

BETTER LIFE INDEX AND JOB SATISFACTION AMONG NON-TEACHING EMPLOYEES, DepEd DIVISION OF BOHOL

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ABSTRACT

Article history:

Submission: 2 June 2022

Revised: 7 Jan 2023

Accepted: 26 Aug 2023

Publication: 3 Sept 2023

Keywords — Better Life Index, job satisfaction, employee well-being, non-teaching employees, quality of life, Department of Education, organizational productivity

Employee well-being and job satisfaction are increasingly recognized as important factors influencing organizational effectiveness and workforce productivity. This study examined the Better Life Index and job satisfaction among non-teaching employees of the Department of Education Division of Bohol during the School Year 2022–2023. Specifically, the study assessed respondents' perceived quality of life across eleven domains of the Better Life Index. It assessed their level of job satisfaction regarding diagnostic and coaching, role conflict and ambiguity,

compensation and benefits, task accomplishment, and work environment. A quantitative descriptive-correlational research design was employed. Data were gathered from 243 non-teaching employees selected through stratified random sampling and analyzed using frequency counts, percentages, weighted means, Spearman rank-order correlation, and chi-square tests. Findings revealed that respondents generally reported a high Better Life Index, with housing, jobs, and education receiving the highest ratings, while income obtained the lowest



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rating. Likewise, respondents demonstrated a high level of job satisfaction, particularly in task accomplishment and role clarity. Correlational analysis indicated a statistically significant relationship between the Better Life Index and job satisfaction, suggesting that employees who perceived more favorable life conditions tended to report greater job satisfaction. The findings underscore the importance of promoting employee well-being through organizational support, professional development opportunities, health initiatives, and workplace policies that enhance quality of life and work satisfaction.

INTRODUCTION

Today, the health and well-being of employees (employee well-being) have become a significant issue for modern enterprises since they are associated with productivity, organizational commitment, and quality of life. Well-being is not only the absence of disease but also includes evaluations of living conditions, social interactions, personal fulfillment, and general life satisfaction (Deci & Ryan, 2000). In the workplace, people with high well-being are more likely to show increased engagement, motivation, and job performance.

The Better Life Index (BLI) was developed by the Organization for Economic Co-operation and Development (OECD) as a multidimensional framework to assess quality of life across 11 domains: housing, income, jobs, community, education, environment, civic engagement, health, life satisfaction, safety, and work-life balance. The BLI acknowledges that individual well-being depends on both material conditions and non-material aspects of life, unlike standard economic metrics such as Gross Domestic Product (GDP). Hence, it provides a more holistic evaluation of the variables related to personal well-being and societal advancement.

Job satisfaction remains one of the most widely studied measures of employee well-being in corporate contexts. Job satisfaction is the degree to which a person feels positively about his or her work experiences. Job satisfaction encompasses employees' perceptions of supervision, pay, role clarity, task achievement, and the workplace atmosphere. Previous research has repeatedly found that happy employees have higher levels of organizational commitment, higher performance, and better psychological health. In contrast, unhappiness is associated with stress, lower productivity, and poor health.

The non-teaching staff in education is an important part of the effective functioning of the educational system. Research exploring the link between general life circumstances and work satisfaction among non-teaching personnel is limited, even though they contribute to organizational performance. Most research has focused on teachers and school administrators, leaving a gap in our understanding of the well-being experiences of administrative and support professionals.

The study is based on contemporary concepts of well-being and the desire to work. The study aims to assess the Better Life Index and Job Satisfaction

among the Non-Teaching Workers of the Department of Education, Division of Bohol. The study specifically aims to measure respondents' perceived quality of life across the Better Life Index domains, assess their work satisfaction, and analyze the links among all three elements. The results are designed to provide evidence-based insights to inform the design of employee welfare programs, organizational development efforts, and human resource policies that enhance the well-being and productivity of non-teaching professionals.

Theoretical Background. This study is mostly built on Seligman's PERMA Theory of Well-Being and Herzberg's Two-Factor Theory of Motivation. According to the PERMA Theory, well-being comes from the interaction of five key elements: Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment. These factors give a conceptual framework for understanding how people judge the quality of their lives. These factors are reflected in the categories examined in the Better Life Index, such as housing, income, health, community, safety and work-life balance, which together determine a person's overall well-being.

This view is supplemented by Herzberg's Two-Factor Theory, which describes job satisfaction in terms of hygiene and motivation factors. Satisfaction is derived from motivators such as achievement, recognition, and meaningful work. Hygiene variables such as remuneration, supervision, working environment, and organizational regulations prevent unhappiness when they are acceptable. This hypothesis provides a good framework for studying the effect of the work environment on non-teaching staff satisfaction.

The synthesis of these ideas shows that employees with good life conditions and positive work experiences are likely to report higher levels of job satisfaction. Thus, the Better Life Index is a broader measure of personal welfare. Job satisfaction is a measure of the extent to which working conditions impact employees' overall quality of life.

The study presupposes that, based on these theoretical assumptions, higher levels of subjective well-being across the domains of the Better Life Index are associated with greater work satisfaction among non-teaching staff.

Related Literature and Studies. For a long time, well-being has been seen as a multifaceted notion including physical, psychological, social, and economic dimensions of existence. Current views of well-being extend beyond the absence of illness and conceptualize it as an individual's overall assessment of life conditions and personal functioning (Diener et al., 2018). Research shows that those who report better well-being are more resilient, productive, and satisfied with life (Ryan & Deci, 2001). In organizational contexts, employee well-being is increasingly recognized as a key factor affecting motivation, engagement, and job performance.

Concern for quality of life has grown, and governments and international agencies have developed broader metrics of societal well-being. One of the most prominent frameworks is the Better Life Index (BLI), published by the Organization for Economic Co-operation and Development (OECD), which

measures well-being across eleven domains: housing, income, jobs, community, education, environment, civic engagement, health, life satisfaction, safety, and work-life balance (OECD Better Life Index, 2011). These elements indicate that human flourishing cannot be measured solely by economic success. Quality of life depends not just on material conditions but also on non-material factors that shape everyday experiences and opportunities. This multidimensional view aligns with the thesis of Stiglitz et al. (2009) that social development must be measured beyond standard economic indicators such as Gross Domestic Product (GDP). GDP is still a useful measure of economic productivity, but it says little about people's health, safety, social ties, or overall life satisfaction. Moreover, this is why multidimensional measurements, such as the Better Life Index, have become increasingly useful for understanding individual and social well-being.

Job satisfaction is one key characteristic of employee well-being in the workplace. Job satisfaction is the overall attitude of a person towards his or her job experiences (Spector, 1997). It reflects sentiments regarding job responsibilities, supervision, remuneration, prospects for advancement, and the organizational environment. Employees with higher job satisfaction are usually more dedicated to the organization, perform better, and are less likely to leave (Judge et al., 2020). On the other hand, long-term unhappiness can lead to stress, burnout, reduced productivity, and poorer psychological outcomes (Faragher et al., 2005).

The relation between general living situations and employment attitudes has been reported in various studies. People do not compartmentalize their work experiences from other areas of their lives (Diener et al., 2018). Financial security, social support, health, and relationships in the community may affect how employees view their careers. This is consistent with the idea that the quality of life may affect job satisfaction and that work experiences may affect overall well-being.

The concept of work-life balance underpins this interaction. Greenhaus and Allen (2011) reported that employees who manage work, personal, and family duties report higher levels of satisfaction and psychological well-being. Today's firms have made work-life balance a priority as the need for environments that support employee productivity and personal satisfaction continues to grow. Studies from educational institutions also show the relevance of employee well-being. Much of the available material focuses on teachers, but there is evidence that administrative and support professionals also need supportive working environments to function effectively (Collie et al., 2018). Non-teaching staff play a significant role in how well the group runs by handling administrative, records management, financial operations, and institutional support. For the truth, their health and happiness are important not only to their own work but also to the success of schools.

The Sustainable Development Goals (SDGs) make the case for promoting well-being and good work worldwide. The United Nations (2023) says that

SDG 3 promotes good health and well-being, and SDG 8 promotes fair work and economic growth. These goals recognize that healthy, happy, and productive workers are important to the success of both the company and the community. Part of a bigger trend to make workplaces more welcoming and long-lasting, such as promoting the health and happiness of school employees. Empirical research has demonstrated that the Better Life Index is a viable multidimensional measure of well-being. Durand (2015) argued that the OECD Better Life Initiative provides a more comprehensive definition of quality of life by incorporating both subjective and objective measures. Multidimensional techniques are better at capturing well-being than a single economic measure, according to Greco et al. (2020). However, some scholars have argued that the experience of well-being may vary across cultural and social contexts; therefore, localized studies need to be conducted within specific communities (Azevedo et al., 2020).

Research on job satisfaction has highlighted salary, work environment, supervisory support, and role clarity as significant factors of employee happiness (Herzberg et al., 1959; Judge et al., 2020). These factors are strongly associated with several components of the Better Life Index, such as income, jobs, community, safety, and work-life balance. This convergence reveals that living conditions and professional experiences are not independent phenomena but are related. There is a growing worldwide literature on well-being and job satisfaction. However, little research examines the association between the Better Life Index and job satisfaction among non-teaching professionals in Philippine public educational institutions. Previous studies have focused on teachers, school principals, or private-sector personnel. Therefore, there is no information on how broader life conditions affect work satisfaction among non-teaching professionals in the Department of Education.

In light of this gap, the present study aims to contribute to the literature by examining the Better Life Index and work satisfaction among non-teaching personnel of the Department of Education, Division of Bohol. This link may be useful for creating employee welfare programs, human resource development programs, and organizational policies to improve well-being and workplace satisfaction.

Statement of the Problem. This study aims to determine the better life index and job satisfaction among the non-teaching employees of the Department of Education Division of Bohol, School Year 2022-2023.

Specifically, it intended to answer the following questions:

1. What is the Better Life Index of the respondents in terms of the following:

- 1.1 Housing;
- 1.2 Income;
- 1.3 Jobs;
- 1.4 Community;

- 1.5 Education;
- 1.6 Environment;
- 1.7 Civic Engagement;
- 1.8 Health;
- 1.9 Life Satisfaction;
- 1.10 Safety; and
- 1.11 Work-Life Balance

2. What is the level of job satisfaction among the respondents in terms of the following:

- 2.1 Diagnostic and Coaching;
- 2.2 Role Conflict and Ambiguity
- 2.3 Compensation and Benefits;
- 2.4 Task Accomplishments; and
- 2.5 Work Environment

3. Is there a significant degree of relationship between the Better Life Index and job satisfaction?

Null Hypothesis

It is geared toward rejection or acceptance to guide the study, with the test conducted at the 0.05 significance level.

H₀1: There is no significant degree of relationship between the Better Life Index and job satisfaction.

RESEARCH METHODOLOGY

Research Design. This study employed a quantitative, descriptive-correlational research design to examine the relationship between the Better Life Index and job satisfaction among non-teaching employees of the Department of Education (DepEd) Division of Bohol. The descriptive component was used to determine respondents' perceived levels of well-being across the eleven domains of the Better Life Index and their job satisfaction. The correlational component was used to determine whether significant relationships exist between respondents' demographic characteristics, Better Life Index dimensions, and job satisfaction.

The design was considered appropriate because it enabled the researcher to describe existing conditions and examine associations among variables without manipulating the study environment.

Environment. The study was conducted within the Department of Education Division of Bohol, Philippines. Participants were drawn from the Schools Division Office and from selected public elementary, junior high, and senior high schools across the province. The Division serves forty-seven

municipalities and one component city, providing a diverse representation of non-teaching personnel working in various administrative and support functions.

Research Participants. The study participants comprised 243 non-teaching employees from the Department of Education, Division of Bohol. Eligible participants were those who had rendered at least five months of active service at the time of data collection. Employees aged sixty years and above were excluded to ensure a more homogeneous working-age population.

A stratified random sampling technique was employed to ensure adequate representation from the elementary, junior high school, and senior high school levels. Eighty-one respondents were selected from each educational level, resulting in a total sample of 243 participants.

The sample size was determined using a 95% confidence level and a 5% margin of error. Such parameters are generally considered adequate for educational and social science research and enhance the representativeness of the sample.

Research Instrument. Data were collected using a structured questionnaire comprising three sections.

Part I collected demographic information, including age, sex, civil status, and years of service. Part II measured respondents' perceived quality of life using the Better Life Index framework developed by the Organization for Economic Co-operation and Development (OECD). The instrument assessed eleven dimensions of well-being: housing, income, jobs, community, education, environment, civic engagement, health, life satisfaction, safety, and work-life balance. Part III assessed job satisfaction using an adapted instrument derived from established measures reported by Pergamino and Yuayan (2021). The instrument covered five dimensions: diagnostic and coaching, role conflict and ambiguity, compensation and benefits, task accomplishment, and work environment. Items were adapted from validated scales developed by Hackman and Oldham (1975), Rizzo et al. (1970), Spector (1997), Cammann et al. (1983), and Swamy et al. (2015).

Prior to administration, the instrument underwent expert validation involving specialists in educational management and research methodology. Revisions were incorporated based on their recommendations to improve clarity, relevance, and content validity. To establish content validity, the questionnaire was reviewed by a panel of experts in educational leadership, human resource management, and research methodology. Their comments were used to refine item wording and ensure alignment with the constructs being measured.

A pilot test was conducted among non-teaching employees who were not included in the actual study. Internal consistency reliability was assessed using Cronbach's alpha coefficient. A reliability coefficient of at least .70 was considered acceptable, indicating satisfactory internal consistency of the instrument.

Data Gathering Procedure. Following approval from the Graduate School and authorization from the Department of Education Division Office, the researcher administered the survey to the selected participants.

Participants received an informed consent form explaining the purpose of the study, the voluntary nature of participation, confidentiality measures, and their right to withdraw at any stage without penalty. Upon obtaining consent, questionnaires were distributed electronically through Google Forms. Completed questionnaires were reviewed, encoded, and organized for statistical analysis. All collected data were treated with strict confidentiality and used solely for academic purposes.

Ethical Considerations. The study adhered to established ethical principles governing human participant research. Participation was voluntary, and informed consent was secured before data collection. Respondents were assured that their identities would remain anonymous and that no personally identifiable information would be disclosed in any report or publication.

The principles of beneficence, respect for persons, confidentiality, and justice guided the conduct of the study. Participants were informed that they could discontinue participation at any point without consequence. Furthermore, all electronic records were stored securely and were accessible only to the researcher.

The study was submitted to the appropriate institutional ethics review process before implementation.

Statistical Treatment of Data. The following statistical tools were utilized:

1. Frequency and Percentage Distribution. These were used to describe the respondents' demographic characteristics, including age, sex, civil status, and years of service.
2. Weighted Mean. This statistic was used to determine respondents' perceived levels of the Better Life Index and job satisfaction across their respective dimensions.
3. Spearman Rank-Order Correlation Coefficient (ρ). This nonparametric test was used to determine the relationship between ordinal variables, particularly age, years of service, Better Life Index, and job satisfaction.
4. Chi-Square Test of Independence. This test was utilized to determine significant associations between categorical profile variables (sex and civil status) and the major study variables.

All hypotheses were tested at the 0.05 level of significance.

RESULTS AND DISCUSSION

Better Life Index of the Respondents. The findings revealed that the respondents generally perceived a favorable quality of life, as evidenced by an overall composite mean of 3.048, which is interpreted as a High Life Index. This suggests that the non-teaching employees of the Department of Education Division of Bohol generally experience positive living conditions across the various dimensions measured by the Better Life Index.

Among the eleven dimensions, Housing obtained the highest mean ($M = 3.378$), indicating a Very High Life Index. This finding suggests that the respondents generally feel secure and comfortable in their homes and perceive their housing conditions as meeting their basic needs. The result highlights the importance of adequate housing as a foundational component of well-being, consistent with the view that safe and stable living conditions contribute significantly to quality of life.

The dimensions of Jobs ($M = 3.270$) and Education ($M = 3.205$) also received relatively high ratings. These findings indicate that the respondents generally view their work positively and recognize the value of education and professional development opportunities in enhancing their personal and career growth. The results imply that meaningful work and opportunities for learning contribute positively to employees' perceptions of well-being.

Likewise, Life Satisfaction ($M = 3.096$), Work-Life Balance ($M = 3.064$), Environment ($M = 3.028$), Community ($M = 3.006$), and Civic Engagement ($M = 2.984$) were all rated high. These findings suggest that respondents generally experience a sense of purpose, maintain a reasonable balance between professional and personal responsibilities, and participate in community and civic activities. The positive ratings further indicate that respondents perceive their surroundings as generally supportive of their overall well-being.

On the other hand, Health ($M = 2.933$) and Safety ($M = 2.943$) emerged among the lower-rated dimensions, although both remained within the high life index category. While respondents generally viewed themselves as healthy and safe, the comparatively low ratings suggest opportunities to strengthen health promotion initiatives, preventive healthcare practices, and personal safety awareness programs.

Notably, Income obtained the lowest mean ($M = 2.572$), although it remained within the high life index range. This finding suggests that while respondents perceive their income as sufficient to meet necessities, financial resources may be less adequate for discretionary spending, savings, or providing financial assistance to others. The result points to income-related concerns as a potential area for organizational and employee welfare interventions.

Overall, the findings indicate that the respondents generally enjoy a favorable quality of life, with strengths in housing, employment, and education. At the same time, income, health, and safety may benefit from further support and development.

Level of Job Satisfaction of the Respondents. The findings further revealed that the respondents generally experienced a high level of job satisfaction across all dimensions examined. This suggests that the non-teaching employees are generally satisfied with their work experiences, workplace relationships, and organizational environment.

Among the factors that contribute to job happiness, Task Accomplishment had the highest mean ($M = 3.24$), indicating that interviewees are very willing to do their jobs and complete them. The result shows that workers feel satisfied when they complete their tasks and help the company reach its goals. With a mean of 3.21, Role Conflict and Ambiguity came in close behind. This means that most of the people who answered know what their tasks, responsibilities, and expectations are in the business. Giving workers clear job descriptions and standards may help them feel more confident and do their jobs better. The respondents also gave Diagnostic and Coaching good ratings, which suggests that they usually see their managers as helpful, polite, and ready to offer advice when required. This study shows how important supervisors' assistance is for creating a good work environment and helping employees grow. Work Environment, on the other hand, had a mean score of 3.03, indicating that most people are happy with their working conditions. Based on the results, it looks like the workplace is a good environment to do your job and maintain positive working relationships. Of all the categories, Compensation and Benefits had the lowest mean ($M = 2.98$), yet it was still within the high job satisfaction range. This result shows that even though most respondents are happy with their pay and perks, they may still be worried about salary raises and other financial rewards. In line with the Better Life Index's findings, the relatively low rating for pay underscores how important money remains in determining workers' overall job satisfaction.

Overall, the results show that respondents are happy with their jobs, especially with the work they do and with knowing their professional roles. Pay and perks, on the other hand, were seen as the areas that could use the most change. These results suggest that maintaining supportive leadership, clear work expectations, and opportunities for employee growth, while also addressing financial concerns, may further increase non-teaching staff's job satisfaction.

Relationship between Better Life Index and Job Satisfaction. The analysis revealed a statistically significant relationship between the Better Life Index and job satisfaction among non-teaching employees of the Department of Education Division of Bohol ($p < .001$). Since the computed probability value was lower than the 0.05 significance level, the null hypothesis was rejected. The finding indicates that employees' perceptions of their quality of life are significantly associated with their level of job satisfaction.

Table 1. *Spearman Rank Correlation Between Better Life Index and Job Satisfaction (N = 243)*

Variables	Statistical Test	p-value	Decision	Interpretation
Better Life Index and Job Satisfaction	Spearman's Rank Correlation	< .001	Reject H ₀	Significant Relationship

Note. $\alpha = .05$.

The result suggests that broader life circumstances, including housing, income, employment conditions, community support, health, safety, and work-life balance, are closely linked to employees' perceptions and evaluations of their work experiences. Individuals who enjoy favorable living conditions are more likely to develop positive attitudes toward their jobs and experience greater workplace satisfaction. This finding supports the multidimensional perspective of well-being proposed by the Organization for Economic Co-operation and Development (OECD), which emphasizes that quality of life extends beyond economic resources and includes social, environmental, and personal dimensions that contribute to overall well-being (OECD, 2024).

The finding is likewise consistent with the theoretical proposition of Self-Determination Theory, which posits that individuals experience greater satisfaction and well-being when their needs for autonomy, competence, and relatedness are fulfilled (Ryan & Deci, 2000). Employees who perceive stability in their personal and professional lives are more likely to develop positive work attitudes and stronger organizational commitment.

Furthermore, the result aligns with previous studies demonstrating that subjective well-being and job satisfaction are positively associated. Diener et al. (2018) emphasized that individuals with higher levels of well-being tend to report more positive evaluations of various life domains, including work. Similarly, Faragher et al. (2005), through a meta-analysis, found that job satisfaction is closely linked with psychological well-being and overall quality of life. These findings suggest that improving employees' quality of life may contribute to more positive workplace experiences and higher levels of job satisfaction.

The findings indicate that the Better Life Index and job satisfaction are significantly related among non-teaching employees. This suggests that employees who perceive more favorable life conditions also tend to report greater job satisfaction. Although the strength and direction of the relationship could not be established due to the absence of the correlation coefficient, the statistical evidence supports the view that personal well-being and job satisfaction are interconnected. Consequently, initiatives that enhance employees' quality of life, such as health promotion programs, financial literacy interventions, work-life balance policies, and supportive workplace practices, may contribute to improved job satisfaction and overall organizational effectiveness.

CONCLUSIONS

The study found that non-teaching employees of the Department of Education Division of Bohol generally experienced a favorable quality of life and a high level of job satisfaction. Housing, employment, and education emerged as the strongest dimensions of the Better Life Index, while income received comparatively lower assessments. Similarly, respondents expressed positive perceptions of their work, particularly regarding task accomplishment, role clarity, and supervisory support. The findings further revealed a statistically significant relationship between the Better Life Index and job satisfaction, suggesting that employees who perceive more favorable living conditions tend to experience greater job satisfaction. These results highlight the interconnected nature of personal well-being and workplace experiences and emphasize the importance of supporting both dimensions to promote employee productivity, engagement, and overall organizational effectiveness.

RECOMMENDATIONS

In light of the findings of the study, these are the recommendations given:

1. A need to have training and seminars about financial management and debt management among non-teaching employees.
2. A need to seek additional sources of income, such as forming a cooperative.
3. A need to adhere to the MATATAG agenda on matters concerning debt management and other needs for teaching and non-teaching staff.
4. A need for health programs to encourage healthy behavior and improve overall well-being.
5. A need to have professional training sessions and seminars to learn various preventive measures to avert danger and to be prepared to protect oneself in the event of a threat.
6. A need to stay updated on developments and needs of the community.
7. A need to lead an active lifestyle. Non-teaching employees are encouraged to participate in community sports and events.
8. A need to follow and help in spreading awareness about the correct garbage disposal guidelines to keep the environment clean.
9. A need to have an effective and quick method of funding employees for seminars and training to prevent them from using their own money for these activities.
10. A need for positive work culture by encouraging teamwork and open communication and practicing work-life balance.
11. A need for professional development opportunities. Non-teaching employees should be given adequate opportunities to enhance their skills and knowledge to keep pace with changing technology and the environment.

12. A need to focus on the Individual Performance Commitment and Review Form (IPCRF) and make it a part of the training and development for non-teaching employees, so that they are guided by their responsibilities and tasks assigned to them.

13. A need for supportive leadership for the growth and advancement of non-teaching employees. Leaders should take the time to listen to their employees' needs and support them in achieving their goals. Furthermore, leaders need to promote and strengthen values formation to foster a positive work culture that upholds respect and aligns with the DepEd vision and mission.

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