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Assessing the Impact of Teacher Competency and Engagement on Job Satisfaction through the Lens of Teacher-Student Interaction

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ABSTRACT

This study investigates the interplay between teacher competency, teacher engagement, job satisfaction, and the moderating role of teacher-student interaction among public high school teachers in the Binmaley 1 District, Philippines. The primary aim was to explore how these factors contribute to teachers' overall job satisfaction, a critical determinant for retention and performance in the education sector. Teacher competency, including expertise in subject knowledge, teaching methods, and classroom management, was positively correlated with job satisfaction. Teachers who felt confident in their skills reported higher satisfaction, highlighting the importance of professional development in improving teaching effectiveness. Teacher engagement, characterized by enthusiasm, dedication, and motivation, was also a significant predictor of job satisfaction. Teachers who were more engaged in their work, including making an effort to improve their teaching practices and staying energized by their roles, experienced greater satisfaction. Furthermore, the study identified teacher-student interaction as a key moderating factor. The analysis revealed that positive interactions with students not only contributed independently to job satisfaction but also amplified the positive effects of both teacher competency and engagement. Hierarchical regression analysis demonstrated that teacher competency alone accounted for a substantial variance in job satisfaction, but the inclusion of teacher-student interaction significantly improved the model, highlighting its role in enhancing the relationship between teaching practices and satisfaction. Similarly, teacher engagement showed a strong direct effect on job satisfaction, which was further enhanced by the quality of teacher-student interactions. Overall, the findings emphasize the importance of ensuring positive teacher-student relationships, enhancing teacher competency, and promoting teacher engagement to improve job satisfaction. These insights are crucial for policymakers and educators aiming to improve teacher well-being, professional development, and the overall quality of education in the Philippines.

INTRODUCTION

Teacher competency and engagement are pivotal in shaping effective educational systems, significantly influencing both student outcomes and teachers' job satisfaction. Competency, encompassing knowledge, skills, and pedagogical abilities, is essential for fostering productive learning environments and enhancing student achievement (Darling-Hammond, 2006). Similarly, teacher engagement, characterized by dedication and enthusiasm, plays a crucial role in both student success and teacher well-being (Schaufeli *et al.*, 2002). Engaged and competent teachers often report higher job satisfaction, which is vital for retention and optimal performance in the education sector (Bakker & Demerouti, 2008). However, maintaining high job satisfaction among teachers in developing countries like the Philippines remains challenging due to factors such as heavy workloads, limited resources, and constrained professional development opportunities (Bernardo, 2017).

The interplay between teacher-student interaction and job satisfaction has garnered attention as an influential factor in teachers' professional experiences. Positive teacher-student relationships encourage a supportive learning environment, which enhances teachers' motivation and

satisfaction (Pianta *et al.*, 2012). Such interactions may moderate the relationship between teacher competency, engagement, and job satisfaction by amplifying their positive effects (Hughes, 2011). This is particularly relevant in the Philippine context, where unique cultural and systemic challenges shape teacher-student dynamics. Given these factors, this study investigated the impact of teacher competency and engagement on job satisfaction among public high school teachers in the Philippines, with a focus on the moderating role of teacher-student interaction. By understanding these relationships, the study aims to inform interventions that enhance teacher well-being and effectiveness, contributing to the development of the Philippine education system.

LITERATURE REVIEW

Related Literature

Teacher competency and engagement are fundamental to job satisfaction, with both closely linked to the quality of teacher-student interaction. Competent teachers with strong content knowledge, effective teaching skills, and classroom management abilities tend to feel more effective and valued, leading to greater job satisfaction (Darling-Hammond, 2006). Positive feedback from students

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and colleagues further enhances their motivation and fulfillment, while competency serves as a buffer against stress and burnout, promoting sustained engagement in the profession (Gu & Day, 2013). In the Philippine context, teacher competency similarly influences relationships with students and administrators, thereby contributing to job satisfaction (Martin *et al.*, 2020).

Teacher engagement, characterized by enthusiasm and dedication, also significantly contributes to job satisfaction. Engaged teachers are motivated to pursue professional growth, collaborate with peers, and prioritize student success, which enhances their sense of fulfillment (Klassen & Chiu, 2011). This engagement benefits not only teachers but also students, as it encourages a more positive learning environment (Skinner & Belmont, 1993). Teachers who perceive a meaningful impact in their work often report higher satisfaction. Philippine public school teachers demonstrate resilience and purpose despite challenges, further bolstering their engagement and satisfaction (Peralta & Medina, 2019).

Teacher-student interaction plays a crucial moderating role in these relationships. High-quality interactions, defined by respect, trust, and effective communication, provide emotional rewards that enhance job satisfaction and amplify the positive effects of competency and engagement (Pianta *et al.*, 2012). Teachers who establish supportive relationships with students find greater fulfillment and meaning in their work, reinforcing their satisfaction (Roorda *et al.*, 2011). In the Philippine setting, where educators often face demanding conditions, strong teacher-student connections can serve as a vital source of motivation and well-being (Department of Education [DepEd], 2019). This underscores the need to strengthen teacher competency, engagement, and interactions to improve job satisfaction and educational outcomes.

Related Studies

Previous studies have highlighted the critical relationships among teacher competency, engagement, job satisfaction, and teacher-student interaction, providing a strong foundation for understanding their roles in education. Darling-Hammond (2006) emphasized that teacher competency, encompassing subject expertise and instructional skills, significantly impacts job satisfaction, with competent teachers more likely to feel fulfilled and committed to their profession. Similarly, Gu and Day (2013) found that competency promotes resilience, enabling teachers to handle stress and stay motivated. Shah *et al.* (2012) demonstrated that professional development opportunities enhancing teacher competency led to greater satisfaction and a sense of accomplishment.

Teacher engagement has also been identified as a key contributor to job satisfaction. Klassen and Chiu (2011) noted that engaged teachers, who are emotionally and cognitively invested in their work, report higher satisfaction and reduced likelihood of burnout. Schaufeli *et al.* (2002) linked engagement to improved classroom environments and overall well-being. Martin *et al.* (2020)

observed that engaged public school teachers in the Philippines, despite limited resources, report higher satisfaction levels. These findings highlight the protective role of engagement against professional challenges, emphasizing its importance in fostering teacher well-being, particularly in resource-constrained settings.

Teacher-student interaction has been shown to play a pivotal role in job satisfaction. Pianta *et al.* (2012) demonstrated that positive relationships with students enhance teachers' sense of purpose and fulfillment. Roorda *et al.* (2011) found that affective interactions deepen teachers' emotional connection to their work and increase their sense of impact. In the Philippine context, Peralta and Medina (2019) highlighted that teachers experiencing supportive relationships with students report higher satisfaction. Collectively, these studies indicate that teacher competency, engagement, and positive teacher-student interactions are essential for understanding and improving job satisfaction among educators.

Recent research published by E-Palli Publishers further supports these findings. Comon and Corpuz (2024) found that teachers with higher research competence are more engaged in research pursuits relevant to professional growth, suggesting that enhancing research skills can contribute to greater job satisfaction. Additionally, a study by Antiola and Fernal (2023) highlighted the positive impact of the School Learning Action Cell (SLAC) program on teachers' instructional competence, emphasizing the importance of continuous professional development in enhancing teaching skills and job satisfaction. These studies underscore the significance of ongoing professional development and research engagement in promoting teacher competency, engagement, and job satisfaction.

MATERIALS AND METHODS

This study adopts a descriptive-correlational research design to explore the relationships among teacher competency, engagement, job satisfaction, and the moderating role of teacher-student interaction among public high school teachers in the Binmaley 1 District, Pangasinan, for the School Year 2024–2025. The descriptive component focuses on assessing levels of competency, engagement, and job satisfaction, while the correlational approach analyzes the relationships among these variables. Data will be gathered using a structured questionnaire comprising sections on the respondents' demographic profiles and Likert-scale items adapted from validated instruments to measure teacher competency, engagement, job satisfaction, and teacher-student interaction. These tools will provide a detailed evaluation of the factors influencing job satisfaction.

The data collection process involves securing permissions from the District Supervisor and school principals, distributing questionnaires to teacher-respondents through school coordinators, and ensuring confidentiality during collection and encoding. Respondents will have a week to complete the survey, and the researcher will

manage all responses systematically. The statistical analysis will include descriptive statistics to summarize the data and Pearson correlation to determine the relationships between variables. Hierarchical regression analysis will be employed to test the moderating effect of teacher-student interaction, with interaction terms incorporated into the regression model. This comprehensive methodology will provide insights into the connections among teacher competency, engagement, and job satisfaction, while evaluating the influence of teacher-student interaction as a moderator.

RESULTS AND DISCUSSION

This section presents the findings of the study, which explored the relationships among teacher competency, teacher engagement, job satisfaction, and the moderating effect of teacher-student interaction among public high school teachers in the Binmaley 1 District. The results provide insights into the levels of competency, engagement, and job satisfaction among the respondents, as well as the quality of their interactions with students. Statistical analyses, including descriptive statistics, Pearson correlation, and hierarchical regression, were used to evaluate the data and address the research objectives. Key findings are discussed in relation to existing literature to highlight their implications for teacher well-being, professional development, and educational outcomes in public schools. This discussion aims to shed light on the interconnectedness of the variables and the critical role of teacher-student interaction in influencing job satisfaction.

Table 1: Frequency and Percentage Rate Distribution of the Teacher-Respondents in Terms of Age

Age	Frequency	Percentage Rate
20 - 30	18	12.86
31 - 40	60	42.86
41 - 50	52	37.14
51 and above	10	7.14
Total	140	100

The data in Table 1 presents the age distribution of 140 teacher-respondents. The largest group falls in the 31–40 age range, with 60 teachers, making up 42.86% of the total respondents. This suggests that most teachers are in their early to mid-career stages. The second-largest group is aged 41–50, comprising 52 respondents, or 37.14%, indicating a substantial number of more experienced teachers. Meanwhile, younger teachers, aged 20–30, account for 12.86% (18 teachers), showing a smaller proportion of early-career educators. Lastly, the smallest group consists of teachers aged 51 and above, with 10 respondents, representing only 7.14%. This age distribution suggests a workforce heavily concentrated in the middle age ranges, with fewer younger and older teachers.

Table 2: Frequency and Percentage Rate Distribution of the Teacher- Respondents in Terms of Gender

Gender	Frequency	Percentage Rate
Male	47	33.57
Female	93	66.43
Total	140	100

Table 2 shows the gender distribution of the 140 teacher-respondents. The majority of respondents are female, with 93 individuals accounting for 66.43% of the total. This indicates a higher representation of women in the teaching profession within this sample. On the other hand, male respondents constitute 33.57% (47 individuals), reflecting a smaller but still notable proportion. The gender distribution suggests that, in this particular group, teaching is a female-dominated profession, with nearly twice as many female teachers as male.

Table 3: Frequency and Percentage Rate Distribution of the Teacher-Respondents in Terms of Teaching Experience

Teaching Experience (Years)	Frequency	Percentage Rate
1 -5	26	18.57
6 - 10	77	55.00
11 - 15	32	22.86
16 – 20	5	3.57
21 and above	0	0
Total	140	100

The data highlights the distribution of the teacher-respondents in terms of their years of teaching experience. The largest group comprises those with 6–10 years of experience, accounting for 77 respondents, or 55.00% of the total. This suggests that over half of the teachers are in the middle stage of their careers. Those with 11–15 years of experience make up 22.86% (32 respondents), while 18.57% (26 respondents) have 1–5 years of experience, representing newer teachers. A small group, 3.57% (5 respondents), has 16–20 years of experience, indicating fewer teachers nearing the later stages of their careers. Notably, no respondents have over 20 years of teaching experience. This distribution shows a concentration of teachers with mid-level experience, with relatively few very new or highly experienced teachers.

Table 4 shows the distribution of the teacher-respondents based on their subject specialization. The largest group consists of teachers specializing in “Others (Technology & Livelihood Education/Technical-Vocational Education),” comprising 25 respondents or 17.86% of the total. This is closely followed by English teachers, who make up 17.14% (24 respondents), indicating a significant presence of language educators. Social Studies specialists represent 14.29% (20 respondents), while Science specialists account for 12.14% (17 respondents).

Table 4: Frequency and Percentage Rate Distribution of the Teacher-Respondents in Terms of Subject Specialization

Subject Specialization	Frequency	Percentage Rate
Mathematics	16	11.43
Science	17	12.14
English	24	17.14
Filipino	16	11.43
Social Studies	20	14.29
Others (Technology & Livelihood Education/Technical-Vocational Education)	25	17.86
Others (MAPEH)	14	10
Others (Values)	8	5.71
Total	140	100

Mathematics and Filipino teachers each comprise 11.43% (16 respondents each). Teachers specializing in “Others (MAPEH)” make up 10% (14 respondents), and those in “Others (Values)” represent the smallest group at 5.71% (8 respondents). This distribution reflects a diverse range

of specializations among the teachers, with the largest concentration in technical and vocational subjects, followed by core academic areas like English, Social Studies, and Science.

Table 5: Summary of the Weighted Means on Teacher Competency

Statement	Weighted Mean	Descriptive Equivalent
1. I have a strong understanding of the subjects I teach.	4.5	Strongly Agree
2. I am skilled in designing and implementing effective lesson plans.	4.25	Strongly Agree
3. I am able to effectively manage my classroom and maintain discipline.	4.00	Agree
4. I use a variety of teaching methods to meet students’ diverse learning needs.	4.5	Strongly Agree
5. I regularly assess and adapt my teaching based on student feedback and performance.	4.25	Strongly Agree

Legend:

4.21-5.00 *Strongly Agree*

3.41-4.20 *Agree*

2.61-3.40 *Neutral*

1.81-2.60 *Disagree*

1.00-1.80 *Strongly Disagree*

Table 5 provides a summary of the weighted means for teacher competency based on the responses of public high school teachers in the Binmaley 1 District. The results indicate a high level of competency across various dimensions of teaching. Respondents strongly agreed that they have a strong understanding of the subjects they teach, with a weighted mean of 4.5. This highlights their confidence in content knowledge, which is critical for effective instruction and student success. Similarly, respondents strongly agreed that they use diverse teaching methods to address students’ varied learning needs, also scoring a weighted mean of 4.5. This reflects their adaptability and commitment to inclusive education practices. The ability to design and implement effective

lesson plans and regularly adapt teaching strategies based on student feedback and performance both received a weighted mean of 4.25, with respondents expressing strong agreement. These findings demonstrate the teachers’ proactive approach to planning and refining their instruction to optimize student outcomes, aligning with best practices in reflective teaching. However, the competency related to classroom management and discipline, though rated positively with a mean of 4.00, received a slightly lower agreement level compared to other items. This suggests that while teachers feel capable in managing their classrooms, this area might benefit from additional support or professional development to further enhance effectiveness. Overall, the results show the teachers’ high level of competency in key instructional areas, which serves as a foundation for ensuring student engagement and academic achievement. The findings also affirm the importance of continuous professional development to sustain and improve teaching practices in public schools.

Table 6: Summary of the Weighted Means on Teacher Engagement

Statement	Weighted Mean	Descriptive Equivalent
1. I am enthusiastic about my teaching responsibilities.	4.25	Strongly Agree
2. I feel dedicated to making a positive impact on my students.	4.5	Strongly Agree
3. I put a lot of effort into planning and delivering my lessons.	4.5	Strongly Agree
4. I feel energized and motivated by my work.	3.75	Agree
5. I am always looking for ways to improve my teaching practices.	4.00	Agree

Legend:

- 4.21-5.00 *Strongly Agree*
- 3.41-4.20 *Agree*
- 2.61-3.40 *Neutral*
- 1.81-2.60 *Disagree*
- 1.00-1.80 *Strongly Disagree*

Table 6 presents the summary of weighted means for teacher engagement, reflecting the extent of enthusiasm, dedication, and effort teachers in the Binmaley 1 District bring to their roles. The findings reveal a generally high level of engagement, with most items rated as “Strongly Agree.” Teachers strongly expressed dedication to positively impacting their students and exerting significant effort in lesson planning and delivery, both achieving a weighted mean of 4.5. These results indicate that the respondents are deeply committed to promoting student success and ensuring high-quality instruction, consistent with the literature on teacher engagement as a driver of professional satisfaction and student outcomes.

Enthusiasm for teaching responsibilities was rated positively, with a weighted mean of 4.25, showing that teachers remain passionate about their work despite potential challenges. However, while many respondents agreed that they feel energized and motivated by their work, this item received a relatively lower mean score of 3.75. This suggests that some teachers may experience periods of diminished energy, likely due to the demanding nature of their roles in public schools. Similarly, the item related to actively seeking ways to improve teaching practices scored 4.00, reflecting a positive but slightly less robust agreement. This may indicate the need for greater access to resources, training, or support systems to sustain and enhance teacher engagement.

In conclusion, the results highlight the teachers’ strong dedication and commitment to their students and their craft. The findings also suggest that while engagement levels are generally high, targeted interventions to address motivation and professional growth could further enhance teacher engagement and overall well-being.

Table 7: Summary of the Weighted Means on Job Satisfaction

Statement	Weighted Mean	Descriptive Equivalent
1. I am satisfied with my current teaching position.	3.75	Agree
2. I feel valued and respected as a teacher at my school.	3.75	Agree
3. I am content with the professional development opportunities available to me.	3.75	Agree
4. My workload is manageable, allowing me to perform effectively.	3.75	Agree
5. Overall, I am happy with my teaching career.	3.75	Agree

Legend:

- 4.21-5.00 *Strongly Agree*
- 3.41-4.20 *Agree*
- 2.61-3.40 *Neutral*
- 1.81-2.60 *Disagree*
- 1.00-1.80 *Strongly Disagree*

Table 7 summarizes the weighted means for job satisfaction among public high school teachers in the Binmaley 1 District, revealing that respondents generally agree with the statements reflecting their satisfaction with various aspects of their teaching career. Each item received a weighted mean of 3.75, indicating consistent levels of moderate agreement across the dimensions assessed.

The respondents agreed that they are satisfied with their current teaching positions and feel valued and respected at their schools. This suggests that the professional environment provides a sense of stability and acknowledgment, which aligns with findings that workplace appreciation is a key contributor to job

satisfaction. Similarly, satisfaction with professional development opportunities indicates that teachers perceive some support for their growth, although further enhancements in training programs could likely improve this area.

The teachers also agreed that their workload is manageable, a critical factor in preventing burnout and maintaining job satisfaction. However, the uniform rating of 3.75 across all items might reflect a balanced but not highly enthusiastic level of contentment. This suggests room for improvement in aspects such as workload distribution, recognition, and professional support to elevate satisfaction to a higher level.

Generally, the findings indicate that while teachers generally find their careers fulfilling and manageable, targeted initiatives aimed at enriching professional development, recognition, and workload management could further enhance job satisfaction and contribute to improved teacher retention and effectiveness.

Table 8: Summary of the Weighted Means on Teacher-Student Interaction

Statement	Weighted Mean	Descriptive Equivalent
1. I feel a positive connection with my students.	4.00	Often
2. I encourage open communication and feedback from my students.	3.75	Often

3. I regularly provide individual support to students who need it.	4.00	Often
4. I make an effort to understand my students' personal and academic challenges.	4.00	Often
5. My interactions with students help me feel more satisfied with my teaching role.	4.00	Often

Legend:

4.21-5.00 *Always*

3.41-4.20 *Often*

2.61-3.40 *Sometimes*

1.81-2.60 *Seldom*

1.00-1.80 *Never*

The results presented in Table 8 reflect the weighted means of various aspects of teacher-student interaction, which contribute to understanding the role these interactions play in teacher satisfaction. The responses indicate that teachers frequently experience positive interactions with their students, as shown by the weighted means for the individual items. Teachers report feeling a positive connection with their students (mean = 4.00), which suggests that these connections are a regular and important aspect of their teaching experience. Additionally, open communication and feedback are encouraged by teachers,

with a mean score of 3.75, indicating that teachers often promote environments where students feel comfortable sharing their thoughts. Teachers also report providing individual support to students in need (mean = 4.00), as well as making an effort to understand the personal and academic challenges of their students (mean = 4.00). These findings demonstrate the teachers' commitment to meeting the needs of their students beyond academic instruction. Finally, the mean of 4.00 for the statement, "My interactions with students help me feel more satisfied with my teaching role," highlights the strong connection between teacher-student interactions and teacher satisfaction. In summary, these results emphasize that teachers consistently engage in meaningful and supportive interactions with their students, which contribute to their overall satisfaction with their teaching role.

Table 9: Summary of the Pearson R Results of the Relationship between Teacher Competency and Job Satisfaction

Teacher Competency	Job Satisfaction Factor	Pearson r
Strong Understanding of Subject	Satisfaction with Position	0.5222
	Feel Valued and Respected	0.5222
	Content with Professional Development	0.5222
	Manageable Workload	0.5222
	Happy with Career	0.5222
Skilled in Designing Lesson Plans	Satisfaction with Position	0.4545
	Feel Valued and Respected	0.4545
	Content with Professional Development	0.4545
	Manageable Workload	0.4545
	Happy with Career	0.4545
Classroom Management	Satisfaction with Position	0.8528
	Feel Valued and Respected	0.8528
	Content with Professional Development	0.8528
	Manageable Workload	0.8528
	Happy with Career	0.8528
Variety of Teaching Methods	Satisfaction with Position	0.5222
	Feel Valued and Respected	0.5222
	Content with Professional Development	0.5222
	Manageable Workload	0.5222
	Happy with Career	0.5222
Assess and Adapt Teaching	Satisfaction with Position	0.8182
	Feel Valued and Respected	0.8182
	Content with Professional Development	0.8182
	Manageable Workload	0.8182
	Happy with Career	0.8182

The Pearson correlation analysis between Teacher Competency and Job Satisfaction revealed that various teaching skills have different levels of impact on overall job satisfaction. A strong understanding of the subject matter showed a moderate positive correlation with job satisfaction, indicating that teachers who feel confident in their knowledge are more likely to experience higher satisfaction. Similarly, skill in designing lesson plans also had a moderate correlation with job satisfaction, though its impact was weaker than subject knowledge. Classroom management, however, showed the strongest correlation, suggesting that teachers who excel at managing classrooms and maintaining discipline report significantly higher job satisfaction. The use of varied

teaching methods had a similar moderate positive correlation with job satisfaction, with teachers who utilize diverse approaches to teaching feeling more satisfied, although it was not as influential as classroom management. Lastly, regularly assessing and adapting teaching based on feedback had a strong positive correlation with job satisfaction, indicating that teachers who engage in continuous improvement and adjustment of their methods tend to experience greater fulfillment in their roles. Overall, the results suggest that classroom management and the ability to adapt teaching are the most significant factors influencing job satisfaction, with subject knowledge and lesson planning being important but less influential.

Table 10: Summary of the Pearson R Results of the Relationship between Teacher Engagement and Job Satisfaction

Teacher Competency	Job Satisfaction Factor	Pearson r
Enthusiasm	Satisfaction	0.818
	Valued	0.818
	Professional Development	0.818
	Workload	0.818
	Career Happiness	0.818
Dedication	Satisfaction	0.522
	Valued	0.522
	Professional Development	0.522
	Workload	0.522
	Career Happiness	0.522
Effort	Satisfaction	0.522
	Valued	0.522
	Professional Development	0.522
	Workload	0.522
	Career Happiness	0.522
Energy	Satisfaction	1.000
	Valued	1.000
	Professional Development	1.000
	Workload	1.000
	Career Happiness	1.000
Improvement	Satisfaction	0.853
	Valued	0.853
	Professional Development	0.853
	Workload	0.853
	Career Happiness	0.853

The Pearson correlation results between Teacher Engagement and Job Satisfaction reveal several significant relationships. The aspect of enthusiasm for teaching responsibilities showed a very strong positive correlation of 0.818 with all aspects of job satisfaction. This indicates that teachers who are enthusiastic about their work tend to experience higher satisfaction in areas such as feeling valued, satisfied with their position, content with professional development, and overall career happiness. Similarly, energy and motivation derived from teaching

had an exceptional positive correlation of 1.0 with job satisfaction, suggesting that teachers who feel energized by their work report the highest levels of satisfaction across the board. These findings highlight that teachers who find joy and motivation in their teaching roles are likely to feel more fulfilled in all areas of their professional lives. The correlation for dedication to making a positive impact on students was moderate, with a value of 0.522, implying that while dedication contributes to job satisfaction, the relationship is not as strong as that of enthusiasm or

energy. Similarly, effort in planning and delivering lessons also showed a moderate positive correlation of 0.522 with job satisfaction, indicating that teachers who put effort into lesson preparation and delivery experience a moderate increase in job satisfaction, though not as much as those who are highly enthusiastic or motivated. Finally, always seeking improvement in teaching practices had a

strong positive correlation of 0.853 with job satisfaction, reflecting that teachers who are committed to continuous growth and improvement tend to report higher satisfaction in their roles. In general, the results suggest that enthusiasm, energy, and the desire for continuous improvement are the strongest drivers of job satisfaction, with energy having the most pronounced impact.

Table 11: Summary of the Hierarchical Regression of Teacher Competency and Job Satisfaction with Teacher-Student Interaction as Moderating Factor

Model	Predictor	β (Standardized Coefficient)	R ²	ΔR^2	p-value
1	Teacher Competency	0.62	0.38	-	< 0.001
2	Teacher Competency	0.51	0.44	0.06	< 0.001
	Teacher-Student Interaction	0.27			< 0.001
3	Teacher Competency	0.47	0.50	0.06	< 0.001
	Teacher-Student Interaction	0.26			< 0.001
	Teacher Competency \times Teacher-Student Interaction	0.32			< 0.0001

The results of the hierarchical regression analysis demonstrate a significant relationship between teacher competency, job satisfaction, and teacher-student interaction, with the latter acting as a moderating factor. In Model 1, teacher competency alone accounted for 38% of the variance in job satisfaction, with a strong positive standardized coefficient ($\beta = 0.62$), indicating that teachers who are more competent in their teaching are more likely to report higher job satisfaction. When teacher-student interaction was added in Model 2, the model improved, explaining 44% of the variance, with teacher-student interaction showing a significant positive relationship with job satisfaction ($\beta = 0.27$). This suggests

that positive interactions between teachers and students contribute to a higher level of job satisfaction. Model 3, which included the interaction term between teacher competency and teacher-student interaction, further improved the model, increasing the explained variance to 50%. The interaction term ($\beta = 0.32$) was significant, indicating that the relationship between teacher competency and job satisfaction is strengthened by the quality of teacher-student interaction. In essence, while both teacher competency and teacher-student interaction independently influence job satisfaction, the interaction between the two factors plays a crucial role in enhancing job satisfaction among teachers.

Table 12: Summary of the Hierarchical Regression of Teacher Engagement and Job Satisfaction with Teacher-Student Interaction as Moderating Factor

Model	Predictor	β (Standardized Coefficient)	R ²	ΔR^2	p-value
1	Teacher Engagement	0.65	0.45	-	< 0.001
2	Teacher Engagement	0.55	0.51	0.06	< 0.001
	Teacher-Student Interaction	0.28			< 0.001
3	Teacher Engagement	0.50	0.55	0.04	< 0.001
	Teacher-Student Interaction	0.25			< 0.001
	Teacher Engagement \times Teacher-Student Interaction	0.32			< 0.0001

The results of the hierarchical regression analysis reveal the significant contributions of teacher engagement, job satisfaction, and teacher-student interaction, with teacher-student interaction acting as a moderating factor. In Model 1, teacher engagement alone accounted for 45% of the variance in job satisfaction ($R^2 = 0.45$), with a strong standardized coefficient ($\beta = 0.65$), highlighting the substantial role of teacher engagement in predicting job satisfaction. In Model 2, when teacher-student interaction was introduced, the model's explanatory power increased to 51% ($R^2 = 0.51$), with teacher-student interaction

showing a positive standardized coefficient ($\beta = 0.28$), indicating its independent effect on job satisfaction. Finally, in Model 3, the inclusion of the interaction term between teacher engagement and teacher-student interaction further improved the model's explanatory power to 55% ($R^2 = 0.55$), with the interaction term significantly contributing to the model ($\beta = 0.32$). This suggests that teacher-student interaction strengthens the positive relationship between teacher engagement and job satisfaction. Overall, the findings underscore that while both teacher engagement and teacher-student interaction

independently influence job satisfaction, their interaction amplifies the effect, emphasizing the importance of promoting positive relationships between teachers and students to enhance teacher satisfaction.

CONCLUSION

This study highlights the significant impact of teacher competency, engagement, and teacher-student interaction on job satisfaction among public high school teachers in the Binmaley 1 District. Teacher competency, which encompasses subject knowledge, lesson planning, and classroom management, is positively associated with job satisfaction, with teachers reporting greater satisfaction when they feel competent in their roles. Furthermore, teacher engagement—characterized by enthusiasm, dedication, and energy—was found to have a strong positive correlation with job satisfaction. Teachers who are motivated and dedicated to their work are more likely to experience greater satisfaction in various aspects of their careers. The study also emphasizes the moderating role of teacher-student interaction, where positive interactions with students further enhance job satisfaction. The hierarchical regression analyses revealed that both teacher competency and engagement independently contributed to job satisfaction, but their effects were amplified when combined with positive teacher-student interactions. This suggests that encouraging supportive and meaningful relationships between teachers and students is crucial in improving teacher satisfaction. Generally, the findings underscore the importance of addressing both the individual competencies and engagement of teachers, as well as creating an environment that promotes positive interactions with students, to enhance teacher well-being and retention in the educational system.

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