



**TEACHERS' JOB SATISFACTION AND THE ROLE OF COMMUNITY
ENGAGEMENT AMONG TEACHERS IN TAAL: BASIS FOR
ENHANCEMENT PLAN**

ARCELI M. COMIA
Master of Arts in Education
Major in Educational Administration
Rizal College of Taal, Inc.
comiaarceli8@gmail.com

ABSTRACT

This study investigated the relationship between community engagement and job satisfaction among teachers in public elementary schools under the Taal Sub-Office for the school year 2024–2025. Employing a descriptive-correlational research design, data were collected from 142 public elementary school teachers using a researcher-made questionnaire that measured the extent of participation in cultural, economic, social, and religious community engagement activities, as well as teachers’ level of job satisfaction in terms of work environment, relationships with colleagues, opportunities for professional development, and compensation and benefits. The findings revealed that teachers participated in community engagement activities to a meaningful to great extent and generally exhibited a very satisfactory level of job satisfaction across all identified dimensions. Pearson’s coefficient of correlation showed a highly significant relationship between the extent of community engagement and teachers’ job satisfaction ($p < .001$), indicating that higher levels of community involvement are associated with increased professional satisfaction. Additionally,

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan
Managing Editor: Raymart O. Basco

Associate Editor: Andro M. Bautista
Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue IV

April 2026

Available online at <https://www.instabrightgazette.com>



teachers identified several challenges affecting their participation in community activities, particularly heavy teaching workload, limited time, and insufficient administrative and community support. These results informed the development of an enhancement plan designed to address identified challenges, strengthen school–community partnerships, and further improve teachers’ overall job satisfaction.

Keywords: *community engagement, job satisfaction, public elementary school teachers, school-community partnership, teacher well-being, enhancement plan*



Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza
