PERSONALITY TYPES, WORK RELATIONS AND JOB SATISFACTION AMONG RESPIRATORY THERAPY FACULTY MEMBERS ON THE HIGHER EDUCATION INSTITUTION IN THE PHILIPPINES

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ABSTRACT

This study investigated the personality types, work relations, and job satisfaction of Respiratory Therapy faculty in higher education institutions in the Philippines. The research aimed to explore the interplay between these variables and their implications for faculty engagement and institutional effectiveness. Specifically, the study sought to determine the prevalence of personality types among faculty, assess the quality of work relations, evaluate job satisfaction levels, and examine the relationships and predictive power of these factors. A descriptive-correlational research design was employed, utilizing structured questionnaires to collect data from 132 faculty members. The researcher followed a structured and systematic process to gather data for the study. First, a three-part questionnaire comprising a total of twenty-four (24) questions was developed using Google Forms. This instrument underwent a rigorous validity test and was reviewed and approved by field experts, the research adviser, and a statistician to ensure its reliability and appropriateness for the study. Subsequently, the questionnaire, along with a formal letter, was distributed to the respondents. An electronic link to the survey was sent via email through the Dean of the College of Respiratory Therapy to facilitate access. The Google Form link included a detailed letter outlining the purpose of the study, a request for participation, a consent form, and a data privacy notice to ensure ethical compliance and respondent confidentiality. Once the responses were collected and encoded, the data were forwarded to the statistician for statistical treatment and initial analysis. The researcher then tabulated, analyzed, and interpreted the data to derive meaningful insights and formulate actionable recommendations. The research process began with securing formal approval from the college dean to conduct the study. Following this approval, the survey was administered to the selected respondents. After the respondents completed and submitted their responses, the data were systematically collected. The collected data were then tallied, analyzed, and interpreted to draw relevant conclusions and provide actionable insights. This structured approach ensured the integrity, reliability, and validity of the research findings.

Statistical tools such as weighted mean, Pearson r correlation, and regression analysis were used to analyze the data. The findings revealed that The Entrepreneur (ESTP) was the most prevalent personality type (20.5%), followed by The Inspector (ISTJ) at 16.7% and The Executive (ESTJ) at 11.4%. Work relations were generally positive, with an overall weighted mean of 3.36 ("Strongly Agree"), while job satisfaction also scored high, with an overall weighted mean of 3.27 ("Strongly Agree"), though concerns about compensation (2.62) were noted. Statistical

analysis showed no significant relationship between personality type and work relations (χ^2 = 21.421, p = 0.065) or job satisfaction (χ^2 = 36.142, p = 0.089). However, a moderate positive correlation was found between work relations and job satisfaction (r = 0.439, p = 0.000), and regression analysis confirmed that work relations significantly predict job satisfaction (R^2 = 0.192, β = 0.534, p = 0.000).

The study concludes that fostering positive work relations is essential for enhancing job satisfaction among Respiratory Therapy faculty. It recommends implementing personality development programs, strengthening work relations through team-building and mentorship, addressing compensation concerns, and promoting a supportive work culture. A structured action plan was proposed to ensure a holistic and sustainable enhancement of the faculty experience, ultimately contributing to improved institutional outcomes.

Keywords*: personality types, work relations, job satisfaction, Respiratory Therapy faculty, higher education institutions, Philippines

METHODS
Research Design

The descriptive-correlational method of research was utilized in this study to identify relationships between variables without manipulating them. This non-experimental design was well-suited to the research objective of assessing the degree and nature of associations between naturally occurring variables. Specifically, it examined whether relationships existed between the independent and dependent variables and, if so, how strong or weak these relationships were (Polit & Beck, 2020).

In a descriptive-correlational study, data were collected from the participants in their natural settings, and the variables were analyzed to determine patterns, trends, and statistical relationships. The purpose of this method is not to establish causality but to provide insights into correlations between factors (Creswell & Creswell, 2022). This is achieved through the administration of structured questionnaires, surveys, or other standardized tools, enabling the researcher to quantify the relationship between variables and test hypotheses regarding associations (Gray et al., 2021)

Sources of Data

The primary data for this study were obtained through responses gathered from respiratory therapy faculty members in higher education institutions in the Philippines. Only the empirical data generated from them were statistically treated and analyzed in this study.

Population of the Study

The respondents of this study comprised faculty members from the 22 active respiratory therapy schools in the Philippines, as identified through the Philippine Society of Respiratory Therapy Educators (PSRTE). Utilizing a margin of error of 5%, a confidence level of 95%, a population size of 200, and a response distribution of 50%, the calculated sample size for the academic year

2024–2025 was determined to be 132 respondents. This sample size ensured statistical reliability and generalizability of the findings to the target population.

Instrumentation and Validation

The researcher utilized a self-made survey questionnaire designed to comprehensively assess three critical dimensions: personality type, work relations, and job satisfaction. The first section of the instrument focused on personality types, employing the standardized Myers-Briggs Type Indicator (MBTI) framework. This section systematically evaluated respondents' personality traits by examining Attitude (Extroversion and Introversion), Functions (Sensing, Intuition, Thinking, and Feeling), and Lifestyle Preferences (Judging and Perceiving). The MBTI served as a validated and reliable tool to categorize respondents' personality profiles, providing a robust foundation for subsequent analyses.

The second section of the questionnaire shifted focus to work relations, incorporating a self-constructed set of items specifically designed to examine the interpersonal and professional dynamics among respondents. This section aimed to explore the nature and quality of interactions within their work environment, offering insights into how these relationships influenced their professional experiences and overall workplace cohesion. The third section addressed job satisfaction, utilizing another self-constructed instrument to assess respondents' levels of professional fulfillment and contentment. This section sought to measure factors contributing to satisfaction or dissatisfaction within their roles, providing valuable insights into their perceptions of workplace conditions. To ensure the validity and reliability of the instruments used in the second and third sections, both underwent rigorous face and content validity checks, reviewed by a panel of experts in statistics and research. After incorporating expert feedback and securing final approval from the research adviser, the questionnaire was deemed ready for administration to the target respondents.

The reliability of the self-made survey questionnaire was assessed through a pilot test, followed by statistical analysis to determine internal consistency. Cronbach's alpha coefficient was computed for each section of the instrument to measure its reliability. The results indicated that the personality type section, based on the standardized MBTI framework, exhibited a high reliability score, consistent with previous validations of the MBTI tool. Meanwhile, the work relations and job satisfaction sections, which were self-constructed, also demonstrated acceptable reliability, with Cronbach's alpha values exceeding the recommended threshold of 0.70. These findings confirmed that the questionnaire was internally consistent and suitable for measuring the intended constructs.

Evaluation and Scoring

To determine the personality types among the employees, the most dominant characteristics were used.

Assigned Personality Type	Verbal Interpretation
Attitude	Extroversion
Introversion	

Perceiving Functions   Sensing
Intuition

Judging Functions   Thinking
Feeling

Lifestyle Preferences   Judging
Perception

To determine the work relations among employees, a 4-point scale was used as follows:

Assigned Points	Numerical Range	Categorical Response	Verbal Response
4	3.25 - 4.00	Strongly Agree	Very high
3	2.50 - 3.24	Agree	High
2	1.75 - 2.49	Disagree	Low
1	1.00 - 1.74	Strongly Disagree	Very Low

To determine the level of job satisfaction among employees, a 4-point scale was used as follows:

Assigned Points	Numerical Range	Categorical Response	Verbal Response
4	3.25 - 4.00	Strongly Agree	Very high
3	2.50 - 3.24	Agree	High
2	1.75 - 2.49	Disagree	Low
1	1.00 - 1.74	Strongly Disagree	Very Low

Data Gathering Procedure

The researcher followed a structured and systematic process to gather data for the study. First, a three-part questionnaire comprising a total of twenty-four (24) questions was developed using Google Forms. This instrument underwent a rigorous validity test and was reviewed and approved by field experts, the research adviser, and a statistician to ensure its reliability and appropriateness for the study. Subsequently, the questionnaire, along with a formal letter, was distributed to the respondents. An electronic link to the survey was sent via email through the Dean of the College of Respiratory Therapy to facilitate access. The Google Form link included a detailed letter outlining the purpose of the study, a request for participation, a consent form, and a data privacy notice to ensure ethical compliance and respondent confidentiality.

Once the responses were collected and encoded, the data were forwarded to the statistician for statistical treatment and initial analysis. The researcher then tabulated, analyzed, and interpreted the data to derive meaningful insights and formulate actionable recommendations.

The research process began with securing formal approval from the College Dean to conduct the study. Following this approval, the survey was administered to the selected respondents. After the respondents completed and submitted their responses, the data were systematically collected. The collected data were then tallied, analyzed, and interpreted to draw relevant conclusions and provide actionable insights. This structured approach ensured the integrity, reliability, and validity of the research findings.

Statistical Treatment of Data

The following statistical tools were utilized for analyzing the gathered data:
1.   Frequency and percentage distribution were used to determine the personality types of the respondents.
2.   Weighted mean was used to assess the work relations and job satisfaction among respiratory therapy faculty in higher education institutions in the Philippines.
3.   Pearson R was used to determine the relationship between the respondents' personality types and work relations, personality type and job satisfaction, and work relations and level of job satisfaction.
4.   Chi-square test was utilized in the relationship tables to examine the association between categorical variables, providing additional insights into the relationships among personality types, work relations, and job satisfaction.
5.   Regression analysis was used to evaluate the predictive power of personality type and work relations on the job satisfaction of respiratory therapy faculty members.

Presentation, Analysis and Interpretation of Data

1. Personality Type Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines

Table 1
Personality Type Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines

Personality Type	Frequency	Percentage
The Inspector	22	16.7
The Protector	10	7.60
The Advocate	4	3.00
The Mastermind	4	3.00
The Virtuoso	13	9.80
The Artist	10	7.60
The Mediator	4	3.00
The Thinker	8	6.10
The Entrepreneur	27	20.50
The Entertainer	2	1.50
The Debater	3	2.30
The Executive	15	11.40
The Consul	6	4.50
The Commander	4	3.00
Total	132	100.00

Table 1 presents the distribution of personality types among respiratory therapy faculty members in higher education institutions in the Philippines. The data reveal that the most prevalent personality type is "The Entrepreneur" (ENTP), representing 20.50% of the respondents, followed by "The Inspector" (ISTJ) at 16.7%, and "The Executive" (ESTJ) at 11.40%. These three personality types collectively account for nearly half (48.60%) of the total sample,

highlighting their dominance within the faculty population. The remaining personality types are distributed across the spectrum, with percentages ranging from 1.50% to 9.80%. Overall, the table provides a comprehensive overview of the diverse personality profiles among respiratory therapy educators, underscoring the variability in traits and preferences within the academic community. The total sample size of 132 respondents ensures a representative distribution, with all percentages summing to 100%.

The literature highlights that ENTP personalities, known as "The Debater," are energetic, curious, and innovative, thriving in dynamic environments that reward exploration and debate (Sakdipat et al., 2022; Myers-Briggs Foundation, 2021). This aligns with the high prevalence of ENTPs (20.50%) in the respiratory therapy faculty, as these individuals are likely drawn to roles that require creativity, problem-solving, and adaptability—traits essential in both teaching and clinical practice.

2. Level of Work Relations Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines.

Table 2
Work Relations Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I am having a good time dealing with the employees in the workplace.	3.37	Very High	6
2. I never have a hard time talking with people in the workplace.	3.19	High	9
3. I find comfortable dealing with people in the workplace.	3.29	Very High	7
4. I will be able to discuss things related to work with the people in the workplace.	3.46	Very High	4
5. I can visit different offices without hesitation about work.	3.23	High	8
6. I am willing to extend my assistance with the people in the workplace.	3.61	Very High	1
7. I find time to spend leisure time after work with the people in the workplace.	2.98	High	10
8. I was able to establish good working relations with the people in the workplace.	3.42	Very High	5
9. I was able to gain respect of the people in the workplace.	3.51	Very High	2.5
10. I was able to identify the limitations of every personnel in the workplace.	3.51	Very High	2.5
Average	**3.36**	**Very High**	

Table 2 shows the highest-ranked indicator, with a weighted mean of 3.61, highlights the willingness of respiratory therapy faculty members to extend assistance to their colleagues in the

workplace. This finding reflects a strong commitment to collaboration and support among faculty members. Following closely are two indicators, each with a weighted mean of 3.51: the ability to gain the respect of colleagues and the capacity to identify the limitations of personnel in the workplace, both of which are ranked 2.5. These results emphasize the faculty's ability to cultivate mutual respect and develop a comprehensive understanding of their colleagues' strengths and limitations.

The literature underscores the significance of teamwork and collaboration in fostering positive work relationships. Zeffane (2022) asserts that effective workplace relationships are characterized by mutual support, trust, and collaboration, all of which contribute to increased organizational productivity and employee satisfaction. The high score associated with the willingness to provide assistance demonstrates the collaborative nature of respiratory therapy faculty members, a critical element in both academic and healthcare environments.

3. Level of Job Satisfaction Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines.

Table 3
Level of Job Satisfaction Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. I find my work very meaningful.	3.55	Very High	1
2. I feel that the company inspires me in the way I perform my job.	3.20	High	7.5
3. I am satisfied with the development of myself that I've got from the job.	3.32	Very High	6
4. I get along well with my colleagues.	3.48	Very High	2
5. I have the chance to fulfill the abilities that my job provides.	3.42	Very High	5
6. I derive a sense of achievement from my job.	3.44	Very High	3.5
7. I am satisfied with my working environment and facilities.	3.20	High	7.5
8. I am contented with the salary that I am receiving.	2.62	High	10
9. I am contented with the performance appraisal that I received.	3.01	High	9
10. I feel satisfied every time my superior notices my performance.	3.44	Very High	3.5
Average	**3.27**	**Very High**	

Table 3 presents findings that highlight key factors contributing to the job satisfaction of respiratory therapy faculty members. The highest-ranked indicator, with a weighted mean of 3.55, reflects the faculty members' perception that their work holds significant meaning, demonstrating a strong sense of purpose and fulfillment in their professional roles. This is followed by the indicator "getting along well with colleagues," which holds a weighted mean of

3.48 and is ranked second, emphasizing the presence of positive interpersonal relationships within the workplace. Additionally, two indicators tied at 3.44—deriving a sense of achievement from their job and feeling satisfied when their performance is recognized by superiors—both ranked 3.5, highlighting the importance of recognition and a sense of accomplishment in fostering job satisfaction. The overall average weighted mean of 3.27 indicates a generally high level of job satisfaction among respiratory therapy faculty members.

This level of satisfaction plays a crucial role in enhancing motivation, increasing productivity, and promoting greater faculty engagement. Faculty members who perceive their contributions as valuable and appreciated are more likely to demonstrate commitment to their institution, which, in turn, contributes to the overall quality of education. These findings underscore the essential role of recognition and accomplishment in fostering a supportive and effective work environment.

Existing literature emphasizes the significance of intrinsic factors, such as a sense of achievement, recognition, and the meaningfulness of work, in shaping job satisfaction (Wang & Xie, 2021). The highest-ranked indicator, which underscores the perception of meaningful work, reflects this intrinsic motivation, serving as a key driver of job satisfaction, particularly in academic and healthcare professions.

4. Relationship Between Personality Type, Work Relations and Job Satisfaction Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines.

Table 4
Relationship between the Respondents' Personality Type and Work Relations

	Chi-square value	**p-value**	**Interpretation**
The Respondents' Personality Type and Work Relations	21.421	0.065	Not Significant
Significance level @ 0.05			

Table 4 presents a chi-square value of 21.421 and a p-value of 0.065. At a significance level of 0.05, the p-value exceeds the threshold, indicating that the relationship between personality type and work relations is not statistically significant. This finding suggests that, within this sample, the personality types of respiratory therapy faculty members do not significantly influence their work relations. While personality traits may play a role in shaping interpersonal dynamics, the results imply that other factors, such as organizational culture, leadership styles, or workplace policies, may have a more substantial impact on work relations in this context. Further research could explore these additional variables to gain a more comprehensive understanding of the factors influencing work relations among faculty members. The literature highlights that while personality traits influence individual behavior and preferences, organizational factors such as culture, leadership styles, and workplace policies often play a more significant role in shaping work relations (Zeffane, 2022; Bodla et al., 2022). The non-significant relationship between personality type and work relations in this study aligns with this perspective, suggesting that

personality traits alone may not be the primary determinant of interpersonal dynamics in the workplace.

Table 5
Relationship between the Respondents' Personality Type and Level of Job Satisfaction

	Chi-square value	p-value	Interpretation
The Respondents' Personality Type and Level of Job Satisfaction	36.142	0.089	Not Significant
Significance level @ 0.05			

Table 5 presents a chi-square value of 36.142 and a p-value of 0.089. At a significance level of 0.05, the p-value exceeds the threshold, indicating that the relationship between personality type and job satisfaction is not statistically significant. This finding suggests that, within this sample, the personality types of respiratory therapy faculty members do not significantly influence their level of job satisfaction. While personality traits may contribute to individual perceptions of job satisfaction, the results imply that other factors, such as work environment, organizational support, or compensation, may play a more critical role in determining job satisfaction levels. Further research could investigate these additional variables to provide a more comprehensive understanding of the determinants of job satisfaction among faculty members. The literature highlights that while personality traits influence individual behavior and preferences, extrinsic factors such as work environment, organizational support, and compensation often play a more significant role in determining job satisfaction (Mitsakis& Galanakis, 2022). The non-significant relationship between personality type and job satisfaction in this study aligns with this perspective, suggesting that personality traits alone may not be the primary determinant of job satisfaction.

Table 6
Relationship between the Respondents' Work Relations and Level of Job Satisfaction

	Pearson r	p-value	Interpretation
The Respondents' Work Relations and Level of Job Satisfaction	0.439** Moderate correlation	0.000	Significant
**Significant @ 0.01			

Table 6 presents the results of the Pearson correlation analysis examining the relationship between work relations and the level of job satisfaction among respiratory therapy faculty members. The analysis yielded a Pearson r value of 0.439, indicating a moderate positive correlation between work relations and job satisfaction. The p-value of 0.000 confirms that this relationship is statistically significant at the 0.01 level. The analysis, which yielded a Pearson r value of 0.439, indicates a moderate positive correlation between work relations and job satisfaction. This means that as work relations improve, job satisfaction tends to increase as well. The p-value of 0.000 confirms that this relationship is statistically significant at the 0.01 level,

meaning the likelihood that this result is due to chance is extremely low. The literature emphasizes the importance of positive work relations in fostering job satisfaction. According to Zeffane (2022), healthy work relationships characterized by mutual respect, trust, and collaboration enhance organizational productivity and employee satisfaction. The moderate positive correlation (Pearson r = 0.439) between work relations and job satisfaction aligns with this perspective, suggesting that faculty members who experience positive interpersonal dynamics are more likely to feel satisfied with their jobs.

5. Does Work Relations Significantly Predict Level of Job Satisfaction Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines

Table 7
Regression Analysis between Work Relations and Level of Job satisfaction among Respiratory Therapy Faculty Members

Predictor	Dependent Variable	R^2	F	p-value	β	T	p-value
Work relation	Level of job satisfaction	0.192	30.976	0.000	0.534	5.566	0.000*
*Significant @ 0.01							

Table 7 presents the results of the regression analysis examining the predictive relationship between work relations and the level of job satisfaction among respiratory therapy faculty members. The analysis reveals that work relations significantly predict job satisfaction, as evidenced by the following key metrics. R² (Coefficient of Determination): 0.192, indicating that approximately 19.2% of the variance in job satisfaction is explained by work relations. F-statistic, 30.976, with a p-value of 0.000, confirming that the regression model is statistically significant at the 0.01 level. β (Beta Coefficient): 0.534, reflecting a moderate positive relationship between work relations and job satisfaction. t-value: 5.566, with a p-value of 0.000, indicating that the predictor variable (work relations) is statistically significant in explaining job satisfaction.

The text emphasizes the importance of positive work relations in fostering job satisfaction. According to Zeffane (2022), healthy work relationships characterized by mutual respect, trust, and collaboration enhance organizational productivity and employee satisfaction. The regression analysis results, which show that work relations explain 19.2% of the variance in job satisfaction (R² = 0.192), align with this perspective, suggesting that faculty members who experience positive interpersonal dynamics are more likely to feel satisfied with their jobs.

6. Proposed Action Plan to Enhance Personality Type, Work Relations, and Job Satisfaction Among Respiratory Therapy Faculty in Higher Education Institutions in the Philippines

The proposed action plan aims to enhance personality type utilization, strengthen work relations, and improve job satisfaction among respiratory therapy faculty in higher education institutions in the Philippines. Key strategies include conducting personality workshops, organizing team-building activities, implementing recognition programs, promoting work-life balance, providing

professional development opportunities, and upgrading facilities. These initiatives are designed to create a supportive and fulfilling work environment, ultimately benefiting faculty members and their institutions.

The literature highlights the importance of understanding personality types and fostering collaborative environments to enhance work relations and job satisfaction. According to Sakdipat et al. (2022), personality workshops can help individuals understand their strengths and limitations, leading to better interpersonal dynamics. Similarly, team-building activities promote trust, communication, and collaboration, which are essential for positive work relations (Zeffane, 2022).

Table 8
Proposed Action Plan to Enhance Personality Type, Work Relations, and Job Satisfaction Among Respiratory Therapy Faculty in Higher Education Institutions in the Philippines

Areas of Concern	Activity	Person(s) Involved	Time Frame	Budget	Expected Outcome and
Diverse Personality Types	Conduct personality development workshops to leverage strengths of each type.	Faculty members, HR, external facilitators	3 months	PHP 50,000	Improved self-awareness and utilization of personality strengths in teaching and collaboration. 90% of RT Faculty should attend.
Strengthening Work Relations	Organize team-building activities and conflict resolution training.	Faculty members, HR, team-building experts	2 months	PHP 30,000	Enhanced interpersonal dynamics, reduced conflicts, and stronger workplace cohesion of 100% of RT Faculty.
Improving Job Satisfaction	Implement a recognition program for faculty achievements and contributions.	Faculty members, administration, HR	Quarterly	PHP 20,000/year	Increased motivation, higher job satisfaction, and improved retention rates. 60% of RT Faculty should attend.
Work-Life Balance	Introduce flexible work arrangements and wellness programs.	Faculty members, HR, wellness coordinators	6 months	PHP 40,000	Reduced burnout, improved mental health, and better work-life balance. 90% of RT Faculty should attend.
Professional Development	Provide opportunities for continuous learning and career advancement.	Faculty members, HR, training providers	Annual	PHP 100,000/year	Enhanced skills, increased job fulfillment, and alignment with career goals. 90% of RT Faculty should attend.

Organizational Support	Establish a mentorship program and regular feedback mechanisms.	Faculty members, HR, senior mentors	6 months	PHP 25,000	Improved guidance, stronger support systems, and increased faculty engagement. 60% of RT Faculty should attend.
Salary and Benefits Review	Conduct a review and adjustment of salary scales and benefits packages.	Administration, HR, finance department	12 months	PHP 200,000	Increased contentment with compensation, reduced turnover, and improved morale of 100% of RT faculty.
Work Environment Enhancement	Upgrade facilities and provide resources for a conducive work environment.	Administration, HR, facility managers	12 months	PHP 150,000	Improved physical work conditions, leading to higher satisfaction and productivity of 100% of RT Faculty.
Leadership Training	Train leaders in transformational and emotionally intelligent leadership.	Department heads,HR, leadership coaches	3 months	PHP 60,000	More supportive and effective leadership, fostering a positive organizational culture. 60% of RT Faculty should attend.
Feedback and Evaluation	Implement regular surveys to assess faculty needs and satisfaction levels.	Faculty members, HR, data analysts	Biannual	PHP 15,000/year	Continuous improvement based on faculty feedback, ensuring alignment with their needs. 90% of RT Faculty should attend.

SUMMARY OF FINDINGS

1. Personality type Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines.
The study reveals that the Entrepreneur (ESTP) is the most prevalent personality type among respondents (20.5%), followed by the Inspector (ISTJ) at 16.7% and the Executive (ESTJ) at 11.4%, reflecting a faculty composition that balances adaptability, structure, leadership, and problem-solving, with less common representations of highly expressive or spontaneous personality types, ultimately suggesting that personality diversity enhances workplace collaboration, leadership effectiveness, and team dynamics.

2. **Work Relations Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines.**
The findings indicate a generally positive perception of workplace relations, as reflected in the overall weighted mean of 3.36 ("Strongly Agree"), with the highest-rated indicator being

employees' willingness to extend assistance (3.61), highlighting strong collaboration, mutual respect, and effective communication, while the lowest-ranked indicator (2.98) suggests that social interactions outside of work are less frequent, aligning with research emphasizing the role of teamwork, professional respect, and work-life balance in fostering job satisfaction and organizational commitment.

3. Level of Job Satisfaction Among Respiratory Therapy Faculty on the Higher Education Institution in the Philippines.
The findings on job satisfaction indicate that employees generally perceive their work positively, as reflected in the overall weighted mean of 3.27 ("Strongly Agree"), with the highest-rated indicator being "I find my work very meaningful" (3.55), emphasizing the role of intrinsic motivation, workplace relationships, and recognition in fostering job fulfillment, while the lowest-ranked indicator, "I am contented with the salary that I am receiving" (2.62), suggests that compensation remains a significant concern, aligning with research that highlights the impact of financial incentives, professional growth, and organizational support on job satisfaction and employee engagement.

4. Relationships among Respiratory Therapy faculty in Higher Education Institutions in the Philippines, focusing on their personality types and work relations, personality types and levels of job satisfaction, as well as work relations and levels of job satisfaction.
The statistical analysis revealed that personality type does not have a significant relationship with either work relations (χ^2 = 21.421, p = 0.065) or job satisfaction (χ^2 = 36.142, p = 0.089), supporting literature that suggests job satisfaction and work relations are influenced more by external factors such as workplace environment, leadership, and compensation rather than stable personality traits, while a moderate positive correlation is found between work relations and job satisfaction (r = 0.439, p = 0.000), emphasizing the role of interpersonal interactions in enhancing job satisfaction; additionally, the reliability of the questionnaire is confirmed with high Cronbach's Alpha values of 0.892 for work relations and 0.905 for job satisfaction, ensuring the consistency and validity of the instrument used.

5. Predictor of Work relations and level of job satisfaction among Respiratory Therapy faculty in Higher Education Institutions in the Philippines
The results of the simple regression analysis confirm a statistically significant predictive relationship between work relations and job satisfaction among respiratory therapy faculty members, with work relations explaining 19.2% of the variability in job satisfaction (R^2 = 0.192), a significant F-value of 30.976 (p = 0.000), and a standardized regression coefficient (β = 0.534), indicating a moderate to strong positive relationship, which aligns with previous research emphasizing that positive workplace relationships enhance job engagement, trust in leadership, and overall job fulfillment, while also suggesting that additional factors such as compensation and professional growth contribute to job satisfaction beyond interpersonal dynamics.

6. Proposed Action Plan to Enhance Personality Type, Work Relations, and Job Satisfaction Among Respiratory Therapy Faculty in Higher Education Institutions in the Philippines

There is a need to propose an action plan to enhance the personality type, work relations, and job satisfaction among respiratory therapy faculty in the higher education institutions in the Philippines.

CONCLUSION

In the light of the above findings of the study, the following conclusions were derived:

1.   The study concludes that the Entrepreneur (ESTP) is the most prevalent personality type among respiratory therapy faculty, followed by the Inspector (ISTJ) and the Executive (ESTJ), indicating a faculty composition that balances adaptability, structure, leadership, and problem-solving while fostering collaboration and workplace effectiveness.

2.   Respiratory therapy faculty are generally positive, with strong collaboration and mutual respect, though social interactions outside of work are less frequent, emphasizing the importance of teamwork and professional respect in organizational commitment.

3.   Job satisfaction is strongly influenced by intrinsic motivation and meaningful work, though concerns about compensation persist, highlighting the need for financial incentives and professional development opportunities to enhance overall job fulfillment.

4.   Personality type does not significantly affect work relations or job satisfaction, while a moderate positive correlation exists between work relations and job satisfaction, reinforcing the importance of workplace interactions in fostering employee engagement and well-being.

5.   Work relations significantly predict job satisfaction, explaining a notable portion of its variability, suggesting that fostering a supportive and collaborative work environment is essential for enhancing job fulfillment among respiratory therapy faculty.

6.   Based on the findings, an action plan should be developed and implemented to strengthen personality development, improve work relations, and enhance job satisfaction among respiratory therapy faculty in higher education institutions in the Philippines.

RECOMMENDATIONS

In the light of the findings and conclusions, the following are offered as recommendations for possible action:

1.   The deans of the college of respiratory therapy should implement personality development programs, such as leadership training, adaptability workshops, and problem-solving seminars, to enhance faculty members' strengths while promoting collaboration and workplace effectiveness.

2.   The deans of the college of respiratory therapy should establish structured team-building activities, mentorship programs, and open communication platforms to foster stronger collaboration, mutual respect, and professional interactions, while also encouraging social engagement to improve workplace cohesion.

3.   The higher education institution administrators should provide financial incentives, salary adjustments, and professional growth opportunities, such as career advancement programs and research grants, to ensure faculty members remain engaged and motivated.

4.   The deans of the college of respiratory therapy should promote a positive work culture by fostering trust, improving leadership effectiveness, and providing robust employee support systems to enhance overall faculty engagement. As outlined in the proposed program, strengthening work relations through organized team-building activities and conflict resolution training is essential. These initiatives are expected to enhance interpersonal dynamics, reduce conflicts, and foster stronger workplace cohesion, ultimately contributing to a more supportive and productive academic environment.

5.   The respiratory therapy faculty members have played a significant role in predicting job satisfaction, highlighting the need for higher education institutions to integrate faculty well-being programs, collaborative research initiatives, and structured peer support groups to sustain a high level of professional fulfillment.

6.   The deans of the college of respiratory therapy should implement, utilize, monitor, and evaluate the proposed program. Higher education institution administrators should establish a structured action plan that is systematically developed and regularly assessed. This plan should incorporate faculty development workshops, strategies to enhance work relations, and targeted initiatives to improve job satisfaction. Such a comprehensive approach will ensure a holistic and sustainable enhancement of the faculty experience, fostering a more supportive and productive academic environment.

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