that explain teacher job satisfaction and performance based on the objective and subjective variables according to the Utility Function; and to compare the job satisfaction and job performance of teachers in PAREF and Marymount Academy schools.

This work is relevant to teaching today in that it can facilitate the goal of education, which is to boost an individual’s chances for a better future by enhancing the quality of the very person who directly influences one to attain his goals—one’s teacher.

This study will help determine the significance of the explanatory variables of teacher job satisfaction and job performance, most especially in relation to SWB. SWB offers education research a new perspective on a subjective understanding of the role of teachers, which will benefit the following stakeholders: (a) Schools will have a more comprehensive understanding of the teachers’ overall work experience and provide opportunities for them to develop as professionals and as individuals; (b) Teachers may be able to consciously reflect on their attitude towards their school and realize their level of job satisfaction and performance; (c) Policymakers may come up with policies and activities that will improve the psychological well-being of teachers; (d) Researchers may find the value-added economic contribution of studying subjective well-being in relation to teacher job

satisfaction and job performance.

The study will significantly discuss the concept of workplace flourishing and SWB from the economic perspective, or “utility,” which is why its main framework is that of Objective and Subjective Utility.

Subjective utility will be used to explain the subjective variables, like motivation, teacher effectiveness, work environment, school atmosphere, professional development, and workplace flourishing. The respondent teachers will rank on the Likert Scale their opinions on their performance in their respective schools. The survey questions should reflect their current happiness levels regarding their job. Personal judgements can be biased as they only apply to the individual respondent however it is deemed necessary for the study based on the assumption that subjective variables can be significantly used in econometric analysis.

The study will not consider workplace flourishing as a dependent variable of job satisfaction and job performance. Workplace flourishing falls under Positive Psychology, which means that there is limited literature that can support the relationship of workplace flourishing with job satisfaction and job performance. In addition, the gender-specificity of the PAREF school curricula and teacher training will not be considered as said factors make for diverse goals and objectives when it comes to workplace flourishing. Finally, the findings of this study may only be relevant to the schools being surveyed.

Happiness Economics

In economics, happiness has always been perceived and measured in terms of an individual’s income and wealth. Many studies have shown that people of a higher economic status enjoy life more and “get by” better than those of a lower status. Of late, new studies assume a more subjective approach to this.

Ryan and Deci (2001) briefly discussed the concept of happiness and well-being. The concept of well-being has been considered “complex” and a “controversial” in psychology. According to the Greek philosopher Aristippus, well-being constitutes pleasure or happiness and is therefore life’s ultimate goal. This idea was later

known as “hedonism.” On the other hand, Aristotle did not equate happiness to pleasure alone but as an expression of virtue, or the act of doing what is worth doing. Ryan and Deci described this perspective of happiness as “eudaimonism”.

Taking together these two perspectives, well-being becomes a multidimensional concept where hedonism and eudaimonism overlap but remain distinct. Research shows that in the pursuit of personal goals, doing well and feeling happy may be disconnected from finding meaning and acting with integrity.

Most studies that revolve around the concept of happiness base their definition on hedonism, which only dwells on the topic of SWB. Many researchers however, are starting to figure out that such research must take on both a hedonistic and an eudaimonic approach to paint a complete portrait of “happiness.”

Aristotle idealized and defined eudaimonia as “final,” “self-sufficient” and guided by “reason” and “virtue” (Crespo and Mesurado, 2014)⁵. By explaining happiness through eudaimonia, the concept of “flourishing” is introduced. Thus happiness becomes a process and not simply a state of being.

Human flourishing has been constantly discussed in positive psychology to evaluate an individual’s state of well-being. According to Deiner et al. (2008), SWB “focuses on the conscious experience of feelings and cognitions of the individual.” It can also be understood as “the appraisals individuals make regarding their quality of life which is not only about “feeling good” but also about functioning well (Rothmann, 2013).” SWB deals with an individual’s perception of how one is satisfied with life, measured according to three dimensions: emotional well-being (EW), psychological well-being (PW), and social well-being (SW).

Studies on flourishing-at-work reveal a state where an individual who experiences positive emotions is “more likely to enter novel situations, interact with other

people, and pursue new goals (Rothmann, 2013)⁶.” An individual’s different states of well-being serve to gauge one’s overall SWB at work.

Defining “Happy”

Earlier studies prove that the wealthier one is, the more one is able to enjoy life. In recent decades, however, it is important to see that satisfaction in life is not based on income alone. Brickman and Campbell in *Hedonic Relativism and Planning the Good Society* (1971) revisited the topic from the economic perspective using the adaptation level theory and extended it to suit both individual and collective happiness. Their findings show that more wealth “produces no lasting effects on personal well-being.”⁷ Thus Richard Easterlin (1974) coined the term “paradox of happiness,” triggering debate on the “subjective self-evaluation of one’s happiness and life satisfaction.” Delving into happiness studies with psychological perspectives debunked previous studies by proving that there is no direct relationship between the two concepts (Bruni, 2006, Frey and Stutzer, 2002). Further, “...the divergence of economics and well-being measures demonstrates that well-being indicators add important information that is missed by economic indicators. Economic development will remain an important priority, but policies fostering economic development must be supplemented by policies that will have a stronger impact on well-being (Diener and Seligman, 2003).”

Explaining happiness only through income seems incomplete because it fails to give importance to the “interpersonal domain,” which is happiness and well-being. Even Amartya Sen reminds economists that “happiness, in order to be a proxy of a good life, must be translatable to human flourishing, in terms of capabili-

5 Crespo, R. and Mesurado, B. (2014). Happiness Economics, Eudaimonia, and Positive Psychology: From Happiness Economics to Flourishing Economics. *Springer*. doi: 10.1007/s10902-014-9541-4

6 Rothmann, I. (2013). Flourishing in works and careers (taken from *Psycho-Social Career Meta-Capacities: Dynamics of contemporary career development*, edited by Melinde Coetzee). Springer, 11, 203-220).

7 Bruni, L. (2006). Civil Happiness: Economics and Human Flourishing in Historical Perspective. *Routledge*. London and New York: Taylor and Francis Group.

ties and functioning, human rights and freedom.”⁸

The Philippine Context

The study was based on selected private schools in the Philippines to see the effect of workplace flourishing to job satisfaction and job performance of teachers. On 2013, The Philippines changed their education system to a K-12 system, or the Republic Act No. 10533⁹ entitled “The Enhanced Basic Education Act 2013.”. Previously, the old education system only had a 6-year or 7-year elementary course, but with the K-12, more years were added and it reconstructed secondary education by adding Senior High School. This addition was implemented so that it would smoothen the transition of students who want to pursue college or just get a job even with only a high school diploma. By equipping high school students with essential competencies and skills as early as high school, many students would have greater potential to attain work and employment once they graduate.

Table 1 Top 5 Most Number of Graduates, by Discipline Group

Discipline Group	2005-06	2009-10	2013-14	2014-15	2015-16
Business Administration and Related	95,004	117,399	169,846	185,358	185,858
Medical and Allied	88,155	116,380	50,513	44,746	41,805
Education and Teacher Training	67,297	56,419	98,277	110,320	118,567
Engineering and Technology	48,466	49,373	63,539	70,646	76,423
Information and Technology	37,440	49,786	72,976	74,477	77,250

Source: CHED

In the Philippines, education and teacher training is included in the top 5 most number of graduates by discipline group. From the school year 2006-2007, almost 70,000 students graduated with education or teacher training. By 2016, the graduates became 118,000. The data shows that there are a good number of students in

the Philippines who picture themselves as teachers for their professional careers.

However, it is important to note that data on those who take the LET, or the Licensure Examination for Teachers, only less than 50% of them get to pass. Generally, LET is required for teachers especially in the elementary level. It is important to have a license to teach to acquire relevant training and skills as a professional teacher.

Table 2 Selected PRC Takers and Passers, by Profession

	2012			2014			2016		
	Takers	Passers	% Passed	Takers	Passers	% Passed	Takers	Passers	% Passed
Nursing	109,159	44,351	40.63	55,777	26,505	47.52	28,243	12,949	45.85
LET-Elementary	82,271	38,353	46.62	106,005	35,969	33.93	119,091	35,395	29.72
LET-Secondary	75,096	27,534	36.67	116,511	38,430	32.98	144,588	49,966	34.56
Criminology	33,355	10,580	32.53	41,424	16,908	40.33	50,830	14,747	29.01
Accountancy	15,221	6,741	44.29	16,624	5,223	31.42	21,223	8,185	38.57

Source: Professional Regulatory Commission (PRC)

There is a need to match the number of education and teacher training graduates to the LET passers so that it balances the quantity and quality of teachers in the country. In fact, there is a Philippine Professional Standards for Teachers (PPST) that serves as the basic framework for teacher quality. This was framed to complement and ensure that the teachers are properly equipped to effectively implement the K-12 Program. The 7 standards have to be met by the teachers who want to pursue the profession under education.

Theoretical Framework

The framework of the study is hinged on the concepts of objective and subjective utility. Economic theories have always maintained an objective stance on the topic of individual choice and utility. This type of thinking however hinders a full understanding of SWB.

Objective utility has always only looked at an individual’s observable choices, such as goods and services. However, Frey and Stutzer (2002) believed that linking happiness research to economics can provide a wider understanding of subjective well-being (SWB) beyond just looking at the objective position of economic theories “The subjective approach to utility offers a fruitful

⁸ Ibid

⁹ Republic Act No. 10533, May 15, 2013; *Implementing rules and regulations*, September 4, 2013.

complementary path to the study of the world.¹⁰ By looking into decision utility, which offers an objectivist perspective of individual choice, as well as experience utility and procedural utility, researchers may determine individual happiness from the perspective of economics.

The study of SWB usually falls under the field of psychology but, since the late 20th century, economists have taken great interest in the topic and contributed extensively to the study on determinants of happiness among countries and periods.

Assuming that SWB is a valid measure for human well-being, then individual SWB can be expressed as:

$$W_{it} = \alpha + \beta X_{it} + \varepsilon_t$$

Where:

W = Subjective well-being of an individual i at time t

X = vector for known latent variables x_1, x_2, \dots, x_n

ε = error term

This function evaluates the factors that are correlated to individual happiness. Income has been linked to happiness studies across the globe. Past research state that those who are materially wealthy tend to be happier than the less privileged. Since the former group is considered happier, then it can be said that they tend to have a higher SWB. However, due to diminishing marginal utility, higher income does not necessarily increase happiness or utility. Furthermore, Frey and Stutzer (2002) showed that the trend of happiness tends to be constant over a long period, which led them to believe that SWB is more than just about income. An individual's quest for happiness evolves through time and can be subject to "adaptation" where one continues to aim for higher aspiration levels.

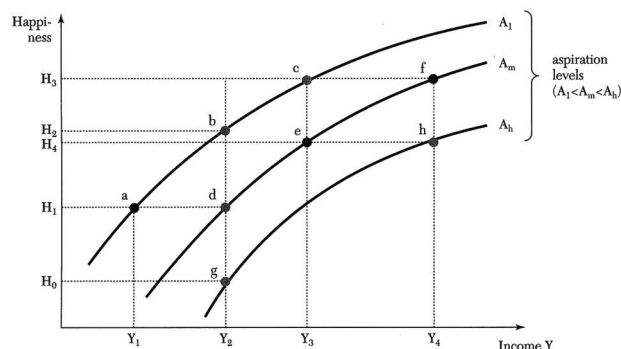


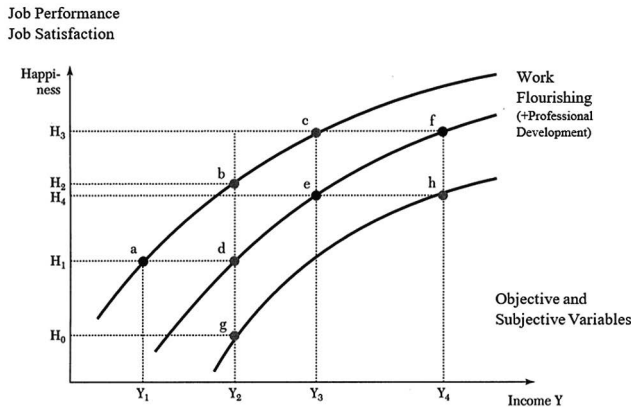
Figure 3. Happiness, Income, and the Role of the Aspiration Level

Source: Frey and Stutzer (2002) and Authors' Framework

Figure 1a Happiness, Income, and the Role of Aspiration Level

Figure 1a illustrates the relationship between happiness and income through aspiration levels. The adaptation level theory, which has solid foundations in the field of psychology, proposes that happiness lies in the difference between aspiration and achievement. Because individuals have insatiable needs, their aspirations to do more and have more are depicted by the upward curve. However, an individual can have more than one aspiration level. As one's happiness reaches a certain point at a certain income level, one's aspiration level dips as one perceives that he can pursue higher levels of happiness. For the purpose of this study, the utility function will be used as the theoretical framework to determine the relationship between job satisfaction and job performance (which replaces "Happiness" in Figure 1a) and the explanatory variables, which can be objective and subjective.

10 Frey and Stutzer (2002). "Can Economists Learn from Happiness Research?" *Journal of Economic Literature*, Vol 40, No. 2, pp. 402-435.



Source: Frey and Stutzer (2002) and Authors' Framework

Figure 1b Relationship of Job Satisfaction and Job Performance to Selected Objective and Subjective Variables

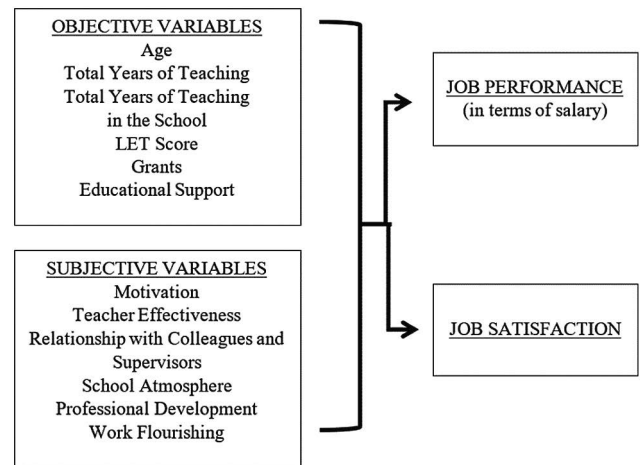
The definition of workplace flourishing (Crespo and Mesurado, 2014 and Rothmann, 2013) in psychology coincides with the aspiration levels that Frey and Stutzer (2002) discuss from the point of view of economics. In this context, workplace flourishing can be considered an explanatory variable for job satisfaction and job performance. Workplace flourishing and professional development will be considered as aspiration levels, as well as subjective variables to explain job satisfaction and job performance. For now, it will not be considered as a dependent variable because of the limited literature that links workplace flourishing with job satisfaction and performance. Professional development, divided into two subgroups, will complement workplace flourishing because of its impact on job satisfaction and job performance.

Conceptual Framework

Identifying the objective variables and studying the subjective variables would enrich this study on the job performance and satisfaction of teachers. The objective variables will include age, years of teaching experience, years of teaching in one's current school, LET scores, and grants and educational support. These variables have positive correlation with job performance and would encourage teachers to stay longer in their current

positions.

On the other hand, subjective variables include motivation, teacher effectiveness, relationship with colleagues and supervisors, school atmosphere, professional development, and work flourishing. There are various types of motivation: intrinsic, extrinsic, introjected, integrated, identified, and amotivated. Teacher effectiveness consists in how they conduct classes and go about their tasks. The teacher's work environment covers one's relationship with colleagues and supervisors and the school atmosphere in general. Professional development and workplace flourishing have been seen to have significant links with the job performance, satisfaction, and retention of teachers. This sets up a positive correlation and provides teachers the opportunity to improve their current position and well-being. Workplace flourishing founded on subjective well-being is the sum total of an individual's emotional, psychological, and social well-being.



Source: Author's conceptual framework, modified for the purpose of the study

Figure 2 Conceptual Framework for Teacher Job Performance and Job Satisfaction

Empirical Methodology

The study will make use of descriptive, qualitative methods to find out the possible relationships of the explanatory variables with the independent variables. A survey questionnaire is the main instrument for data

gathering. Data will be analyzed using Minitab program. Existing literature on how these concepts relate to one another will be provided to support the quantitative data from the survey questionnaire. The study will use Structural Equation Modeling (SEM) to analyze said data. Two procedures, Factor Analysis and Censored Regression, will be used to estimate the results.

Factor analysis: Grouped attributes to variables. Besides conducting a factor analysis to simplify data and group inter-correlated attributes into factors or constructs, a factor analysis will be conducted to determine the capacity of workplace flourishing as a variable for explaining the factors. This analysis will assess communalities among factors to show how much variability a certain factor has in each of the factors. A communality near 1 indicates that the factors well explain the variable.

Tobit Regression (Censored Normal Regression). The second and third objectives will be explained through regression analysis. The Tobit Regression will be used to explain the relationship between the independent variables and the dependent variables. The Tobit model assumes that “the dependent variable has a number of its values clustered at a limiting value.¹¹” It is a form of Censored Normal Regression that deals with censored and truncated data and allows β to provide more information because of the “decomposition” that is achieved to “determine both changes in the probability of being above the limit and the changes in the value of the dependent variable if it is already above the limit.”¹²

In censored regression, the data used are usually categorical and have a non-normal distribution. Because of this, censored regression corrects the error distribution and uses weighted coefficients. R^2 is not important. The signs of the variables and the significance of the explanatory variables to the dependent variables are the primary factors that will be considered in the Regression Analysis.

11 McDonald, J.F. & Moffitt, R. A. (May 1980). *The uses of Tobit analysis*. The Review of Economic Statistics, Vol. 62, No. 2, pp. 318-321. Retrieved from <https://www.jstor.org/stable/pdf/1924766.pdf?refreqid=excelsior%3A9907f7acf37c487211c4dabe00d9dd86>

12 *Ibid.*

Models. The dependent variables that will be used in the study are job satisfaction and job performance of teachers. These will be represented by salary and benefits. The independent variables that will be estimated to acquire these two concepts will be factors under motivation, professional development, skills competence and teacher effectiveness, work environment, and work flourishing of teachers. These are expressed in the following models:

Model I:

$$\text{Job Satisfaction and Retention} = \beta_0 + \beta_1 \text{Age} + \beta_2 \text{Total Years of Teaching in the School} + \beta_3 \text{Total Years of Teaching} + \beta_4 \text{Let Score} + \beta_5 \text{Motivation} + \beta_6 \text{Teacher Effectiveness} + \beta_7 \text{School Atmosphere} + \beta_8 \text{Relationship with Colleagues and Supervisors} + \beta_9 \text{Professional Development} + \beta_{10} \text{Work Flourishing} + \mu$$

Model II:

$$\text{Job Performance (in terms of Salary)} = \beta_0 + \beta_1 \text{Age} + \beta_2 \text{Total Years of Teaching in the School} + \beta_3 \text{Total Years of Teaching} + \beta_4 \text{Let Score} + \beta_5 \text{Grants} + \beta_6 \text{Educational Support} + \beta_7 \text{Motivation} + \beta_8 \text{Teacher Effectiveness} + \beta_9 \text{School Atmosphere} + \beta_{10} \text{Relationship with Colleagues and Supervisors} + \beta_{11} \text{Professional Development} + \beta_{12} \text{Work Flourishing} + \mu$$

The first model will estimate the relationship between the explanatory variables and teacher job satisfaction. By looking into this, the study can find the relevant factors that teachers consider when deciding to stay in the job. The second model will use the same independent variables to determine their relationship with job performance, which is considered when examining the relationship of the teacher’s decision to remain in one’s present job and possibly improve one’s performance. Both models will also include the Workplace Flourishing Index, which will test the utility of the teachers. Besides the subjective variables, objective variables, such as age, total number of years teaching and years spent teaching in their current school, are included to determine their impact on the dependent variables.

Instrumentation. An eight-part questionnaire, which is the main data gathering instrument, is divided as follows:

1. General sociodemographic questions (e.g. age, gender, educational background);
2. Three questions on job performance;
3. 18 items from the Worker’s Intrinsic and Extrinsic Motivation (WEIM) Survey, constructed by Tremblay,

Blanchard, et. al (2009);¹³

4. 17 statements on teacher effectiveness;

5. A five-item measure on job satisfaction and retention adapted and modified to fit the study from the 1991 Prison Social Climate Survey (PSCS) under the Bureau of Prisons (BOP) (Camp, 1994);

6. An 18-item scale that measures school atmosphere and the teacher's relationship with colleagues and supervisors. This was drawn from the PSCS and modified for this survey.

7. Promotion Criteria developed by MacLean (1992) consisting of 25 items divided into seven dimensions: length of service, teaching ability and potential, administrative ability and potential, relationship with decision makers, other experiences, demographics, and social affiliations. This will represent the professional development of teachers.

8. A 17-item scale that measures the frequency of the three kinds of SWB that teachers experience. It was taken from the Flourishing-at-Work Survey–Short Form (FAWS-SF) developed by Rautenbach (2015) and used by Redelinghuys, Rothmann, and Botha (2018) in their study.

Survey Method and Characteristics of Respondents.

The study sample is made up of elementary and secondary school teachers of PAREF Woodrose School, PAREF Rosehill School, PAREF Southridge School, and Marymount Academy. Survey questionnaires were handed over or sent by email to those presently teaching in these schools.

The schools were chosen based on their similarities and differences. The PAREF schools are founded and run by the same organization, which means they share similar values and principles. They focus on home-school collaboration and spiritual and character formation.

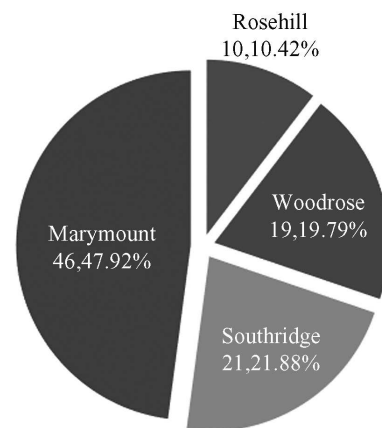
Marymount Academy, on the other hand, focuses on educating students in 21st century skills. It offers stu-

dents a technical track that offers practical subjects.

It is important to consider the schools' respective backgrounds as these reflect their desired teacher type and qualifications, that is, hiring depends on how an individual's ideals and values are aligned with those of the school. That said, such considerations can cause a rise or drop in job satisfaction and performance.

Results

The survey conducted among teachers at our selected schools puts forth real, concrete data that will help determine the effect of workplace flourishing on job satisfaction and job performance; the factors that explain teacher job satisfaction and performance based on the objective and subjective variables under the Utility Function; and the differences in the job satisfaction and job performance of teachers in PAREF schools and the Marymount Academy.



Source: Survey Results

Figure 3 Teacher Respondents, by School

A total of 96 teachers—50 from PAREF and 46 from Marymount-- responded to the survey questionnaire (Figure 3). From the PAREF schools, 10 were from Rosehill, 19 from Woodrose, and 21 from Southridge. Majority (70%) of respondents come from Marymount. Almost 63% were female and 37%, male. Almost 70% of the respondents are less than 40 years old, with a median age of 28-32 (Table 3).

¹³ This survey has also been used in a previous thesis written by Ma. Anne Teresa Rivera entitled, "A Study on the Determinants of the Earnings and Job Performance of NCR Science High School Teachers" (2014)

Table 3 Respondents by Age and Gender

Age	Gender		Total
	Male	Female	
18-22	9	11	20
23-27	8	13	21
28-32	5	8	13
33-37	1	4	5
38-41	1	7	8
42-46	6	3	9
47-53	4	7	11
54-59	1	5	6
60 above	1	2	3
Total	36	60	96

Source: Survey Results

Their mean basic monthly salary is P15,000-25,000. The average total of years of teaching experience is 11, while they count an average total of seven years teaching in their current school, considering some outliers--teachers who have been with the school for over 20 years (Table 4).

Table 4 Income of Teachers by School

Monthly Income	Woodrose	Rosehill	Southridge	Marymount	Total
15,000-25,000	7	7	8	45	67
25,001-35,000	7	3	8	1	19
35,001-45,000	4		1		5
45,001-50,000			4		4
50,001 and above	1				1
Total	19	10	21	46	96

Source: Survey Results

Factor Analysis was conducted to determine the inter-correlation of observed variables. Such variables can be grouped into constructs or factors to serve as a guide to construct the regression models that will simplify the factors that explain the variance of the data set. Using the Maximum Likelihood with Varimax rotation, 11 factors emerged from the data set that was run under Factor Analysis. Table 5 contains a summary of the list of attributes grouped according to their factors.

Factor loadings 0.40 and above are considered significant however we will still include attributes with low factor loadings in the regression model. The Cronbach Alpha is 0.9464, where Factor 1 has the highest variance

of 10.4%. The communality percent variance is 60.7%, or the average of the squared distances between the observed values and the expected value. Zero variance means that the values of the data are identical. A higher variance indicates that the values of the data are spread out. A high communality percent variance is recommended because it shows that the attributes that were run in the Factor analysis explains more than 50% of the data.

One of the main results of the Factor Analysis was the separation of the attributes under Professional Development into two factors. The 25 attributes of Professional Development were originally categorized into seven dimensions: length of service, teaching ability and potential, administrative ability and potential, relationship with decision makers, other experiences, demographics, and social affiliations (see Table 5).

Table 5 List of Attributes by Factors

Factor	Subjective Attributes of Professional Development (PD2)	Teacher Effectiveness (T)	Workplace Flourishing (WF)	Culture (RS)	Objective Attributes of Professional Development (PD1)	Motivation (M)
Attributes	<ul style="list-style-type: none"> Familiar with new ideas Innovative Administrative ability Flexible teaching methods Good relationship with the principal Experienced in education apart from teaching particular subjects Confirms with supervisor's views Experience outside education Participation in civic education Length of teaching experience Attends in-service courses Qualified to teach other subjects when there is a shortage of instructors Length of teaching service Concern for student welfare Has contacts that influence promotion 	<ul style="list-style-type: none"> Uses various tools Provides user input to lesson plans Does evaluation checks Aligned with school goals Achieves targets Establishes an effective learning relationship with students Submits grades on time Confident in the curriculum Lesson plans are on track Good relationship with the parents Seeks further education Attends staff meetings Knowledgeable of the school's mission, vision, and values Conveys objectives and expectations to one's class Effective instruction Group's students according to instructional needs 	<ul style="list-style-type: none"> Excited to perform in the job Work serves a greater purpose Focused on one's work Work contributes to one's meaning in life Sees people in the school as basically good Good at managing responsibilities Learns in the job Feels happy Satisfied with the job Feels energized Shows that school/work makes sense Connected with people in the job Feels grateful School is a better place Feels a sense of belonging Confidently expresses ideas Is a key member of the school 	<ul style="list-style-type: none"> People seek one's opinions Engaged in school planning Knows the expectations of one's supervisor Involved in the whole school Has a great deal of say Comfortable to seek professional concerns from colleagues Fair and standard self-evaluation of performance Good rapport with colleagues Prompt in giving information on policies The information helps Authority to complete work objectives Hard work is recognized Flexible management of change Opportunity to influence school decision-making 	<ul style="list-style-type: none"> Married Male Younger than 40 Female Parent Ethnic background Social class background Member of teacher associations 	<ul style="list-style-type: none"> Introjected Integrated Extrinsic Amotivated Identified Intrinsic
% Variance	10.4	9.4	8.7	7.6	5.3	4.6
Factor	Some objective variables	Job Satisfaction (JS)	School Management (S)	Others (OPGRANIS)	Promotion	Communality
Attributes	<ul style="list-style-type: none"> Total years of teaching Age Total years of teaching in school Teacher income 	<ul style="list-style-type: none"> Interesting job Job suits me It is worthwhile to stay even if an offered another job with the same rate 	<ul style="list-style-type: none"> LET School is run very well Clear delegation of authority 	<ul style="list-style-type: none"> Education support Grants 	<ul style="list-style-type: none"> Promotion based on performance seldom happens 	
% Variance	3.9	3.5	2.9	2.7	1.6	60.7

Source: Survey Results

Factor 1 includes all the attributes that have been categorized under the first five dimensions, where their factor loadings range from 0.486 to 0.884. On the other hand, the last eight attributes under the last two dimensions have been constructed together under Factor 6, where the percent variance explains 4.6% of the data, with factor loadings of 0.473- 0.949. These were

separated into the subjective and objective variables that help explain Professional Development.

Factor analysis was conducted to show the extent of the communality of WF compared with the other variables (see Table 6). It also helped identify the degree of WF across all variables, which can be explained through the communalities and the variance. In the Original Total, with an almost 71% variance, it is seen that WF has a relatively high communality (0.690) compared to the other subjective variables. It is already a given that objective variables tend to have higher communalities, so it is interesting to compare WF with the subjective variables. Taking into consideration the separation of the two schools, it can be seen that even if PAREF and Marymount have moderately high communality of WF, other subjective variables come into play to explain the variance of 86.3% and 78.3%, respectively.

Table 6 Communalities of the Variables for Original and Factor Variables by Group

Variable	ORIGINAL			Variable	FACTOR		
	Communality				Communality		
	Total	PAREF	Marymount		Total	PAREF	Marymount
PAREF	0.947			PAREF	0.939		
JS	0.808	0.894	0.716	JS	0.977	0.951	0.936
JPSAL	0.907	0.639	0.900	JPSAL	0.545	0.881	0.951
JPGRANTS	0.918	0.941	0.522	JPGRANTS	0.976	0.391	0.264
JPEDUCSUPP	0.406	0.937	0.545	JPEDUCSUPP	0.247	0.382	0.736
AGE	0.948	0.843	0.967	AGE	0.957	0.935	0.991
LET	0.460	0.937	0.884	LET	0.296	0.595	0.808
TOTYRSS	0.763	0.967	0.975	TOTYRSS	0.901	0.901	0.723
TOTYRST	0.990	0.976	0.968	TOTYRST	0.920	0.923	0.974
MOT	0.311	0.367	0.836	MOT	0.981	0.941	0.794
T	0.467	0.946	0.793	T	0.466	0.463	0.945
R	0.596	0.959	0.657	RS	0.620	0.748	0.967
S	0.914	0.952	0.645	S2	0.981	0.946	0.675
PD	0.476	0.897	0.864	SPROMO	0.978	0.901	0.926
WF	0.690	0.821	0.706	PD1	0.930	0.445	0.938
				PD2	0.336	0.965	0.563
				WF	0.968	0.972	0.994
% Variance	70.7	86.3	78.3	% Variance	83.4	81.1	88.5

Source: Factor Loadings Communality of the Variables based on Factor Analysis
 Note: PAREF- PAREF School employee, JS - job satisfaction, JPSAL - job performance resulting from income, JPGRANTS - job performance resulting from having been awarded travel, education, and/or research grants, JPEDUCSUPP - job performance resulting from education support, AGE - age of respondent, LET - has a LET license, TOTYRSS - total number of years teaching in the current school, TOTYRST - total number of years teaching, MOT - motivation, T - teacher effectiveness, R - relationship among teachers, S - school atmosphere, PD - professional development, WF - workplace flourishing

Workplace flourishing in Total Factor has the highest communality among all variables, with a value of 0.982. Its presence in all the variables means it has the highest capacity to explain the total variance. The Marymount factor contributed to this with the communality of WF at 0.969, which is considered the highest. WF in the PAREF Factor is moderately high compared to the other variables but is still considered high with a communality of 0.934. In terms of the communalities of WF, the factor variables group gave higher communalities than the original variables. This can be supported by the spreading of the data after factor analysis, where the

reconstruction of factors effectively explains the relationship among the variables. The factor analysis results were used for the eventual regression conducted.

The over-all results of the regression are shown in a conceptual map. (See Figure 4)

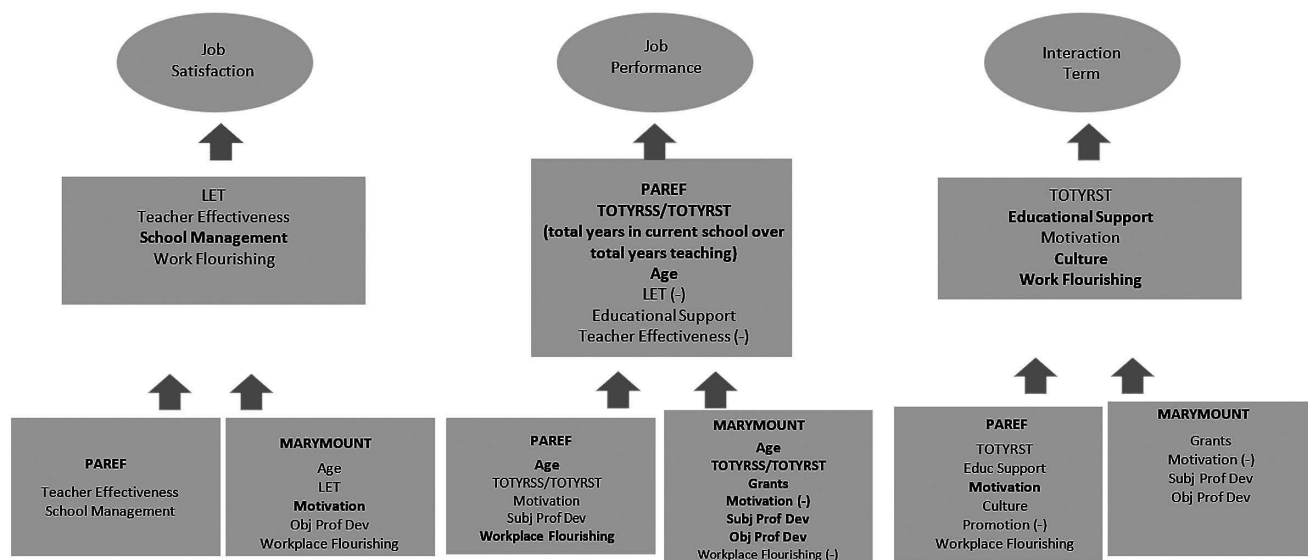
Figure 4 is a conceptual map that visually describes the relationships of all the significant objective and subjective variables with the dependent variables.

Overall, it can be seen that work flourishing positively affects job satisfaction and job performance. The theoretical framework indicates that teachers who flourish at the workplace increase their objective and subjective utility, which contributes to their happiness in their jobs. Teachers who give importance to their objective and subjective utility tend to be happier and perform better.

Each school reflects differences in results which means that teachers from different schools have different measures to explain utility. PAREF schools have established a culture that increases teacher utility and allows them to flourish. This culture encourages teachers to be more competent and the schools to be proactive about developing their faculty.

On the other hand, teachers from Marymount Academy are flourishing with regards to subjective utility. They are satisfied with their work but are not flourishing in their performance. Performance is based on salary and almost all the teacher respondents fall under the most basic salary group, regardless of qualifications or length of stay. However, it can also be seen that Marymount has a positive and highly significant professional development. This can be due to the grants and educational support that the teachers receive however there seems to be a gap or a hindrance to total satisfaction. Salary could be an important concern. It is highly recommended that school management study the importance of relating objective and subjective utility with the job satisfaction and performance levels of their teachers. The regression results are in the Appendix.

High expectations of their role in the development of their students is a challenge to teachers. They must juggle catering to the demands of their various stakeholders with the struggle to grow and become better at



Source: Survey Results

Notes: The variables with (-) are negatively significant, while those without the (-) signs are positively significant to the dependent variables.

Figure 4 Significant Objective and Subjective Variables to the Dependent Variables, TOTAL and by Schools

their job. This makes the study of happiness and SWB relevant to determining how to best improve job satisfaction and performance so that teachers indeed excel in carrying out their critical role in education.

This study was conducted to identify the significance of workplace flourishing of private school teachers in the Philippines to their job satisfaction and performance. Empirical analysis demonstrated that workplace flourishing has a significant effect on the variables that were considered in this study. Besides looking into SWB, the study also tested the significance of subjective and objective variables, such as motivation, work environment, professional development, and job experience. Since workplace flourishing is a concept rooted in Psychology, studying the utility function best explains SWB from the economic perspective. Data gathering was conducted via a survey that was answered by teacher respondents from selected private schools in the Philippines--three PAREF schools (PAREF Woodrose, PAREF Southridge, and PAREF Rosehill) and Marymount Academy.

PAREF schools are known to be strong in character formation and academic excellence. With the K-12

Curriculum, SHS offers students more academic tracks besides the General Strand, such as Accounting, Business and Management (ABM), Humanities and Social Sciences (HUMSS), and Science, Technology, Engineering, and Mathematics (STEM). Marymount, on the other hand, offers mostly the same tracks with the addition of a Technical track that requires hiring specialized instructors for SHS. This is where PAREF results differ from those of Marymount.

Overall, the teachers are satisfied with their jobs because of workplace flourishing and good management. The expectations of the teacher hire at PAREF were met because of the good relationships that the school establishes with and among the teachers. On a separate note, PAREF schoolteachers are satisfied with their jobs because of the school and their effectiveness in teaching while Marymount teachers are satisfied because they are motivated to stay on because they know they can flourish there.

On the other hand, both schools exhibit job experience and workplace flourishing as the main influencers of the job performance of teachers. Motivation and workplace flourishing in PAREF schools are

significantly positive but significantly negative in Marymount. The negative results for motivation and workplace flourishing can be remedied due to the significance of their professional development to their performance. The school has the means to give their teachers professional training, but not the kind that they need given that they are not flourishing in the workplace and their low motivation. Table 7 summarizes the results based on the desired objectives of the study.

Conclusion.

Happy Teachers Make Happy Students

Workplace flourishing significantly explains teacher job satisfaction and performance. In economics, the

objective approach has always been used to determine an individual's productivity. An employee's contribution to one's company is usually reflected in one's salary. Emerging studies that link happiness and SWB to these concepts have led economics researchers to take on a more subjective approach to determining job performance. Happiness and utility are important factors to consider because these have great impact on output and gives teachers greater reason to stay longer in their current jobs. The happiest teachers are most likely those who enjoy the job and are motivated to stay on and produce quality work.

Due to differences in academic tracks and philosophies, PAREF schools and Marymount Academy focus

Table 7 Summary of Results by Objectives

Objectives	Results	Notes/Others
1. To determine the effect of workplace flourishing on teacher job satisfaction and job performance	Empirical analysis of workplace flourishing reveal:	
	<i>a. Item and Total Statistics</i> The mean average for Workplace Flourishing is 5.20 for the Total Factor, which means that the teachers have been thinking about workplace flourishing "Almost Every Day."	The PAREF Factor has a mean of 5.12 while the Marymount Factor has a mean of 5.30.
	<i>b. Correlation Matrix and Pearson R</i> Workplace flourishing is highly and significantly correlated with the variables Job Satisfaction, Motivation, Teacher Effectiveness, Work Environment, and School Management.	Workplace flourishing in PAREF has a higher correlation with teacher income than in Marymount. On the other hand, workplace flourishing in Marymount has higher correlations with Job Satisfaction, Motivation, and Teacher Effectiveness than PAREF.
	<i>c. Factor Analysis</i> Workplace flourishing has the highest (or one of the highest) communalities compared to the other subjective variables. This means that workplace flourishing has a high capacity for explaining the other variables.	When the original factors were run through factor analysis, the communalities of workplace flourishing were lower compared to the communalities of workplace flourishing in the latent variables. Nevertheless, it is still considered one of the highest communalities.
2. To determine the factors that explain teacher job satisfaction and job performance based on the objective and subjective variables	Following are the results of the regressions that were conducted:	
	<i>a. Teacher effectiveness and school management are positively significant to job satisfaction.</i>	
	<i>b. Job Performance in Terms of Teacher Income (PAREF)</i> Age, Educational Support, Years of Teaching in the School, Years of Teaching, Work Environment, and Work Flourishing have positive significant effects. On the other hand, LET and Teacher Effectiveness are also significant, but with negative effects.	This was taken into consideration because the variable TOTYRSS was highly significant in all the regressions.
	<i>c. Interaction of Job Performance with Teacher Income and Years of Teaching in the School</i> Educational Support, Years of Teaching, Motivation, Work Environment, and Work Flourishing are significant to the interaction term.	LET was negative due to the significant number of teachers who have not yet taken LET.
3. To compare the results of PAREF and Marymount	Overall, the significant results from the regressions conducted on PAREF and Marymount differ in the three dependent variables.	
	<i>a. Job Satisfaction</i> Teacher Effectiveness and School Management are significant variables for PAREF while Motivation, Objective Professional Development, and Work Flourishing comprise those of Marymount.	
	<i>b. Job Performance in terms of Teacher Income</i> The significant variables of PAREF and Marymount are similar in relation to this variable. Grants and Objective Professional Development are not significant for PAREF. However, Marymount has significant but negative Motivation and Workplace Flourishing despite having positive Professional Development. Marymount is currently offering their teachers exemplary professional development, but not what they need to be motivated and to flourish at work. This can be reflected in their teacher incomes. Interaction term of Job Performance in terms of Teacher Income and Years of Teaching in the School: the results are similar to the previous regression. PAREF has positive significant variables of Motivation and Work Flourishing, in addition to Work Environment and Educational Support. Marymount has a negative Motivation but significant and high Professional Development.	This is due the teacher's salaries in Marymount. Almost all of the teachers answered that they are only receiving the minimum salary, regardless of how long they have stayed in their current school.

on different variables that affect the job satisfaction and job performance of their teachers. Both schools aim to imbue their students with a similar set of characteristics. PAREF schools focus on character formation and academic excellence as pillars of community development. On the other hand, Marymount focuses on imparting 21st century skills, such as entrepreneurship. PAREF schools are strongly founded on home-school collaboration, encouraging synergy between parents and the teachers as primary educators while Marymount Academy aims to provide students with the best educators to help them achieve greater heights in the 21st century.

Despite similar goals, the results of the study reflect that PAREF schools have well-developed career paths for their teachers such that motivation and work flourishing turned out significant and positive. PAREF teachers find a sense of fulfilment and are happy with their jobs, which allow them to perform better. School culture is deemed important to contributing to teacher satisfaction. By allowing them to flourish by increasing their objective and subjective utility, they end up more satisfied and so perform better.

Marymount Academy is seen to have significant professional development strategies that positively affect teacher performance which, however, does not benefit their teachers in terms of motivation and workplace flourishing. The school has the potential for helping their teachers achieve professional success, but something is lacking or hindering them from flourishing. This is reflected in job performance. Despite having worked for the school for over 10 years the teacher only earns a monthly salary of P15000-25000.

Given the abovementioned results and conclusions, this study can generate future expansive studies. First, one can focus on larger sample groups, particularly public-school teachers, since the public-school education system is the largest in the country. Future research can look into the impact of workplace flourishing and utility on the job satisfaction and performance of Filipino public-school teachers. Second, future studies can focus on how gender-specificity can affect individual utility. Finally, future research can incorporate certain

demographics or objective variables, such as income, and LET/non-LET that would be relevant in the Philippine context, especially the lower income scales.

By enhancing work conditions of teachers in both private and public schools, we open doors to attracting more qualified and committed professionals to the field; and by restoring to the profession its due prestige and respect, the greater the chances of producing a generation of students with the learning, wisdom, and the heart to bring about the changes that society today seeks.

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APPENDIX

Regression Results

Table A1 Comparison on Job Satisfaction for the Coefficients of the Significant Variables on PAREF and Marymount

Variables	Coefficients	
	PAREF	Marymount
C	0.145985	-0.139653
Age		0.05728**
LET		0.06455**
Motivation		0.237629***
Teacher Effectiveness	0.67829**	
School Management	0.22443*	
Objective Professional Development		0.13324*
Work Flourishing		0.3405**

Source: Survey results
Notes: Results of Censored Extreme Value (Tobit) Regression for PAREF and Marymount. (*), (**), and (***) denote the significance of the variables at 10%, 5%, and 1% significance level respectively.

Table A2 Comparison of Job Performance in terms of Teacher Income

Variables	Coefficients	
	PAREF	Marymount
C	-3.5894***	0.9826***
Age	0.29577***	0.05749***
Years of Teaching in the School/Years of Teaching	0.78071*	0.29973***
Grants		0.10137***
Motivation	0.16638*	-0.0888***
Subjective Professional Development	0.43042*	0.10391***
Objective Professional Development		0.05153***
Work Flourishing	0.62711***	-0.1434*

Source: Survey results
Notes: Results of Censored Extreme Value (Tobit) Regression for PAREF and Marymount. (*), (**), and (***) denote the significance of the variables at 10%, 5% and 1% significance level respectively.

Table A3 Interaction of Job Performance (Teacher Income) and Total Years of Teaching in the School with the Coefficients of the Significant Variables

Variables	Coefficients	
	PAREF	Marymount
C	-102.25**	21.7485
Total years of teaching	2.15319**	
Grants		4.51126**
Educational Support	12.369**	
Motivation	5.74523***	-2.5246**
Work Environment	8.78956*	
Promotion based on Performance	-3.1977*	
Subjective Professional Development		2.95312*
Objective Professional Development		3.16523**
Work Flourishing	10.4452**	

Source: Survey results Notes: Results of Censored Extreme Value (Tobit) Regression for PAREF and Marymount. (*), (**), and (***) denote the significance of the variables at 10%, 5% and 1% significance level respectively.

Table A4 Comparison of Significant Variables for PAREF, Marymount and Overall for Job Satisfaction

Variables	Coefficients		
	Overall	PAREF	Marymount
C	-0.4163	0.145985	-0.139653
Age			0.05728**
LET	0.03514*		0.06455**
Motivation (MOT)			0.237629***
Teacher Effectiveness (T)	0.59575**	0.67829**	
School Management (S2)	0.19929***	0.22443*	
Objective Professional Development (PD2)			0.13324*
Work Flourishing (WF)	0.17477**		0.3405**

Source: Survey results Notes: Results of Censored Extreme Value (Tobit) Regression for Overall Results. (*), (**), and (***) denote the significance of the variables at 10%, 5% and 1% significance level, respectively.

Table A5 Comparison of Significant Variables for PAREF, Marymount and Overall for Job Performance in terms of Teacher Income

Variables	Coefficients		
	Overall	PAREF	Marymount
C	-4.075***	-3.5894***	0.9826***
PAREF	0.94276***		
Age	0.17048***	0.29577***	0.05749***
LET	-0.0647**		
Years of Teaching in the School/Years of Teaching (TOTYRSS/TOTYRST)	0.938367***	0.78071*	0.29973***
Educational Support (JPEDUCSUPP)	0.27455*		
Grants (JP GRANTS)			0.10137***
Motivation (MOT)		0.16638*	-0.0888***
Teacher Effectiveness (T)	-0.2092**		
Work Environment (R)	0.42837**		
Subjective Professional Development (PD1)		0.43042*	0.10391***
Objective Professional Development (PD2)			0.05153***
Work Flourishing (WF)	0.67444***	0.62711***	-0.1434*

Source: Survey results Notes: Results of Censored Extreme Value (Tobit) Regression for Overall Results. (*), (**), and (***) denote the significance of the variables at 10%, 5% and 1% significance level, respectively.

Table A6 Comparison of Significant Variables for PAREF, Marymount and Overall for JPSAL*TOTYRSS

Variables	Coefficients		
	Overall	PAREF	Marymount
C	-78.806***	-102.25**	21.7485
Total Years of Teaching	1.64025**	2.15319**	
Grants			4.51126**
Educational Support	10.4875***	12.369**	
Motivation	3.56814**	5.74523***	-2.5246**
Work Environment	10.6449***	8.78956*	
School Management	-4.3699*		
Promotion based on Performance		-3.1977*	
Subjective Professional Development			2.95312*
Objective Professional Development			3.16523**
Work Flourishing	10.0674***	10.4452**	

Source: Survey results Notes: Results of Censored Extreme Value (Tobit) Regression for Overall Results. (*), (**), and (***) denotes the significance of the variables at 10%, 5% and 1% significance level respectively.

Table A7 Spearman Rho Correlations of Selected Variables by Group

	Total Factor					PAREF Factor					Marymount Factor																					
	JPSAL	JS	Mot	T	RS	S2	PD1	PD2	JPSAL	JS	Mot	T	RS	S2	PD1	PD2	JPSAL	JS	Mot	T	RS	S2	PD1	PD2								
JS	0.01								0.03								0.18								0.22							
Mot	0.93								0.86								-0.16	0.57							0.28	0.00						
T	0.01	0.32							0.15	0.05							0.04	0.42	0.45						0.80	0.00	0.00					
RS	0.96	0.00							0.30	0.75							0.05	0.49	0.42	0.54					0.74	0.00	0.00					
S2	0.07	0.40	0.33						0.17	0.54	0.22	0.41					0.23	0.00	0.13	0.00					-0.04	0.40	0.28	0.30	0.59			
PD1	0.51	0.00	0.00						0.07	0.41	0.29	0.06	0.66				0.63	0.00	0.04	0.70	0.00				0.78	0.01	0.06	0.05	0.00			
PD2	0.12	0.27	0.33	0.33	0.42	0.31			0.28	0.08	0.16	0.22	0.35	0.32			0.23	0.47	0.47	0.42	0.48	0.29			0.12	0.00	0.00	0.00	0.05			
WF	0.27	0.01	0.00	0.00	0.00	0.00			0.05	0.60	0.27	0.13	0.01	0.02			0.24	0.36	0.04	0.16	0.29	0.16	0.30		0.11	0.01	0.82	0.29	0.05	0.29	0.05	
	-0.02	0.13	0.15	0.11	0.08	0.05	0.35		0.07	-0.10	0.24	0.04	-0.09	-0.05	0.34		0.11	0.01	0.82	0.29	0.05	0.29	0.05		-0.16	0.63	0.50	0.46	0.39	0.31	0.54	0.27
	0.84	0.00	0.00	0.01	0.00	0.01	0.00	0.08	0.14	0.10	0.14	0.45	0.00	0.06	0.09	0.82	0.30	0.00	0.00	0.00	0.01	0.04	0.00	0.07								

Source: Minitab results of the correlation matrix and Spearman rho of JPSAL, JS, MOT, T, RS, S2, and WF. In each cell, the top number is the Spearman correlation, and the bottom number is the p-value Note: JS - job satisfaction, Mot - motivation, T - teacher effectiveness, RS - culture, S2 - school management, PD1 - subjective variables on professional development, PD2 - objective variables related to professional development, WF - workplace flourishing