

Teachers' Motivation and Job Satisfaction in Teaching Araling Panlipunan

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Abstract

Job satisfaction and motivation are important elements that can have a major influence on teaching performance, resulting in better educational results. The key purpose of this study is to find out teachers' motivations and job satisfaction in teaching Araling Panlipunan in one of the districts in the Division of Bacolod City for school year 2024-2025 as a basis for a professional development plan. Descriptive research was conducted, and a 30-item survey questionnaire was used as a tool to gather data from one hundred sixty-six (166) teachers. The results revealed that most of the respondents were 39 years old and above, female, with higher educational attainment, and had served for 12 years and above. Overall, the level of teachers' motivation was high. The study also found a high level of teachers' job satisfaction with the working environment and a moderate level with professional development, compensation and benefits, and recognition. When grouped according to variables like age, sex, highest educational attainment, and length of service, the level of teachers' motivation was high. The level of teachers' job satisfaction in the working environment when grouped according to variables like age, sex, highest educational attainment, and length of service was high, while it was moderate for professional development, compensation and benefits, and recognition. A significant difference was observed in the level of teachers' motivation in terms of intrinsic motivation when compared according to their length of service. Moreover, a significant difference was found in the level of teachers' job satisfaction across four areas when compared according to their length of service. Further, no significant relationship was found between the level of teachers' motivation and job satisfaction. Improving the motivation of the teacher requires the teacher's satisfaction with the working environment, professional development, compensation and benefits, and recognition. A professional development plan was recommended to help sustain teachers' motivation and job satisfaction.

Keywords: Araling Panlipunan Teaching, Job Satisfaction, Teacher Motivation

Bioprofile:

Mark Ben V. Ramos is a dedicated public school educator with five (5) years of teaching experience at Banago Elementary School – I. He earned his Bachelor of Elementary Education, Major in Science, from the University of Negros Occidental–Recoletos (UNO-R) in 2008. He further advanced his professional training by completing his Master of Arts in Educational Administration and Supervision at STI West Negros University (STI-WNU), strengthening his expertise in instructional leadership, school management, and educational research. He was





motivated to conduct this study by his firsthand experiences in the classroom and school setting, where he observed the need for evidence-based practices that support effective teaching, learning outcomes, and school improvement. His commitment to educational excellence and professional growth inspired him to undertake this research in order to contribute meaningful insights that may benefit teachers, school administrators, and the wider academic community.

Dr. Lourdes E. Guanzon is a highly dedicated public school educator with twenty-eight (28) years of service in the field of basic education. She is currently assigned at Handumanan Elementary School – I, where she continues to demonstrate excellence in teaching, leadership, and professional service. She earned her Master of Arts in Education (MAEd), major in Administration and Supervision, from STI West Negros University (STI-WNU). She further pursued advanced studies and completed her Doctor of Philosophy (PhD), major in Administration, strengthening her expertise in educational leadership, school management, and research. Throughout her career, Dr. Guanzon has received numerous academic recognitions, including being awarded Most Outstanding Teacher at the Division Office for three (3) consecutive years. She is also recognized as an Innovator and Research Advocate at Handumanan Elementary School – I, actively promoting research-based practices and innovative approaches to teaching and learning.

Introduction

Nature of the Problem

Araling Panlipunan focuses on human relationships and how society functions, requiring precise and comprehensive teaching due to the subject's objective nature (Villero, 2023). Since teachers play a crucial role in delivering instruction, they must be given adequate support to perform effectively (Manalo et al., 2020). Teacher motivation and satisfaction are vital in promoting quality teaching and learning, as motivated teachers are more likely to inspire students and support educational change. Job satisfaction, which involves meeting teachers' needs and improving their performance, is therefore essential (Pakino et al., 2024).

However, in the current research locale, some teachers lack motivation because they are dissatisfied with their working conditions. Issues such as low salaries, limited career advancement, a poor working environment with high teacher–student ratios, and insufficient benefits contribute to their dissatisfaction (Manalo et al., 2020). The lack of appropriate learning materials in Araling Panlipunan further hinders the delivery of instruction. In one district school, teaching Araling Panlipunan has become particularly challenging due to limited teacher training and the scarcity of resources suited for elementary learners.

To gain a deeper understanding of the teachers' motivation and job satisfaction in teaching Araling Panlipunan in the district, the researcher was inspired to investigate the various motivational factors influencing the teachers' work behavior and job satisfaction. The study's





results served as a basis for creating research-based policies and organizing programs and activities that will enhance the welfare of teachers. The study's results can also be used to create policies that benefit not only teachers but also the entire educational institution, particularly in areas such as resource allocation and the provision of monetary and non-monetary incentives.

Current State of Knowledge

Teacher motivation is closely linked to their attitudes toward work, interest in student discipline, and engagement in the teaching process. Motivation, whether intrinsic or extrinsic, serves as a driving force that revitalizes behavior and directs focus toward achieving goals (Gulnaz et al., 2015; Crisci et al., 2019). Intrinsic motivation stems from personal desire, interest, or satisfaction in performing tasks for their own sake, while extrinsic motivation is influenced by external rewards such as pay, benefits, or recognition (Begum, 2017; Olowoselu, Nyako, Bello, & Joda, 2016; Ramzan, 2023). Motivated teachers are more likely to take pride in their work, pursue professional growth, and remain engaged in the profession (Jacob et al., 2021; Forson et al., 2021; Asaari et al., 2019).

Both intrinsic and extrinsic motivations are essential for teachers to enhance teaching effectiveness and improve student learning outcomes (Begum, 2017; Olowoselu, Hussin, & Kasa, 2016; Adlaon et al., 2024). Intrinsic motivation encourages teachers to find satisfaction in the teaching process itself, fostering enthusiasm, fulfillment, and long-term dedication to the profession (Manoza & Cruz, 2024; Cajurao et al., 2023). Extrinsic motivation, through fair compensation, recognition, and incentives, helps maintain teacher morale and reinforces the societal value of the teaching profession (Bear et al., 2017; Yasmeen et al., 2019; Jang, 2017). Achieving a balance between these motivational factors is key to sustaining teacher engagement and performance.

Research supports the significant relationship between teacher motivation, job satisfaction, and school performance. Studies in primary and secondary schools reveal that both intrinsic and extrinsic motivators positively influence teacher satisfaction and organizational outcomes (Besigomwe et al., 2024; Zaheer et al., 2024; Lawal et al., 2019). Intrinsic motivation remains particularly important, as evidenced by Malaysian in-service teachers who primarily draw their teaching drive from internal satisfaction (Ismail et al., 2023). These findings highlight the need for school administrators and policymakers to provide both tangible and intangible support to motivate teachers, thereby improving teaching quality and student achievement.

Job satisfaction in teaching Araling Panlipunan is an emotional state influenced by teachers' perceptions, attitudes, and feelings toward their work (Ahiri et al., 2023). Satisfied teachers exhibit positive attitudes, enthusiasm, and commitment, which improve student learning outcomes and classroom management, while dissatisfied teachers may show absenteeism, low morale, and poor performance (Sutrisno, Isyanto, & Hasbullah, 2017). Key factors affecting teacher satisfaction include working environment, professional development, compensation, and recognition, all of which interact with both internal psychological factors and external workplace conditions (Ho et al., 2023; Nguyen, 2014). A supportive school environment with safe





classrooms, proper facilities, and positive interpersonal relationships fosters engagement, participation, and overall job satisfaction (Garba & Allumi, 2019; Kiruja & Mukuru, 2018).

Professional development plays a crucial role in enhancing teachers' skills, teaching practices, and student outcomes (Eroglu & Kaya, 2021; Ajani et al., 2018; Zaidi et al., 2018; Gallego & Caingoy, 2020; Elliot, 2019). Continuous learning opportunities allow teachers to implement diverse and effective teaching strategies, boosting both their confidence and satisfaction. Compensation and recognition are also critical factors, with fair pay, benefits, and acknowledgment of efforts directly influencing motivation, morale, and retention (Sanduleac & Capatona, 2016; Phan & Tran, 2021; Yasmeen et al., 2019; Caroline, 2022; Hipos & Benavides, 2023). Both monetary and non-monetary rewards, when managed effectively, enhance teacher performance and reinforce their commitment to the profession.

Research shows a strong correlation between job satisfaction and teacher performance. Teachers report higher satisfaction when they experience supportive leadership, opportunities for growth, positive work environments, and recognition for achievements (Kadtong et al., 2017; Baluyos et al., 2019; Taiwo et al., 2019; Bona, 2020). Dissatisfaction arises from inadequate pay, lack of professional opportunities, and poor working conditions, which negatively impact morale and productivity. Overall, creating a positive and nurturing work environment, coupled with professional development and fair compensation, is essential for sustaining teacher satisfaction, improving teaching quality, and enhancing student learning outcomes.

Theoretical Underpinnings

The study is anchored in Maslow's Hierarchy of Needs (1987) and Herzberg's Two-Factor Theory (1959), which both explain how fulfilling human needs motivates individuals to work. Maslow emphasizes that unmet basic needs can disrupt personal development and hinder self-satisfaction, while the fulfillment of these needs helps individuals feel valued and capable (Firkhan et al., 2021). His theory is widely applied by organizations to attract, retain, and motivate employees by addressing intrinsic and extrinsic needs (Sadri & Bowen, 2011). In understanding what motivates Araling Panlipunan teachers, all concepts related to both types of motivation must therefore be considered.

Herzberg's theory highlights that job satisfaction is shaped by two sets of factors: motivators, which lead to satisfaction, and hygiene factors, whose absence leads to dissatisfaction (Fauziyana et al., 2021; Mohd Rokeman & Che Kob, 2024). Higher-level needs—such as growth, achievement, and self-esteem—strongly influence motivation, while factors like salary and security primarily prevent dissatisfaction. These theories together provide a relevant framework for analyzing Araling Panlipunan teachers' needs, as many experience marginalization and lack of recognition. By understanding and addressing teachers' physiological, security, social, esteem, and self-actualization needs, school leaders and education officials can enhance teacher satisfaction and improve their performance within the organization (Amin et al., 2021).





Objectives

This study aimed to determine the level of teachers' motivations and job satisfaction in teaching Araling Panlipunan in one of the districts in the Division of Bacolod City for the school year 2024-2025 as a basis for a professional development plan. Specifically, this sought to answer the following questions: 1) the level of teachers' motivation in teaching Araling Panlipunan according to intrinsic motivation and extrinsic motivation; 2) the level of teachers' job satisfaction in teaching Araling Panlipunan according to working environment, professional development, compensation and benefits, and recognition; 3) the significant difference between the level of teachers' motivation in teaching Araling Panlipunan when grouped and compared according to the aforementioned variables; 4) the significant difference between the level of teachers' job satisfaction in teaching Araling Panlipunan when grouped and compared according to the aforementioned variables; and 5) the significant relationship between the level of teachers' motivation and job satisfaction in teaching Araling Panlipunan.

Methodology

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study utilized a descriptive research design to determine the level of teachers' motivation and job satisfaction in teaching Araling Panlipunan. Descriptive research involves analyzing collected data to describe the current state of a phenomenon, using methods such as questionnaires, interviews, and observation (Creswell, 2015). This design is appropriate for the study as it allows the researcher to examine and depict the existing conditions of teachers' motivation and job satisfaction at the time of the study.

Respondents

The respondents in the study were the 166 Araling Panlipunan teachers in one of the districts of Bacolod City. Purposive sampling was used. Purposive sampling is a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in the study. Researchers use purposive sampling when they want to access a particular subset of people, as all participants of a survey are selected because they fit a particular profile (Ames et al., 2019).





Instruments

This study employed a researcher-made questionnaire consisting of two parts: the first collected teachers' personal profiles, including age, sex, highest educational attainment, and length of service, while the second assessed their level of motivation (intrinsic and extrinsic, 10 items each) and job satisfaction (working environment, professional development, compensation and benefits, and recognition, 5 items each) using a five-point Likert scale. Validity was established through face and content validation by a panel of three experts with extensive educational experience, and the instrument achieved an excellent validity index of 4.96 (Shuttleworth, 2015). Reliability was confirmed via a dry run with 30 teachers not included in the main study, and Cronbach's Alpha values of 0.975 for motivation and 0.988 for job satisfaction indicated excellent reliability (Mansen, 2016; Taber, 2017). This ensures that the questionnaire is both valid and consistent for measuring teachers' motivation and job satisfaction in teaching Araling Panlipunan.

Data Gathering Procedure

To facilitate the smooth conduct of the study, the researcher employed the following procedures: a letter of request for the study's conduct was sent to the Office of the Schools Division Superintendent. Upon approval, the researcher also sought the consent of the public school district supervisor before distributing the questionnaire. A separate letter was also sent to the school heads of all component schools, attached to the approved letter from the superintendent. The researcher distributed the research questionnaire after receiving the go-ahead from the school heads and provided respondents with a clear explanation of the study's objectives. The researcher also included his contact number and Messenger account in the research instrument in case any teachers encounter difficulty answering the instrument. To ensure that every question on the questionnaire was addressed, the researcher provided respondents with a four-week window. To guarantee a 100% retrieval of the checklist and questionnaires, the researcher personally collected the questionnaires after the allotted period had passed.

Data Analysis and Statistical Treatment

Objective No. 1 used the descriptive analytical scheme and mean to determine the level of teachers' motivation in teaching Araling Panlipunan.

Objective No. 2 likewise used the descriptive analytical scheme and mean to determine the level of teachers' job satisfaction in teaching Araling Panlipunan.

Objective No. 3 employed a comparative analytical scheme and Mann-Whitney U test to identify the significant difference in the level of teachers' motivation in teaching Araling Panlipunan when grouped and compared according to the variables.

Objective No. 4 also used the comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan when grouped and compared according to the variables.



Objective No. 5 employed a relational analytical scheme and Spearman rho to investigate the relationship between teachers' motivation levels and job satisfaction.

Ethical Consideration

This research paper aims to minimize the risk of harm to its target respondents by ensuring the confidentiality of their responses and maintaining their anonymity throughout the entire research process. At the onset, this researcher secures the free, prior, and informed consent of the participants and assures them of their right to withdraw from the research at any time if deemed necessary. No personal data compromising the respondents' identity was collected, in adherence to the Data Privacy Act of 2012, specifically regarding access to the data by both the researcher and the analyst. The respondents are assured that no information that discloses their identity will be released or published without their prior consent, except in extremely rare and necessary circumstances. All collected materials were disposed of appropriately, either by machine shredding or dissolved in water, after the study was submitted. At the same time, soft copies of the data were deleted, ensuring that there was no chance of future retrieval.

Results and Discussion

This section deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made possible by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Table 1

Level of Teachers' Motivation in Teaching Araling Panlipunan in Intrinsic Motivation

Items	Mean	Interpretation
	n	n
<i>As a teacher,</i>		
1. teaching Araling Panlipunan is a prestigious profession.	3.87	High Level
2. teaching Araling Panlipunan is enjoyable and stimulating.	4.04	High Level
3. I feel satisfied and accomplished when my students succeed and excel in their studies.	4.06	High Level
4. my teaching job provides scope for me to learn and develop to my full potential.	3.92	High Level
5. through teaching I can perform to the best of my ability and creativity in the classroom.	4.04	High Level
6. I believe I am more beneficial to the community as a teacher than other jobs.	3.90	High Level



7. teaching gives recognition and respect from the community.	3.73	High Level
8. teaching provides interaction with peoples from many areas and professions.	3.92	High Level
9. teaching gives me purposeful life.	4.00	High Level
10. teaching increases my morale to work as a teacher.	4.03	High Level
Overall Mean	3.95	High Level

Table 1 presents the level of teachers' motivation in teaching Araling Panlipunan in the area of intrinsic motivation. The respondents obtained an overall mean score of 3.95, interpreted as a high level.

However, to deepen the analysis, the teachers obtained the highest mean of 4.06 on item No. 3, stating, "I feel satisfied and accomplished when my students succeed and excel in their studies," and interpreted it as a high level. Conversely, the lowest mean score of 3.73 was recorded for item No. 7, which states that teaching provides recognition and respect from the community, and this was also interpreted as a high level.

The result implies that the respondents were intrinsically motivated to teach the Araling Panlipunan subject, especially when they see their students succeed. However, some respondents feel dissatisfied because parents and other community members do not appreciate or recognize their efforts in teaching the children. This dissatisfaction may stem from a lack of support and acknowledgment from the community, which can diminish teachers' morale and motivation despite their passion for the subject and commitment to their learners' success.

The result relates to that of Manalo et al. (2020), indicating that teachers exhibit high levels of motivation, job satisfaction, organizational commitment, and work engagement. Teachers who are motivated and satisfied in their jobs also have a high level of work engagement and organizational commitment.

Table 2

Level of Teachers' Motivation in Teaching Araling Panlipunan in Extrinsic Motivation

Items	Mean	Interpretation
<i>As a teacher,</i>		
1. I have satisfactory benefits in teaching Araling Panlipunan.	4.10	High Level
2. I have manageable workload in the school.	4.06	High Level
3. My salary is reasonable for the amount of work I do.	3.68	High Level
4. I have good rapport with other colleagues who work with me.	3.79	High Level
5. My colleagues cooperate in sharing materials in Araling Panlipunan.	4.01	High Level



6. I have a good relationship with my superiors.	3.86	High Level
7. I am pleased with the working environment in my school.	3.92	High Level
8. I have the opportunity to participate in the planning and decision-making of school activities.	3.90	High Level
9. The policies of the school allow me to do my job effectively.	3.99	High Level
10. The school gives me an opportunity to join seminars and conferences for my professional growth.	3.84	High Level
Overall Mean	3.92	High Level

Table 2 shows the level of teachers' motivation in teaching Araling Panlipunan in the area of extrinsic motivation. The respondents obtained an overall mean score of 3.92, interpreted as a high level.

Examining the data further, the teachers obtained the highest mean of 4.10 on item No. 1, stating, "I have satisfactory benefits in teaching Araling Panlipunan," and interpreted it as a high level. On the other hand, the lowest mean score of 3.68 was on item No. 3, which stated, "My salary is reasonable for the amount of work I do," interpreted as a high level.

The finding suggests that the respondents were extrinsically motivated due to the satisfactory benefits they received from teaching the Araling Panlipunan subject. Some respondents felt demotivated because their salary didn't match their work and effort. This suggests that while external rewards drive some teachers, others feel discouraged due to a lack of appropriate compensation for their workload. The disparity between effort and reward can lead to a decline in motivation among those who feel undervalued.

The finding aligns with that of Yasmeeen et al. (2019), which highlighted that compensating teachers properly with extrinsic rewards, including competitive salaries and comprehensive benefits, is crucial to recognizing the immense value of their role in society. Adequate compensation attracts and retains talented teachers, motivating them to perform at their best. It reduces financial stress and enables teachers to focus on their core responsibilities without distraction.

Table 3

Level of Teachers' Job Satisfaction in Teaching Araling Panlipunan in the Area Working Environment

Items	Mea n	Interpretatio n
<i>As a Teacher, I am satisfied with. .</i>		
1. the school facilities and equipment.	3.20	Moderate Level
2. the working conditions (such as classroom ventilation, lighting, etc.)	3.33	Moderate Level



3. the spirit of cooperation among my co-teachers.	3.15	Moderate Level
4. the policies, regulations, and practices toward employees of the school.	3.15	Moderate Level
5. my working relationship with superiors and colleagues.	3.06	Moderate Level
Overall Mean	3.18	Moderate Level

Table 3 reveals the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of working environment. The respondents obtained an overall mean score of 3.18, interpreted as a moderate level.

Investigating further, the teachers obtained the highest mean of 3.33 on item No. 2, which stated, "I am satisfied with the working conditions (such as classroom ventilation, lighting, etc.)," and interpreted it as a moderate level. On the other hand, the lowest mean score of 3.06 was on item No. 5, which stated, "I am satisfied with my working relationship with superiors and colleagues," interpreted as a moderate level.

The results imply that the respondents were moderately satisfied with their jobs, particularly with their working relationships with superiors and colleagues. Most teachers are more likely to feel inspired and involved in their work when they have a sense of connection and belonging with their coworkers. However, there are too many workloads and responsibilities, which led to a lack of social engagement with superiors and colleagues. This lack of social interaction hindered the development of stronger interpersonal connections, which could potentially affect overall job satisfaction.

The result aligns with that of Taiwo et al. (2019), which revealed that the level of job satisfaction among teachers was significantly low. The researchers recommended fostering smooth working relationships and a favorable work environment to improve job performance and job satisfaction.

Table 4

Level of Teachers' Job Satisfaction in Teaching Araling Panlipunan in the Area of Professional Development

Items	Mean	Interpretation
	n	n
<i>As a Teacher, I am satisfied with...</i>		
1. the amount of seminar received related to Araling Panlipunan.	3.31	Moderate Level
2. the opportunities provided to attend in local and national conferences for my professional growth.	3.22	Moderate Level
3. the training and workshop provided to enhance my competence in teaching Araling Panlipunan.	3.16	Moderate Level



4. the scholarship grants for post graduate education.	3.20	Moderate Level
5. the school in-service training conducted on technology-assisted instruction.	3.07	Moderate Level
Overall Mean	3.19	Moderate Level

Table 4 exposes the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of professional development. The respondents obtained an overall mean score of 3.19, interpreted as a moderate level.

Exploring the data further, the teachers obtained the highest mean of 3.31 on item No. 1, stating, "I am satisfied with the number of seminars received related to Araling Panlipunan," and interpreted it as a moderate level. On the other hand, the lowest mean score of 3.07 was obtained on item No. 5, which stated, "I am satisfied with the school's in-service training on technology-assisted instruction," interpreted as a moderate level.

The finding implies that the respondents were not fully satisfied with the professional development they received, particularly training on technology-assisted instruction and workshops related to teaching Araling Panlipunan subjects. Teachers often forget what the resource person taught if it is not practiced frequently due to a lack of hands-on training tools. Teachers concur that technology, equipment, and resources are necessary for their respective work assignments as well as during school in-service training. Additionally, a few seminars were conducted specifically for the Araling Panlipunan subject. This suggests that the limited opportunities for hands-on training and the infrequency of relevant seminars hinder teachers' ability to retain and apply the knowledge they acquire. Consequently, this lack of practical experience and specialized training may contribute to their overall dissatisfaction with professional development. However, this contradicts the study by Bona (2020), which showed that teachers strongly agree they are satisfied with their teaching profession. Additionally, teachers agree that they are happy with the training, development, and resources provided.

Table 5

Level of Teachers' Job Satisfaction in Teaching Araling Panlipunan in the Area of Compensation and Benefits

Items	Mea n	Interpretatio n
<i>As a Teacher, I am satisfied with...</i>		
1. the amount of pay for the work I do.	3.17	Moderate Level
2. the way I get full credit for the work I do.	3.18	Moderate Level
3. the chances to be promoted.	3.13	Moderate Level
4. the benefits I receive are as good as most other organizations.	3.37	Moderate Level
5. the way my job provided a secure future.	3.38	Moderate Level
Overall Mean	3.25	Moderate Level



Table 5 discloses the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of compensation and benefits. The respondents obtained an overall mean score of 3.25, interpreted as a moderate level.

Exploring the data further, the teachers obtained the highest mean of 3.38 on item No. 5, stating, "I am satisfied with the way my job provided a secure future," and interpreted it as a moderate level. On the other hand, the lowest mean score of 3.13 was on item No. 3, which stated, 'I am satisfied with the chances of being promoted,' which I interpreted as a moderate level.

The results imply that the respondents were moderately satisfied with their chances of being promoted. This finding is due to the limited number of promotions positions available compared to the number of applicants. Hence, competition among teachers is inevitable. This competitive environment may encourage teachers to enhance their skills and performance, ultimately benefiting the educational institution as a whole. However, it could also lead to dissatisfaction among those who feel overlooked despite their qualifications and hard work. The study by Saiti and Papadopoulos (2015) found that educators are generally satisfied with their profession, but not with their salary, benefits, and potential rewards.

Table 6

Level of Teachers' Job Satisfaction in Teaching Araling Panlipunan in the Area Recognition

Items	n	Mea	Interpretatio
	n		
<i>As a Teacher, I am satisfied with...</i>			
1. the way my superior recognizes my work.		3.17	Moderate Level
2. the way my superior recommends promotion.		3.06	Moderate Level
3. the way my colleagues praise my job achievements.		3.21	Moderate Level
4. the way respected by parents and stakeholders of my current teaching position.		2.94	Moderate Level
5. the way others recognize my importance in the organization.		3.16	Moderate Level
Overall Mean		3.11	Moderate Level

Table 6 divulges the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of recognition. The respondents obtained an overall mean score of 3.11, interpreted as a moderate level.

Upon further examination of the data, the teachers obtained the highest mean of 3.21 on item No. 3, which stated, "I am satisfied with the way my colleagues praise my job achievements," and interpreted this as a moderate level. On the other hand, the lowest mean score of 2.94 was obtained on item No. 4, which asked if I am satisfied with the way I am respected by parents and stakeholders in my current teaching position, indicating a moderate level of satisfaction.



The result implies that the respondents were not fully satisfied with the way the education community recognizes their teaching work. Some teachers face disrespect from parents and stakeholders due to the actions of other teachers. This lack of recognition can lead to decreased morale and motivation among educators, ultimately affecting the quality of education provided to students. Recognition may lead to job satisfaction. Phan and Tran (2021) concluded that teachers need social respect and recognition to determine their emotional energy and motivation. If they are motivated, they can dedicate more time and effort to harnessing their students' potential and helping them become brilliant professionals in the future.

Table 7

Difference in the Level of Teachers' Motivation in Teaching Araling Panlipunan in the Area of Intrinsic Motivation According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	87.21	3143.00	0.324	0.05	Not Significant
	Older	86	80.05				
Sex	Male	44	83.63	2678.50	0.984	0.05	Not Significant
	Female	12	83.45				
Highest Educational Attainment	Lower	44	86.97	2531.50	0.556	0.05	Not Significant
	Higher	12	82.25				
Length of Service	Shorter	81	92.12	2744.00	0.020	0.05	Significant
	Longer	85	75.28				

Table 7 discloses a comparative analysis of the level of teachers' motivation in teaching Araling Panlipunan in the area of intrinsic motivation according to profile variables.

The computed p-values for the variables age, sex, and highest educational attainment are 0.324, 0.984, and 0.556, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' motivation in teaching Araling Panlipunan in the area of intrinsic motivation when grouped and compared according to age, sex, and highest educational attainment is accepted.

However, for the variable length of service, the computed p-value is 0.020, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' motivation in teaching Araling Panlipunan in the area of intrinsic motivation when grouped and compared according to length of service is rejected.



The result implies that the level of teachers' motivation in teaching Araling Panlipunan, in terms of intrinsic motivation, varies according to their length of teaching experience. This is because teachers who have spent longer years in the service experience enjoyment and fulfillment in the profession they chose, as they stay in their respective workplace, regardless of the challenges they face. This enjoyment often translates into more effective teaching practices and a greater willingness to engage with their students. Consequently, these seasoned educators may inspire a more profound interest in the subject matter, fostering a richer learning environment for their students. Manalo et al. (2020) revealed that teachers who are motivated and satisfied in their jobs also have a high level of work engagement and organizational commitment.

Table 8

Difference in the Level of Teachers' Motivation in Teaching Araling Panlipunan in the Area of Extrinsic Motivation According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Significance level	Interpretation
Age	Younger	80	85.58	3273.50	0.575	0.05	Not Significant
	Older	86	81.56				
Sex	Male	44	84.52	2639.00	0.864	0.05	Not Significant
	Female	12	83.13				
Highest Educational Attainment	Lower	44	81.56	2598.50	0.744	0.05	Not Significant
	Higher	12	84.20				
Length of Service	Shorter	81	86.88	3169.00	0.357	0.05	Not Significant
	Longer	85	80.28				

Table 8 divulges a comparative analysis of the level of teachers' motivation in teaching Araling Panlipunan in the area of extrinsic motivation according to profile variables.

The computed p-values for the variables age, sex, highest educational attainment, and length of service are 0.575, 0.864, 0.744, and 0.357, respectively. All these p-values are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' motivation in teaching Araling Panlipunan in the area of intrinsic motivation when grouped and compared according to age, sex, highest educational attainment, and length of service is accepted.

The finding implies that the level of teachers' motivation in teaching Araling Panlipunan in terms of intrinsic motivation does not vary when compared according to their profile backgrounds. The respondents perceived a consistent level of extrinsic motivation, particularly regarding the benefits they received as teachers. This suggests that, regardless of individual differences in their backgrounds, teachers share a common understanding of what motivates them in their roles. Consequently, addressing their extrinsic motivators could lead to more effective



teaching strategies in the subject area. Bear et al. (2017) expressed that extrinsic motivators can help attract and retain teachers by giving them benefits and recognition for their work. Additionally, these aspects can be an excellent addition to teachers' motivation, resulting in a more well-rounded approach to teacher motivation. They can also demonstrate the importance of teaching as a profession and encourage teachers to continue working diligently to provide their pupils with a satisfactory education.

Table 9

Difference in the Level of Teachers' Job Satisfaction in Teaching Araling Panlipunan in the Area of Working Environment According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	85.87	3250.50	0.532		Not Significant
	Older	86	81.30				
Sex	Male	44	83.05	2664.00	0.941		Not Significant
	Female	122	83.66				
Highest Educational Attainment	Lower	44	90.11	2393.00	0.278	0.05	Not Significant
	Higher	122	81.11				
Length of Service	Shorter	81	94.36	2562.50	0.004		Significant
	Longer	85	73.15				

Table 9 reveals a comparative analysis of the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of learning environment according to profile variables.

The computed p-values for the variables age, sex, and highest educational attainment are 0.532, 0.941, and 0.278, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis states that there is no significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of learning environment when grouped and compared according to age, sex, and highest educational attainment. In contrast, educational attainment is accepted.

However, for the variable length of service, the computed p-value is 0.004, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of learning environment when grouped and compared according to length of service is rejected.

The finding implies that the level of teachers' job satisfaction in teaching Araling Panlipunan, in terms of the learning environment, varies when compared according to their years of teaching experience. This is because those longer years in service have allowed them to successfully adapt to and manage the working environment they are in, particularly in their



relationships with superiors and colleagues. This suggests that experienced teachers may have developed more effective coping strategies and interpersonal skills, resulting in greater job satisfaction. Consequently, their familiarity with the work environment allows them to navigate challenges more effectively than their less-experienced counterparts. According to Hipos and Benavides (2023), a positive working environment in an organization implies a highly favorable organizational climate that attracts and retains excellent individuals.

Table 10

Difference in the Level of Teachers' Job Satisfaction in Teaching Araling Panlipunan in the Area of Professional Development According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	89.07	2994.50	0.141		Not Significant
	Older	86	78.32				
Sex	Male	44	81.34	2589.00	0.722		Not Significant
	Female	122	84.28				
Highest Educational Attainment	Lower	44	90.53	2374.50	0.247	0.05	Not Significant
	Higher	122	80.96				
Length of Service	Shorter	81	94.98	2512.50	0.002		Significant
	Longer	85	72.56				

Table 10 shows a comparative analysis of the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of professional development according to profile variables.

The computed p-values for the variables age, sex, and highest educational attainment are 0.141, 0.722, and 0.247, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of professional development when grouped and compared according to age, sex, and highest educational attainment is accepted.

However, for the variable length of service, the computed p-value is 0.002, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of professional development when grouped and compared according to length of service is rejected.

The results imply that the level of teachers' job satisfaction in teaching Araling Panlipunan, particularly in terms of professional development, varies according to their length of service in teaching. This is because respondents who have longer teaching experience may have attended



many training sessions and seminars, which gives them better teaching capabilities than those who are new to the teaching service. This suggests that experienced teachers may feel more satisfied with their jobs due to the skills and knowledge gained from professional development opportunities. Consequently, their longer tenure in the field likely enhances their overall effectiveness and confidence in teaching Araling Panlipunan. According to Gallego & Caingoy (2020), professional development is the center of lifelong learning and has a huge impact on teaching practice. Therefore, by engaging in various professional development activities, teachers' competence is greatly enhanced.

Table 11

Difference in the Level of Teachers' Job Satisfaction in Teaching Araling Panlipunan in the Area of Compensation and Benefits According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	86.61	3191.50	0.413		Not Significant
	Older	86	80.61				
Sex	Male	44	80.93	2571.00	0.673		Not Significant
	Female	122	84.43				
Highest Educational Attainment	Lower	44	89.83	2405.50	0.299	0.05	Not Significant
	Higher	122	81.22				
Length of Service	Shorter	81	93.88	2601.50	0.006		Significant
	Longer	85	73.61				

Table 11 exposes a comparative analysis of the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of compensation and benefits according to profile variables.

The computed p-values for the variables age, sex, and highest educational attainment are 0.413, 0.673, and 0.299, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of compensation and benefits when grouped and compared according to age, sex, and highest educational attainment is accepted.

However, for the variable length of service, the computed p-value is 0.006, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of compensation and benefits when grouped and compared according to length of service is rejected.

The finding implies that the level of teachers' job satisfaction in teaching Araling Panlipunan, with respect to compensation and benefits, varies according to their length of service in the teaching profession. This is because veteran teachers are thought to receive better pay,



benefits, and promotion chances than new teachers. This suggests that experienced teachers may feel more valued and satisfied due to their established status and the rewards they receive. In contrast, newer teachers might struggle with lower satisfaction levels due to fewer benefits and opportunities. Muguongo (2015) argued that well-remunerated educators will feel invigorated, guaranteed, and secure, leading to positive feelings towards their work. This would result in a higher level of job satisfaction.

Table 12

Difference in the Level of Teachers' Job Satisfaction in Teaching Araling Panlipunan in the Area of Recognition According to Variables

Variable	Category	N	Mean Rank	Mann-Whitney U	p-value	Sig. level	Interpretation
Age	Younger	80	87.69	3105.00	0.264		Not Significant
	Older	86	79.60				
Sex	Male	44	81.85	2611.50	0.785		Not Significant
	Female	122	84.09				
Highest Educational Attainment	Lower	44	89.53	2418.50	0.317	0.05	Not Significant
	Higher	122	81.32				
Length of Service	Shorter	81	95.40	2479.00	0.001		Significant
	Longer	85	72.16				

Table 12 unveils the comparative analysis of the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of recognition according to profile variables.

The computed p-values for the variables age, sex, and highest educational attainment are 0.264, 0.785, and 0.317, respectively, all of which are greater than the 0.05 level of significance and are thus interpreted as not significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of recognition when grouped and compared according to age, sex, and highest educational attainment is accepted.

However, for the variable length of service, the computed p-value is 0.006, which is less than the 0.05 level of significance and thus interpreted as significant. Therefore, the hypothesis stating there is no significant difference in the level of teachers' job satisfaction in teaching Araling Panlipunan in the area of recognition when grouped and compared according to length of service is rejected.

The results suggest that teachers' job satisfaction regarding recognition in teaching Araling Panlipunan varies according to their length of service. This is because teachers who have longer years of service have already established better relationships with colleagues, parents, and education stakeholders than their counterparts. This established rapport likely contributes to a more supportive work environment, enhancing their overall job satisfaction. Consequently, experienced



teachers may feel more recognized and valued in their roles. Employees can be driven to superior performance when they think their efforts are being recognized (Caroline, 2022). In addition, Eric et al. (2022) suggested that employee recognition practices enhance motivation and job satisfaction, improve self-esteem, and foster a positive attitude toward the job, ultimately leading to improved job performance.

Table 13

Relationship Between the Level of Teachers' Motivation and Job Satisfaction in Teaching Araling Panlipunan

Variable	rho	p-value	Sig. level	n	Interpretatio
Motivation	1.00	0.00	0.0		
Job Satisfaction	0	0	5		Significant

As presented in the table, the computed r was 1.00 with a p -value of 0.000, which is less than the 0.05 level of significance; thus, it is interpreted as significant. Therefore, the hypothesis stating there is no significant relationship between the level of teachers' motivation and job satisfaction was rejected.

The finding implies that the level of teachers' motivation positively influences job satisfaction. This means that the more highly motivated the teachers, the better the job performance they produced. Higher motivation among teachers not only enhances their enthusiasm for teaching but also translates into improved effectiveness in their roles. As a result, motivated teachers are likely to foster a more positive learning environment for their students. The finding is supported by Besigomwe et al. (2024), who found a statistically significant relationship between teacher motivation and job satisfaction. Also, Cabaron and Oco (2023) found teachers' motivational factors and job satisfaction have positive relationships.

Conclusions

The study found that most Araling Panlipunan teachers were 39 years or older, female, highly educated, and had 12 or more years of service. Overall, teachers exhibited high levels of motivation and job satisfaction, regardless of age, sex, education, or length of service, though job satisfaction was moderate in professional development, compensation, and recognition. Differences were observed in intrinsic motivation and job satisfaction when analyzed by length of service, with tenured teachers showing higher satisfaction. No significant relationship was found between motivation and job satisfaction. The high motivation was attributed to enjoyment and benefits of teaching, while satisfaction was linked to favorable working conditions, with moderate levels due to limited training, promotion opportunities, and recognition. Recommendations include providing recognition and incentives, reviewing workload policies, fostering independence, improving communication, enhancing technology training, creating a supportive work environment, promoting teamwork, encouraging professional development, and engaging parents and stakeholders to further boost teacher motivation and satisfaction.





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