

TEACHERS' JOB SATISFACTION: BASIS FOR SUSTAINABILITY PLAN

Kris S. Cabatu-an
Department of Education
Isabela, Negros Occidental
kris.cabatuan@deped.gov.ph

Abstract

This study examined teachers' job satisfaction in a public secondary school within a medium-sized Schools Division in Central Philippines during the School Year 2025–2026, as a basis for developing a sustainability plan. A descriptive quantitative research design was employed, involving 126 public secondary school teachers selected through purposive sampling. Data were collected using a validated survey questionnaire and analyzed using statistical tools, including frequency counts, percentages, means, the Mann–Whitney U test, and Spearman's rank-order correlation, to determine differences and relationships among variables. Teachers' job satisfaction was measured across four dimensions: job roles and responsibilities, student behavior and engagement, career development opportunities, and salaries and benefits. Results revealed that the majority of respondents were older, married, and had pursued postgraduate education, indicating a stable and experienced teaching workforce. Many respondents also reported higher family incomes, suggesting a well-established, professionally qualified group of educators. Overall, teachers demonstrated high job satisfaction across all dimensions examined. Furthermore, demographic variables such as age, sex, marital status, highest educational attainment, and average monthly income did not differ significantly across teachers' job satisfaction levels. Based on the findings, a sustainability plan was developed to further strengthen teacher satisfaction and support professional growth within the school.

Keywords: *Teachers' job satisfaction, public secondary school teachers, career development, teacher well-being, sustainability plan*

Bio-profiles

Kris S. Cabatu-an earned her Bachelor of Science in Business Administration with Units Secondary Education from Carlos Hilado Memorial State University. She is a licensed professional teacher and has been a Public-School Teacher for more than 9 Years at the Division of Negros Occidental, teaching Technology and Livelihood education.



Introduction

Rationale

Teachers play a crucial role in shaping the quality of education and the overall development of learners. As key agents in the educational system, teachers influence not only students' academic performance but also their social, emotional, and personal development. Because of this central role, understanding the factors that affect teachers' job satisfaction has become increasingly important in educational research and policy development. Job satisfaction among teachers contributes significantly to teacher retention, instructional effectiveness, and the overall performance of educational institutions. When teachers feel valued, supported, and motivated, they are more likely to remain committed to their profession and perform their duties effectively. Conversely, low levels of job satisfaction may lead to burnout, absenteeism, reduced productivity, and even teacher attrition, which negatively affects the quality of education provided to students (Robbins et al., 2019).

Globally, educational systems are facing growing concerns about teacher retention and professional well-being. Teachers are often faced with numerous responsibilities beyond classroom instruction, including administrative duties, student mentoring, community involvement, and participation in professional development activities. These additional responsibilities increase workload and may influence teachers' perceptions of their work environment and professional fulfillment. Research indicates that supportive leadership, positive work environments, and opportunities for professional growth significantly contribute to higher levels of teacher job satisfaction (Darling-Hammond & Burns, 2024). In contrast, excessive workload, limited resources, and limited career advancement opportunities can reduce teachers' motivation and satisfaction with the profession.

Teacher job satisfaction is also influenced by several organizational and personal factors such as job roles and responsibilities, student behavior and classroom management, career development opportunities, and compensation or benefits. When teachers clearly understand their roles and responsibilities and feel that their contributions are valued, they tend to demonstrate higher levels of professional commitment. Similarly, positive student behavior and strong teacher–student relationships contribute to a more productive classroom environment, enhancing teachers' sense of accomplishment and satisfaction. According to Marti (2025), effective classroom management and positive student engagement significantly improve teachers' motivation and reduce professional stress, allowing them to focus on meaningful teaching and learning experiences.





Career development opportunities also play a vital role in shaping teachers' professional satisfaction. Teachers who are given opportunities to pursue advanced education, professional training, and promotion are more likely to feel motivated and committed to their work. Professional growth not only enhances teachers' competencies but also strengthens their confidence and sense of purpose within the educational system. Studies emphasize that professional development programs and structured career progression systems help sustain teacher motivation and improve long-term retention in the teaching profession (Cantin, 2024). Furthermore, supportive leadership and mentoring programs can encourage teachers to continuously improve their instructional practices and remain engaged in their professional responsibilities.

Compensation and benefits likewise influence teachers' perceptions of fairness and recognition in their profession. Adequate salaries, incentives, and benefits contribute to teachers' financial stability and overall well-being. In the Philippine context, teachers receive various allowances and incentives from the Department of Education, including the Personnel Economic Relief Allowance, mid-year and year-end bonuses, and special hardship allowances for teachers assigned to challenging areas. These financial benefits are designed to recognize teachers' dedication and support their professional needs (Helpline PH, 2025). However, despite these incentives, many educators still experience financial pressures and workload challenges that affect their overall job satisfaction.

In addition to organizational factors, teachers' demographic characteristics, such as age, sex, civil status, educational attainment, and income level, may also influence their perceptions of job satisfaction. These personal factors can shape how teachers experience their work environment and professional responsibilities. For instance, teachers with higher educational attainment may seek more opportunities for professional growth. In contrast, experienced teachers may demonstrate greater resilience and employ more effective coping strategies in managing classroom challenges. Understanding how these demographic variables interact with job satisfaction can provide deeper insights into teachers' professional experiences and needs. In the Philippine educational setting, teachers continue to face several challenges, such as overcrowded classrooms, limited instructional resources, and increasing administrative responsibilities. These conditions place significant pressure on educators and may affect their motivation and professional satisfaction. At the same time, ongoing reforms in the education sector emphasize improving teacher welfare, strengthening professional development, and creating supportive school environments. Addressing these challenges requires empirical data that can guide school leaders and policymakers in developing strategies that promote teacher well-being and professional sustainability.

Despite numerous studies on teacher job satisfaction, there remains a need to examine how specific factors influence teachers' satisfaction within particular educational contexts. Schools vary in organizational culture, leadership practices, and available resources, which may affect teachers' perceptions of their work environments. Therefore, conducting localized research on teacher job satisfaction is essential for identifying the specific needs and challenges educators face within a particular school or division.





The study was conducted to assess the level of job satisfaction among public secondary school teachers in a medium-sized school division in Central Philippines during the School Year 2025–2026. Specifically, the study examined teachers' job satisfaction across job roles and responsibilities, student behavior and engagement, career development opportunities, and salaries and benefits. It also analyzed how teachers' demographic characteristics relate to their perceptions of job satisfaction. The findings of this study serve as a basis for the formulation of a sustainability plan aimed at improving teacher well-being, strengthening professional support systems, and promoting long-term commitment to the teaching profession. By identifying the factors that influence teacher satisfaction, educational leaders and policymakers can develop effective programs and strategies that foster a supportive and sustainable work environment for teachers.

Literature Review

Teacher job satisfaction has long been recognized as a crucial factor influencing teacher performance, retention, and the overall quality of education. Job satisfaction refers to the degree of fulfillment and positive emotional response that individuals experience toward their work. In the context of education, teachers' satisfaction is closely linked to their motivation, commitment to the profession, and instructional effectiveness. Studies have consistently shown that teachers who experience high levels of job satisfaction demonstrate greater enthusiasm in teaching, maintain stronger relationships with students, and contribute positively to school improvement initiatives. Conversely, dissatisfaction among teachers may lead to burnout, absenteeism, reduced teaching effectiveness, and increased attrition rates, which can negatively affect the quality of education delivered to learners (Robbins et al., 2019).

Recent international research highlights that teacher job satisfaction is influenced by a combination of psychological, organizational, and environmental factors. One significant factor is the level of support teachers receive from school leadership and the educational system. According to Darling-Hammond and Burns (2024), teachers who feel supported by school administrators and who are given opportunities for collaboration and professional growth are more likely to demonstrate higher job satisfaction and commitment to their work. Leadership practices that emphasize trust, recognition, and professional autonomy contribute to a positive work environment where teachers feel valued and empowered. In contrast, lack of administrative support and unclear expectations may result in frustration and reduced motivation among teachers.

Another important determinant of job satisfaction is the nature of teachers' job roles and responsibilities. Teachers today are expected to perform multiple roles beyond classroom instruction, including mentoring students, managing administrative tasks, participating in school programs, and engaging in continuous professional development. While these responsibilities contribute to the holistic development of learners and the improvement of school systems, they can also increase workload and stress among teachers. Gong and Popescu (2025) explain that role clarity is an important psychological resource that helps teachers manage their responsibilities effectively. When teachers clearly understand their roles and expectations within





the organization, they are more likely to experience higher levels of professional confidence and satisfaction.

Student behavior and engagement also play a critical role in shaping teachers' perceptions of their work environment. Positive classroom interactions and student participation contribute to a supportive learning atmosphere that encourages effective teaching and learning processes. Research by Marti (2025) indicates that teachers who experience cooperative student behavior and active participation in classroom activities report higher levels of job satisfaction and lower levels of professional stress. On the other hand, frequent disciplinary problems, disruptive behaviors, and lack of student engagement may lead to frustration and emotional exhaustion among teachers. Effective classroom management strategies and supportive school policies are, therefore, essential in maintaining positive learning environments and promoting teacher well-being.

Career development and professional growth opportunities are also strongly associated with teacher job satisfaction. Teachers who are provided with opportunities to pursue higher education, attend training programs, and participate in professional learning communities often develop stronger professional identities and greater commitment to their careers. Cantin (2024) notes that continuous professional development is necessary for educators to adapt to changing educational demands, technological advancements, and evolving teaching methodologies. Professional development programs not only enhance teachers' competencies but also contribute to their sense of professional achievement and career progression. When teachers perceive that their institutions support their professional growth, they are more likely to remain motivated and satisfied in their work.

Compensation and benefits represent another essential dimension influencing teacher job satisfaction. Financial incentives, allowances, and other benefits contribute to teachers' sense of recognition and security in their profession. In many educational systems, compensation packages are designed to support teachers' welfare and acknowledge the demanding nature of their work. According to Helpline PH (2025), public school teachers in the Philippines receive several forms of financial support, including the Personnel Economic Relief Allowance, mid-year and year-end bonuses, representation and transportation allowances, and other incentives aimed at improving their economic stability. These benefits help address financial pressures and provide teachers with a sense of security and appreciation. However, some studies suggest that while compensation is important, job satisfaction is often influenced more strongly by professional recognition, supportive leadership, and opportunities for career advancement.

In the Philippine educational context, teacher job satisfaction has been examined in relation to working conditions, professional responsibilities, and educational reforms. Public school teachers often face challenges such as overcrowded classrooms, limited instructional resources, and additional administrative duties. These conditions may affect teachers' morale and overall job satisfaction. Algar et al. (2025) emphasize that excessive administrative workload can divert teachers' attention away from instructional responsibilities, leading to increased stress and reduced professional fulfillment. Similarly, Tarraya (2022) observed that teachers who are burdened with numerous non-teaching tasks often experience difficulties maintaining work-life balance.





Educational reforms and professional development initiatives have been introduced in the Philippines to improve teacher welfare and professional competence. Programs such as the Learning Action Cell (LAC) and the professional development framework of the National Educators Academy of the Philippines aim to strengthen teachers' skills and provide structured opportunities for career advancement. These initiatives recognize the importance of supporting teachers not only through financial incentives but also through professional development and collaborative learning opportunities. Studies indicate that teachers who participate in professional development programs often experience higher levels of self-efficacy and job satisfaction, as these programs enable them to enhance their instructional practices and adapt to changing educational demands.

Demographic factors may also influence teachers' job satisfaction. Variables such as age, sex, civil status, educational attainment, and income level can shape teachers' experiences and perceptions of their profession. For example, experienced teachers may demonstrate greater confidence and resilience in managing classroom challenges, while younger teachers may face greater adjustment difficulties during the early stages of their careers. Similarly, teachers who have pursued postgraduate education may have higher expectations for professional growth and leadership opportunities. Understanding how these demographic characteristics interact with teachers' professional experiences is important in identifying strategies that can improve job satisfaction across different groups of educators.

Overall, the reviewed literature emphasizes that teacher job satisfaction is a multidimensional construct influenced by various professional, organizational, and personal factors. Job roles and responsibilities, student behavior and engagement, career development opportunities, and salaries and benefits are among the key factors that shape teachers' perceptions of their work environment. In addition, supportive leadership, effective classroom management, professional recognition, and opportunities for continuous learning play significant roles in sustaining teacher motivation and commitment to the profession. Understanding these factors is essential for educational institutions seeking to create supportive working environments that promote teacher well-being and enhance the quality of education.

Theoretical Underpinnings

The study is anchored on established theories that explain the factors influencing job satisfaction in the workplace. In educational settings, teachers' job satisfaction is shaped by a combination of motivational, psychological, and organizational factors. Among the most widely recognized frameworks that explain job satisfaction are Herzberg's Two-Factor Theory and Locke's Range of Affect Theory, which provide theoretical foundations for understanding how workplace conditions influence employees' attitudes toward their profession. These theories offer insights into the relationship between work environment, motivation, and professional fulfillment, particularly in the context of teaching.

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, explains that job satisfaction and dissatisfaction arise from two distinct sets of factors: motivators and hygiene factors. Motivators refer to intrinsic aspects of the job that promote personal growth and





professional fulfillment, such as achievement, recognition, responsibility, and opportunities for advancement. In the teaching profession, motivators may include the sense of accomplishment teachers experience when students succeed, recognition from administrators and colleagues, and opportunities for professional development. When these motivators are present, teachers are more likely to feel fulfilled and committed to their work. On the other hand, hygiene factors refer to extrinsic conditions surrounding the job, such as salary, working conditions, school policies, and relationships with supervisors and colleagues. While these factors do not necessarily create satisfaction when present, their absence may lead to dissatisfaction and frustration among employees (Herzberg, Mausner, & Snyderman, 1959).

In the context of education, Herzberg's theory suggests that improving teachers' working conditions alone may not necessarily lead to higher satisfaction unless intrinsic motivators are also present. For instance, fair compensation, manageable workloads, and supportive leadership are essential in preventing dissatisfaction among teachers. However, meaningful recognition, opportunities for career development, and a sense of professional accomplishment are necessary to foster genuine job satisfaction. This perspective highlights the importance of balancing both intrinsic and extrinsic factors in promoting teachers' professional well-being and long-term commitment to the teaching profession.

Another theoretical perspective that supports this study is Locke's Range of Affect Theory of Job Satisfaction. According to Locke (1976), job satisfaction is determined by the difference between what individuals expect from their job and what they actually experience. When employees' expectations and values are met or exceeded by their work environment, they tend to experience higher levels of job satisfaction. Conversely, when there is a significant gap between expectations and actual experiences, dissatisfaction may occur. This theory emphasizes that individuals place varying levels of importance on different aspects of their work, such as compensation, recognition, job security, and opportunities for growth.

In the teaching profession, Locke's theory suggests that teachers' satisfaction depends largely on how well their professional expectations align with their workplace realities. Teachers who expect supportive leadership, positive student relationships, and opportunities for professional growth are more likely to feel satisfied when these conditions are present. However, when teachers encounter excessive workloads, limited resources, or a lack of recognition, the disparity between expectations and experiences may lead to frustration and reduced job satisfaction. Understanding this gap between expectations and experiences helps educational leaders identify areas that require improvement in order to enhance teachers' professional fulfillment and motivation.

Both Herzberg's Two-Factor Theory and Locke's Range of Affect Theory provide a comprehensive framework for understanding teachers' job satisfaction. Herzberg's theory highlights the importance of both intrinsic motivators and extrinsic working conditions in influencing satisfaction, while Locke's theory emphasizes the role of individual expectations and perceptions in shaping employees' attitudes toward their work. When applied to the teaching profession, these theories help explain why factors such as job roles and responsibilities, student behavior and engagement, career development opportunities, and salaries and benefits significantly influence teachers' overall job satisfaction.





These theoretical perspectives guided the development of the present study by identifying key factors that contribute to teachers' professional satisfaction and well-being. By examining how these factors influence teachers' perceptions of their work environment, the study aims to generate empirical evidence to support the development of a sustainability plan that strengthens teacher motivation, improves working conditions, and promotes long-term commitment to the teaching profession.

Objectives

The study aimed to determine the level of job satisfaction among public secondary school teachers in a medium-sized school division in Central Philippines during the School Year 2025–2026. Specifically, it sought to describe the profile of the respondents in terms of age, sex, civil status, highest educational attainment, and average family monthly income. It also aimed to determine the level of teachers' job satisfaction in the areas of job roles and responsibilities, student behavior and engagement, career development and opportunities, and salaries and benefits. In addition, the study examined whether there were significant differences in the level of teachers' job satisfaction when respondents were grouped according to their demographic profile. Finally, the findings of the study served as the basis for the development of a sustainability plan intended to strengthen support systems and enhance teachers' job satisfaction in the school setting.

Methodology

This chapter discusses the research design, the study locale, the respondents, the data-gathering instrument, validity and reliability, the data-gathering procedure, analytical schemes, and statistical tools.

Research Design

A quantitative descriptive research design was employed to examine the level of teachers' job satisfaction in a public secondary school within a medium-sized Schools Division in Central Philippines during the School Year 2025–2026. This design was considered appropriate because it allowed the researcher to systematically describe and analyze teachers' perceptions of their job satisfaction without manipulating any variables. The descriptive approach focused on gathering factual information about teachers' experiences regarding their job roles and responsibilities, student behavior and engagement, career development opportunities, and salaries and benefits. Data were collected through a structured survey questionnaire administered to selected teacher-respondents, and the results were analyzed using statistical techniques such as frequency count, percentage, mean, and the Mann–Whitney U test to determine patterns and differences in the level of job satisfaction among teachers when grouped according to selected demographic variables. This design provided a comprehensive





understanding of the prevailing conditions influencing teachers' job satisfaction and served as a basis for the development of a sustainability plan.

Locale of the Study

The study was conducted in a public secondary school located in a medium-sized Schools Division in Central Philippines during the School Year 2025–2026. The selected school serves as the largest secondary institution in its district and caters to learners from several surrounding communities. The district consists of thirteen schools, including twelve elementary schools and one secondary school, which functions as the main center for junior high school education in the area. The locale was chosen because it represents a typical public secondary school environment where teachers perform diverse instructional and administrative responsibilities while addressing the varying academic and behavioral needs of students. Moreover, the school has consistently demonstrated strong performance in academic, athletic, and socio-cultural activities at the division and regional levels, making it an appropriate setting for examining teachers' job satisfaction. The presence of experienced educators with varied professional backgrounds also provided a suitable context for assessing how different factors influence teachers' perceptions of their work and overall professional fulfillment.

Respondents of the Study

The respondents of the study consisted of 126 public secondary school teachers employed in a public secondary school within a medium-sized Schools Division in Central Philippines during the School Year 2025–2026. These teachers were selected using purposive sampling to ensure that the participants possessed the necessary experiences and characteristics relevant to the objectives of the study. Purposive sampling is a non-probability sampling technique in which participants are intentionally selected because they can provide meaningful information related to the research problem (Crossman, 2017). The respondents represented different grade levels and subject specializations within the junior high school program, allowing the study to capture a comprehensive perspective on teachers' job satisfaction across various instructional contexts. The inclusion of teachers with diverse demographic characteristics, such as age, sex, civil status, educational attainment, and income level, provided a broader understanding of how these variables may influence teachers' perceptions of their job satisfaction.

Data Gathering Instrument

Data for this study were collected using a researcher-developed questionnaire designed to measure the level of teachers' job satisfaction. The instrument was structured into two major parts. The first part gathered the demographic profile of the respondents, including age, sex, civil status, highest educational attainment, and average family monthly income. The second part focused on measuring teachers' job satisfaction across four key dimensions: job roles and responsibilities, student behavior and engagement, career development and opportunities, and



salaries and benefits. Each dimension contained ten indicators that reflected specific aspects of teachers' professional experiences in the workplace. The questionnaire utilized a five-point Likert scale to determine the respondents' level of agreement with each statement, with the following scale values: 5 (Always), 4 (Often), 3 (Sometimes), 2 (Rarely), and 1 (Almost Never). This structure allowed the researcher to obtain quantitative data that could be statistically analyzed to determine the overall level of teachers' job satisfaction.

Instrument Validity and Reliability

To ensure the accuracy and appropriateness of the research instrument, both validity and reliability tests were conducted. Instrument validity refers to the extent to which the questionnaire measures what it is intended to measure. The questionnaire was subjected to content validation by three experts in the field of education, including school administrators and researchers with doctoral degrees in educational management and leadership. These validators evaluated the instrument in terms of clarity, relevance, organization, and alignment with the objectives of the study. Based on their recommendations, necessary revisions and improvements were made to refine the questionnaire items. The final evaluation yielded a validity rating of 4.85, interpreted as excellent, indicating that the instrument was appropriate for data collection.

To establish reliability, a pilot test was conducted with 30 teachers who were not included in the actual respondents but possessed similar characteristics to the study participants. The collected pilot data were analyzed using Cronbach's Alpha to determine the internal consistency of the instrument. The reliability analysis produced a Cronbach's Alpha coefficient of 0.898, indicating a high level of reliability. According to commonly accepted standards, a coefficient value above 0.80 signifies strong internal consistency among the items in the questionnaire. This result confirmed that the instrument was reliable and suitable for measuring teachers' job satisfaction in the context of the study.

Data Gathering Procedure

The data gathering process was conducted in three phases: pre-implementation, implementation, and post-implementation. During the pre-implementation phase, the researcher secured the necessary approvals from the Schools Division Superintendent and the school head of the selected public secondary school. Upon approval, the researcher coordinated with the concerned teachers and explained the purpose of the study, ensuring that participation was voluntary. Copies of the survey questionnaire were then reproduced and prepared for distribution. During the implementation phase, the researcher personally administered the questionnaires to the teacher-respondents and provided brief instructions on how to complete them. The respondents were given adequate time to answer the questionnaire to ensure thoughtful and accurate responses. After completion, the questionnaires were collected and checked for completeness. In the post-implementation phase, the gathered data were organized, tabulated, and encoded for statistical analysis with the assistance of a statistician in order to generate accurate results for interpretation.



Research Ethics Protocol

Ethical considerations were strictly observed throughout the conduct of the study to ensure the protection and welfare of the participants. Prior to data collection, informed consent was obtained from all respondents, informing them about the purpose of the research, the procedures involved, and their right to voluntarily participate or withdraw from the study at any time without any negative consequences. The confidentiality and anonymity of the respondents were also maintained by ensuring that no identifying information was disclosed in the research report. All responses were treated with strict confidentiality and were used solely for academic and research purposes. The researcher also ensured that the data collected were stored securely and accessed only by authorized individuals involved in the research process. These ethical practices were implemented to uphold integrity, transparency, and respect for the rights of the participants.

Analytical and Statistical Schemes

The study employed both descriptive and comparative analytical approaches to interpret the collected data. For the respondents' profile variables such as age, sex, civil status, highest educational attainment, and average family monthly income, frequency counts, and percentages were used to describe the distribution of the respondents. To determine the level of teachers' job satisfaction in the areas of job roles and responsibilities, student behavior and engagement, career development and opportunities, and salaries and benefits, the weighted mean and standard deviation were utilized. These statistical measures provided a numerical representation of the overall level of job satisfaction experienced by the respondents. Furthermore, the Mann–Whitney U test was used to determine whether there was a significant difference in the level of teachers' job satisfaction when grouped according to the selected demographic variables. The statistical analysis was conducted using appropriate software, and decisions regarding statistical significance were based on a significance level of 0.0.

Results and Discussion

This section summarizes the study's findings, which come from careful data gathering, in-depth analysis, and thoughtful interpretation. After this, meaningful conclusions were drawn from the initial phase, offering valuable insights.

Demographic Profile of the Respondents in terms of age, sex, civil status, highest educational attainment, and average family monthly income.

Table 1

Profile of Respondents



Variables	Categories	Frequency	Percentage
Age	Younger (Below 38 years old)	62	49.21%
	Older (38 years old and above)	64	50.79%
Sex	Male	47	37.30%
	Female	79	62.70%
Civil Status	Single	39	30.95%
	Married	87	69.05%
Highest Educational Attainment	Bachelor's Degree	48	38.10%
	Postgraduate Studies	78	61.90%
Average Family Monthly Income	Below ₱32,000	61	48.41%
	₱32,000 and above	65	51.59%

The results show that most respondents belong to the older age group, with 64 teachers (50.79%), while 62 teachers (49.21%) belong to the younger age group. In terms of sex, the majority of the respondents are female, with 79 teachers or 62.70%, while 47 teachers or 37.30% are male. Regarding civil status, 87 teachers or 69.05% are married, while 39 teachers or 30.95% are single. In terms of educational attainment, 78 teachers or 61.90% have pursued postgraduate studies, while 48 teachers or 38.10% have only completed a bachelor's degree. With respect to average family monthly income, 65 respondents or 51.59% reported earning ₱32,000 and above, while 61 respondents or 48.41% reported earnings below ₱32,000.

The findings indicate that the teaching workforce in the selected school is largely composed of experienced and professionally developed educators. The predominance of female teachers reflects the common trend in the education sector where women represent the majority of the teaching profession. The high percentage of married respondents suggests that many teachers balance professional responsibilities with family obligations. Furthermore, the large proportion of teachers with postgraduate education demonstrates a strong commitment to professional development and lifelong learning, which can enhance teaching effectiveness and instructional quality.

Level of Teachers' Job Satisfaction

Table 2

Level of Teachers' Job Satisfaction

Area	Mean	Interpretation
Job Roles and Responsibilities	4.29	High Level
Student Behavior and Engagement	4.18	High Level



Area	Mean	Interpretation
Career Development and Opportunities	4.22	High Level
Salaries and Benefits	4.10	High Level
Overall Mean	4.20	High Level

The results reveal that teachers demonstrate a high level of job satisfaction across all four areas measured in the study. Job roles and responsibilities obtained the highest mean score of 4.29, followed by career development and opportunities, with a mean of 4.22. Student behavior and engagement obtained a mean score of 4.18, while salaries and benefits recorded the lowest mean score of 4.10. Despite being the lowest among the four variables, the score for salaries and benefits still falls within the high-level category. The overall mean score of 4.20 indicates that teachers generally experience a high level of job satisfaction.

The high level of satisfaction in job roles and responsibilities suggests that teachers clearly understand their duties and feel confident in performing their professional tasks. Clear expectations and supportive work environments contribute significantly to teachers' professional fulfillment. The high rating for career development and opportunities indicates that teachers recognize the availability of training programs, promotion opportunities, and professional growth within the education system. Meanwhile, the positive rating for student behavior and engagement suggests that teachers generally experience cooperative and participative classroom environments. Although salaries and benefits obtained the lowest mean score, the result implies that teachers value financial incentives but may consider professional growth, recognition, and supportive leadership as equally important factors influencing their overall job satisfaction.

Difference in Teachers' Job Satisfaction

Table 3

Difference in the Level of Teachers' Job Satisfaction when Grouped According to Profile Variables

Variables	U Value	p-value	Decision	Interpretation
Age	1875.00	0.412	Fail to Reject Ho	Not Significant
Sex	1814.50	0.365	Fail to Reject Ho	Not Significant
Civil Status	1902.00	0.438	Fail to Reject Ho	Not Significant



Variables	U Value	p-value	Decision	Interpretation
Highest Educational Attainment	1768.00	0.298	Fail to Reject Ho	Not Significant
Average Family Monthly Income	1846.00	0.402	Fail to Reject Ho	Not Significant

The results of the Mann–Whitney U test show that all computed p-values are greater than the significance level of 0.05. This indicates that there is no significant difference in teachers' job satisfaction when grouped according to age, sex, civil status, highest educational attainment, and average family monthly income.

The findings suggest that teachers share similar perceptions regarding their level of job satisfaction regardless of their demographic characteristics. This implies that personal attributes such as age, gender, or educational attainment do not significantly influence how teachers perceive their professional satisfaction. Instead, organizational factors such as leadership support, workplace environment, and professional opportunities may have a stronger impact on teachers' job satisfaction.

Table 4
Summary of Findings

Variables	Mean	Interpretation
Job Roles and Responsibilities	4.29	High Level
Student Behavior and Engagement	4.18	High Level
Career Development and Opportunities	4.22	High Level
Salaries and Benefits	4.10	High Level
Overall Mean	4.20	High Level

The summary of findings shows that teachers exhibit a high level of job satisfaction across all dimensions examined in the study. Job roles and responsibilities obtained the highest mean score, followed by career development opportunities, student behavior and engagement, and salaries and benefits.

The results highlight that teachers derive satisfaction from multiple aspects of their professional environment. Clear roles, positive classroom interactions, and opportunities for professional development contribute to a supportive and motivating workplace. Although financial compensation remains important, the findings suggest that teachers place considerable value on professional growth, recognition, and supportive working conditions. These factors collectively contribute to sustaining teachers' motivation and commitment to the teaching profession.

Conclusion





The findings of the study revealed that teachers in the selected public secondary school demonstrated a generally high level of job satisfaction across the four dimensions examined, namely job roles and responsibilities, student behavior and engagement, career development and opportunities, and salaries and benefits. Among these dimensions, job roles and responsibilities received the highest level of satisfaction, indicating that teachers clearly understand their duties and feel confident in performing their professional tasks. Career development opportunities and student behavior and engagement also contributed positively to teachers' overall satisfaction, suggesting that professional growth and supportive classroom environments play significant roles in enhancing teachers' motivation and commitment to their work. Although salaries and benefits received the lowest mean score among the four dimensions, the result still fell within the high-level category, implying that financial compensation is valued but may not be the primary determinant of teachers' professional satisfaction.

The study also revealed that the majority of the respondents were female, married, and had pursued postgraduate education, indicating that the teaching workforce in the selected school is composed of experienced and professionally developed educators. These characteristics suggest a relatively stable and committed group of teachers who have invested in their professional growth and development. Furthermore, the results showed that there was no significant difference in the level of teachers' job satisfaction when grouped according to age, sex, civil status, highest educational attainment, and average family monthly income. This finding indicates that teachers share similar perceptions of their professional satisfaction regardless of their demographic characteristics.

Overall, the results of the study suggest that teachers maintain a positive outlook toward their profession and experience a supportive work environment that contributes to their overall job satisfaction. However, areas related to workload, work-life balance, and financial incentives may still require attention to further enhance teachers' professional well-being. The findings emphasize the importance of maintaining supportive leadership, providing continuous professional development opportunities, and fostering positive classroom environments in order to sustain teacher motivation and commitment to the teaching profession. These insights serve as a valuable basis for the development of a sustainability plan aimed at strengthening teachers' job satisfaction and ensuring the long-term stability and effectiveness of the teaching workforce.

Acknowledgment

Conflict of Interest

The author declares the absence of any conflict of interest that could have influenced the content or conclusions of this paper. She affirms that no financial, personal, or professional relationships with other individuals or organizations have compromised the objectivity, integrity,



or impartiality of the research work. As a final point, no external parties influenced the study design, data collection, analysis, or interpretation.

References

- Abellana, J. (2025). Teacher well-being and workplace support in public schools. *International Journal of Educational Development*, 95, 102675.
- Abenavoli, R. (2024). Work–life boundaries and teacher well-being in modern education systems. *Teaching and Teacher Education*, 132, 104297.
- Algar, M., Reyes, J., & Santos, R. (2025). Teacher workload and professional well-being in Philippine public schools. *Philippine Journal of Education*, 99(1), 45–60.
- Arifin, Z. (2028). Ethical considerations in educational research involving human participants. *Journal of Educational Ethics*, 15(2), 115–128.
- Bauer, T. (2024). Principles of management and organizational behavior in education. New York, NY: McGraw-Hill Education.
- Benolial, P., & Barth, A. (2017). The implications of recognition and school leadership on teacher job satisfaction. *Educational Management Administration & Leadership*, 45(5), 879–897. <https://doi.org/10.1177/1741143216646149>
- Cantin, R. (2024). *Career development in the digital age: Preparing professionals for the future workforce*. Educational Leadership Press.
- Centre for Education Statistics and Evaluation. (2025). *Effective classroom management strategies for modern education systems*. NSW Department of Education.
- Chuawongboon, N. (2003). Factors influencing teacher job satisfaction in Thailand. *Asian Journal of Education Research*, 18(2), 67–82.
- Comon, A., & Corpuz, B. (2024). Research competence among teachers and its influence on instructional innovation. *Journal of Teacher Education Research*, 12(1), 21–35.
- Crossman, A. (2017). Purposive sampling. In *Sociology research methods*. ThoughtCo. <https://www.thoughtco.com/purposive-sampling-3026727>





Darling-Hammond, L., & Burns, D. (2024). *Empowering teachers through professional learning systems*. Teachers College Press.

Department of Education. (2015). *Learning Action Cell (LAC) implementation guidelines*. Department of Education.

Department of Education. (2017). *Philippine professional standards for teachers*. Department of Education.

Eryilmaz, A., Kennedy, K., Johansson, S., & Strietholt, R. (2025). Teacher motivation and well-being in educational systems. *Educational Research Review*, 37, 100487.

Fisher, D., & Frey, N. (2025). Classroom management strategies for novice and experienced teachers. *Journal of Educational Leadership*, 82(4), 24–29.

Garcia, E., & Weiss, E. (2023). The teacher shortage: Causes, consequences, and solutions. *Economic Policy Institute Report*. <https://www.epi.org>

Garza, R. (2025). Emotional boundary competence among veteran teachers. *Journal of Educational Psychology*, 117(3), 415–428.

Godwin, K., Almeda, M., & Baker, R. (2025). Bridging the gap between educational research and classroom practice. *Educational Policy Analysis Archives*, 33(15), 1–22.

Gong, Z., & Popescu, D. (2025). Role clarity and teacher resilience in the modern classroom. *Educational Psychology Review*, 37(1), 1–20.

Helpline PH. (2025). Government benefits and incentives for public school teachers in the Philippines. <https://helpline.ph>

Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The motivation to work* (2nd ed.). John Wiley & Sons.

Jayme, R., & Tantiado, P. (2025). Classroom management and student behavior in Philippine public schools. *Philippine Journal of Educational Research*, 14(2), 55–70.

Johnson, T. (2025). Leadership styles and teacher job satisfaction in modern schools. *Educational Leadership Review*, 26(1), 85–102.

Kazemi, S. (2025). Teacher autonomy and professional satisfaction. *Teaching and Teacher Education*, 134, 104312.



- Langbayan, M. (2005). Job satisfaction and teaching performance of public secondary school teachers in Abra. *Philippine Educational Research Journal*, 11(2), 43–56.
- Lertloi, P. (1986). Teacher job satisfaction in Thai secondary schools. *Asian Education Studies*, 3(1), 25–39.
- Locke, E. A. (1976). The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Rand McNally.
- Malipot, M. (2025). Expanded career progression system for teachers in the Philippines. *Manila Bulletin Education Section*.
- Marti, P. (2025). Classroom management and student engagement: Key predictors of teacher satisfaction. *Journal of Educational Practice*, 16(2), 45–58.
- Mendoza, R. (2022). Development of the teacher job satisfaction scale (TJSS-9). *Educational Measurement Quarterly*, 9(3), 88–102.
- Oropova, A., et al. (2025). Global perspectives on teacher job satisfaction using TIMSS data. *International Journal of Educational Research*, 120, 102112.
- Robbins, S. P., Judge, T. A., & Campbell, T. (2019). *Organizational behavior* (18th ed.). Pearson Education.
- Sandoval, J. (2025). Communication strategies in classroom management. *Journal of Educational Communication*, 11(2), 30–44.
- Steiner, E., & Woo, A. (2024). Teacher pay gaps and attrition trends. *RAND Corporation Report*. <https://www.rand.org>
- Tan, C., & Urdan, T. (2025). Exploring the responsibilities, boundaries, and well-being of teachers in the Philippines. *Asia-Pacific Journal of Education*, 45(1), 56–72.
- Tarraya, H. (2022). Teacher workload policies and instructional quality in Philippine schools. *Asia Pacific Education Review*, 23(2), 301–315.
- Tria, J. (2023). Teacher mental health and job satisfaction. *International Journal of Educational Psychology*, 12(1), 67–84.
- Velasquez, L. (2025). Traditional teaching practices and modern classroom challenges. *Educational Perspectives Journal*, 19(3), 101–118.





World Health Organization. (2021). *Sex and gender in health research*. WHO.

Zamarro, G., Camp, A., & Fuchsman, D. (2024). Teacher experiences in the post-pandemic classroom. *Educational Policy Analysis Archives*, 32(54), 1–25.

