Occupational Well-Being and Job Satisfaction of Secondary School Teachers
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OCCUPATIONAL WELL-BEING AND JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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Abstract

Teaching is globally recognized as a high-stress, demanding profession in which teachers' well-being critically determines instructional quality and student outcomes. In the Philippine context, educators face persistent challenges, including curricular instability, administrative overload, and constrained professional growth, which compound workplace demands (Agyapong et al., 2022). However, research on teachers' well-being, particularly in secondary school settings and its relationship to job satisfaction, remains limited. To address this gap, this study assessed occupational well-being across affective, social, professional, cognitive, and psychosomatic dimensions, and job satisfaction across work environment, fringe benefits, and job responsibilities among secondary school teachers in a medium-sized school division in Central Philippines during the school year 2025–2026. The study employed a descriptive-correlational design and collected data through a validated questionnaire from 155 respondents, predominantly education graduates specializing in humanities, evenly distributed between junior and senior high school levels. Results indicate that secondary school teachers' occupational well-being and job satisfaction are both high across all areas. The findings reveal significant differences in well-being and satisfaction when teachers are grouped by course taken, specialization, and grade level category. Moreover, Spearman's correlation analyses confirm a strong positive relationship between occupational well-being and job satisfaction (rho = 0.745, p = 0.000). Hence, school administrators and policymakers are strongly recommended to implement targeted professional development programs and support systems tailored to teachers' specific specializations and grade levels, as this approach can further enhance their already high levels of well-being and satisfaction.

Keywords: *Occupational well-being, secondary school teachers, job satisfaction*

Introduction

Rationale

Teachers' well-being offers valuable insight into the growing challenges confronting the teaching profession. While Benevene et al. (2020) and others have consistently characterized teaching as a high-risk, stressful, and demanding occupation, research by Garcia-Alvarez et al. (2021) and Viac and Fraser (2020) reveals that teachers'

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occupational well-being does more than reflect their overall condition in relation to their work, it also serves as a key indicator of professional satisfaction, teaching quality, pedagogical practices, and student learning outcomes. This emphasis aligns with the Sustainable Development Goals' call for well-being and a commitment to quality education, recognizing that educator welfare is fundamental to educational success.

Studies indicate that supporting teachers' well-being can be achieved through job satisfaction. Job satisfaction is closely tied to teachers' well-being, work enthusiasm, educational outcomes, and professional commitment (Kurt & Demirbolat, 2019). Together, well-being and satisfaction form the foundation for delivering the kind of quality education envisioned in UN Sustainable Development Goal 4.

Unfortunately, secondary school teachers continue to face persistent challenges, including frequent curriculum changes, increased paperwork, and limited access to professional development programs (Ofsted, 2019). As Agyapong et al. (2022) discuss, teachers' work is becoming increasingly complex and demanding. In this context, teachers' occupational well-being and job satisfaction become even more critical to their optimal functioning in the school workplace, particularly for sustaining motivation and commitment to their professional roles.

Despite these pressing conditions, research on teachers' well-being in secondary school settings and its influence on job satisfaction remains limited. In the Philippine context, most studies have examined well-being or satisfaction in isolation, without examining how these two constructs operate together among secondary school teachers. Given that secondary education involves unique developmental challenges (adolescent students, specialized curricula, and preparation for higher education or employment), understanding the specific ways in which occupational well-being relates to job satisfaction at this level is both theoretically and practically significant. Such an inquiry can identify which dimensions of well-being most strongly predict satisfaction, thereby offering targeted entry points for intervention. Accordingly, this study seeks to investigate teachers' well-being and how it may shape their satisfaction, to contribute solutions to persistent educational challenges in the country, while also advancing the broader goals of the UN SDGs related to well-being and quality education.

Literature Review

The primary purpose of schools is to educate students, a mission made possible only by teachers. Granziera et al. (2021) emphasized that teachers are the most important resource in schools because they enable learning to happen. Regardless of the educational system in place, teachers play a crucial role in achieving its goals, which encompass the academic, professional, social, and emotional development of the next generation (Kume, 2024). As such, they are widely regarded as the foundation of a nation (Hussain et al., 2022).

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In general, the quality of a school system is shaped by the physical, social, and institutional surroundings that provide a supportive and motivating work environment, enabling teachers to fulfill their goals and mission. It can thus be established that occupational well-being significantly influences teachers' success in their profession (Duong et al., 2023). Indeed, the teacher is essential for the successful and practical realization of educational outcomes.

However, teaching is widely recognized as one of the most difficult occupations, carrying important implications for the future progress of society (Kume, 2024). It is consistently ranked among the professions with the highest rates of stress and burnout (Karababa, 2024). Retaining teachers remains a persistent challenge precisely because teaching is regarded as one of the more demanding careers (Shuls & Flores, 2020). This difficulty may stem from the fact that teachers' well-being is continually affected by ongoing shifts in political and social structures (Alves, Lopes, & Precioso, 2020). Researchers have also identified specific stressors, including disruptive student behavior, excessive workloads, organizational and social pressures such as administrative demands, classroom management difficulties, lack of supervisory and team support, and conflicts with parents or school leadership (Hascher & Waber, 2021).

Moreover, teachers are frequently placed in situations where they must respond as best they can to the evolving needs of both students and the educational environment (Hascher & Waber, 2021). Around the world, educators have encountered numerous and ongoing changes in teaching structures (Reimers & Schleicher, 2020), which have had a detrimental effect on their personal and professional well-being (Alves et al., 2020). For this reason, teacher well-being is highly dependent on factors that contribute to exhaustion, burnout, and turnover, as research consistently shows that teachers are prone to significantly high levels of stress and low levels of well-being (Education Support Partnership, 2017).

Improving teachers' well-being should be a top priority for any educational institution, as it enhances the quality of teacher-student interactions, one of the most effective ways to raise instructional standards and strengthen the educational system as a whole (Kume, 2024). Consequently, supporting teachers' well-being is not only a means of maintaining high-quality instruction but also a reliable strategy for the long-term development of the entire educational system (OECD, 2020).

Theoretical Underpinnings

This study is anchored on the Job Demands-Resources Theory (JD-R) of Bakker & Demerouti (2007) and Herzberg's Two-Factor Theory (1959) to investigate teachers' occupational well-being and job satisfaction. JD-R categorizes job characteristics into job demands (stressors like workload and administrative pressure) and job resources (supports

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like collegiality and autonomy). In this framework, occupational well-being is conceptualized as a key job resource that helps teachers cope with demands and prevents burnout. When teachers experience high affective, social, professional, cognitive, and psychosomatic well-being, they are better equipped to buffer negative demands, thereby fostering positive work outcomes. Herzberg's Two-Factor Theory further distinguishes between hygiene factors and motivator factors in the workplace. In education, this means that while supportive environments prevent dissatisfaction, true commitment requires motivators like recognition and professional growth. The two theories connect because occupational well-being, as a job resource, operates as both a hygiene factor and a motivator. It reduces the strain of job demands (hygiene function) and simultaneously enhances competence and purpose (motivator function), directly increasing job satisfaction. Taken together, these theories suggest that addressing teachers' well-being leads to greater job satisfaction and professional dedication.

Objectives

This study aimed to determine the levels of occupational well-being, work empowerment, and job satisfaction of secondary school teachers in a District under a medium-sized school division in Central Philippines for the School Year 2025-2026. Specifically, it sought to determine: 1) the level of occupational well-being of secondary school teachers according to affective, social, professional, cognitive, and psychosomatic domains; 2) the level of work empowerment of secondary school teachers according to resources, information, opportunities, and support; 3) the level of level of job satisfaction of secondary school teachers according to work environment, fringe benefits, and job responsibilities; 4) the level of occupational well-being of secondary school teachers when grouped by course taken, specialization and secondary level category; 5) the level of work empowerment of secondary school teachers when grouped according to the same demographic variables above; 6) the level of teachers` job satisfaction when grouped according to the same demographic variables; 7) determine if there is a significant difference in the level of occupational well-being of secondary school teachers when grouped and compared according to the same demographic variables; 8) determine if there is a significant difference in the level of work empowerment of secondary school teachers when grouped and compared according to the same demographic variables; 9) if a significant difference exists in the level of teachers` job satisfaction when grouped according to the same groupinngs; 10) if a significant relationship exists between the level of occupational well-being and the level of secondary school teachers' job satisfaction; and 11) if there a significant relationship exists between the level of work empowerment and the level of secondary school teachers' job satisfaction.

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

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instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

This study utilized the descriptive research design to determine the occupational well-being, work empowerment, and job satisfaction of public secondary school teachers, in one of the districts in a medium sized schools Division in Central Philippines, during the School Year 2025-2026. According to Creswell and Creswell (2017), descriptive research design provides numerical data that can be measured, typically on instruments, to analyze numerical data using statistical procedures. A descriptive study determines and reports the way things are. Descriptive research is scientific research that describes about event, phenomena or fact systematically dealing with certain area or population.

Study Respondents

The respondents of the study were the 155 public secondary school teachers from a medium-sized Division in Central Philippines, with a total population of two hundred fifty-eight (258). Stratified random sampling was used to ensure representation from each school, and the Cochran formula was applied to determine the appropriate sample size from the population. The respondents were randomly selected by the researcher from each section using the lottery technique.

Instruments

To determine the level of secondary school teachers' occupational well-being in relation to teachers' job satisfaction, this study made use of a self-made data gathering instrument which was subjected to Validity (4.89- excellent) and Reliability testing (0.971 for occupational well-being, and 0.966 for job satisfaction; all interpreted as "acceptable"). The questionnaire consisted of two parts: Part 1 gathered the respondents' profiles, such as course taken/graduated, specialization, and secondary level category. Part 2 contained a total of 40 line-items. There were 25 line-items for teachers' occupational well-being, and 15 line-items for job satisfaction.

Data Gathering Procedure

In order to collect the data, written communications asking permission to conduct the study was sent to the Schools Division Superintendent. The purpose of the letter was to provide the SDO and the SDS a proper heads-up as to the purpose of the study, when and how the study will be conducted. The data gathering instrument was administered after the approval was secured and the copies of the instrument were retrieved after 3 days. After the collection of data, they were organized for statistical interpretation.

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Data Analysis and Statistical Treatment

Before analysis, the data were tested for normality and found to be not normally distributed; therefore, nonparametric statistical tests were used. Shapiro-Wilk tests of normality were conducted, revealing that the data for most variables significantly deviated from a normal distribution ($p < .05$), thereby meeting the assumptions for nonparametric analyses. Objective No. 1 used the frequency count, percentage, and mean to determine the profile of the respondents in terms of course taken, specialization, and secondary level category; Objective No. 2 used a descriptive analytical scheme and mean to determine the level of occupational well-being of secondary school teachers according to affective, social, professional, cognitive, and psychosomatic well-being; Objective No. 3 used descriptive analytical scheme and mean to determine the level of job satisfaction of secondary school teachers according to work environment, fringe benefits and job responsibilities; Objective no. 4 used descriptive analytical scheme and mean to determine the level of occupational well-being of secondary school teachers when grouped according to the aforementioned variables; Objective No. 5 used descriptive analytical scheme and mean to determine the level of teachers job satisfaction when grouped according to same demographic groupings; Objective No. 6 used the comparative analytical scheme and Mann-Whitney U test to determine if a significant difference exists in the level of occupational well-being of secondary school teachers when grouped and compared according to the same demographic groupings; Objective No. 7 used comparative analytical scheme and Mann-Whitney U test to determine if there is a significant difference in the level of teachers job satisfaction when grouped and compared according to the aforementioned variables; objective no. 8 used the relational analytical scheme and Spearman rho to determine if there was a significant relationship between the level of occupational well-being and the level of secondary school teachers' job satisfaction.

Ethical Considerations

The protection of human subjects through the application of appropriate ethical principles is important in all research studies. The principle of voluntary participation requires that people not be coerced into participating in research. As to the informed consent, the participants were fully informed about the procedures and risks involved in the research and gave their consent to participate. As such, participants were entirely enlightened about the procedures of the entire research and were encouraged to participate by signing a consent. They were assured of their right to withdraw from the study at any point when they became uncomfortable with the study. The identity of the respondents as well as their responses was kept confidential, such that neither their responses nor their identity was revealed to any other person outside the research team.

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Results and Discussion

This section presents, analyzes, and interprets the data gathered to carry out the objectives of this study.

Level of Occupational Well-being of Secondary School Teachers in Affective, Social, Professional, Cognitive, and Psychosomatic Dimensions

Table 1
Level of Affective Well-being of Secondary School Teachers

Affective		
Items	**Mean**	**Interpretation**
As a teacher, I…		
1. am motivated to begin my work each day.	4.10	High
2. remain enthusiastic about the activities I conduct in class.	4.20	High
3. experience joy and positive emotions while carrying out my teaching responsibilities.	4.35	High
4. become emotionally uplifted after a typical day at work.	3.80	High
5. take pride in the work I do in my profession.	4.55	Very High
Overall Mean	**4.20**	**High**

Table 1 displays the level of Affective Well-being of Secondary School Teachers, with an overall mean score of 4.20 interpreted as a high level. The high overall affective well-being score may be partially explained by teachers' strong professional pride (Item 5, mean = 4.55), which could elevate self-ratings. However, the lowest-scoring item, "become emotionally uplifted after a typical day at work" (mean = 3.80), reveals a critical gap. Despite great pride, teachers do not consistently feel emotionally renewed after work. From a JD-R perspective, this lack of uplift functions as a chronic job demand that depletes psychological resources, while professional pride alone is an insufficient buffer. The findings align with Hascher and Waber (2021) that teaching involves significant emotional effort and leads to exhaustion without adequate recovery.

Table 2
Level of Social Well-being of Secondary School Teachers

Social		
Items	**Mean**	**Interpretation**
As a teacher, I…		
1. am respected and supported by my colleagues.	4.58	Very High
2. have positive and collaborative relationships with other school staff.	4.53	Very High

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3. have a strong sense of belonging to my school community.	4.38	High
4. trust that I can rely on others in my workplace when I need help or support.	4.33	High
5. am comfortable collaborating with other teachers.	4.29	High
Overall Mean	**4.42**	**High**

Table 2 shows the level of Social Well-being of Secondary School Teachers. The overall mean score was 4.42, interpreted as “high level.” Item No. 1, “am respected and supported by my colleagues,” got the highest mean score of 4.58, interpreted as "very high level," while Item No. 5, “am comfortable collaborating with other teachers,” got the lowest mean score of 4.29, interpreted as "high level.” This implies that although teachers experience a very high level of respect from colleagues, their slightly lower comfort with active collaboration suggests a need to translate positive social climate into structured, joint work opportunities. The findings align with the study of Brady and Wilson (2021) that social well-being is a key dimension of occupational health, where positive interactions and a sense of belonging contribute to overall teacher resilience and satisfaction. Furthermore, according to Wang, Hall, and Rahimi (2023), strong collegial relationships and open communication significantly decrease emotional exhaustion among teachers.

Table 3
Level of Professional Well-being of Secondary School Teachers

Professional Items	**Mean**	**Interpretation**
As a teacher, I…		
1. believe I make a meaningful contribution through my teaching.	4.48	High
2. am competent to meet the demands of my teaching responsibilities.	4.41	High
3. perceive that I am continuously growing in my teaching career.	4.32	High
4. apply my personal principles when performing my duties as a teacher.	4.54	Very High
5. believe my career gives me a strong sense of purpose.	4.41	High
Overall Mean	**4.43**	**High**

Table 3 presents the level of Professional Well-being of Secondary School Teachers. The overall mean score was 4.43, interpreted as “high level.” Item No. 4, “apply my personal principles when performing my duties as a teacher,” got the highest mean score of 4.54, interpreted as "very high level," while item no. 3, “perceive that I am continuously growing

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in my teaching career," got the lowest mean score of 4.32, interpreted as "high level." This implies that while teachers strongly align their work with personal principles, their slightly lower perception of continuous career growth points to the need for more visible and structured professional development pathways. The findings support the study of Pradhan and Hati (2022) that structured professional development is critical for sustaining career satisfaction and preventing stagnation.

Table 4
Level of Cognitive Well-being of Secondary School Teachers

Cognitive		
Items	**Mean**	**Interpretation**
As a teacher, I…		
1. find my work intellectually stimulating and challenging.	4.34	High
2. can concentrate effectively on my teaching tasks.	3.99	High
3. am mentally focused and able while working.	4.22	High
4. regularly reflect on ways to improve my teaching practices.	4.43	High
5. believe that my work enables me to think critically and creatively.	4.39	High
Overall Mean	**4.27**	**High**

Table 4 reveals the level of Cognitive Well-being of Secondary School Teachers. The overall mean score was 4.27, interpreted as "high level." Item No. 4, "regularly reflect on ways to improve my teaching practices," got the highest mean score of 4.43, interpreted as "high level," while item no. 2, "can concentrate effectively on my teaching tasks," got the lowest mean score of 3.99, interpreted as "high level." This implies that although teachers maintain strong reflective practices, their capacity for sustained concentration is hindered by cognitive load and environmental interruptions, potentially compromising instructional quality and increasing mental fatigue. The findings support the study of Bernardo (2020) that Filipino teachers may suffer from extreme stress due to large class sizes, paperwork, and other bureaucratic requirements that impede focus and effectiveness.

Table 5
Level of Psychosomatic Well-being of Secondary School Teachers

Psychosomatic		
Items	**Mean**	**Interpretation**
As a teacher, I…		
1. Feel that my job contributes positively to my physical health.	3.57	High

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2. am healthy and energetic throughout the school week.	3.65	High
3. am well-rested and ready to handle classroom tasks.	3.56	High
4. believe I have the stamina to meet the demands of my teaching duties.	3.88	High
5. am able to maintain good physical well-being despite my workload.	3.77	High
Overall Mean	**3.69**	**High**

Table 5 shows the level of Psychosomatic Well-being of Secondary School Teachers. The overall mean score was 3.69, interpreted as "high level." Item No. 4, "believe I have the stamina to meet the demands of my teaching duties," got the highest mean score of 3.88, interpreted as "high level," while item no. 3, "am well-rested and ready to handle classroom tasks," got the lowest mean score of 3.56, interpreted as "high level." This implies that while teachers possess the psychological resilience to perceive themselves as capable of meeting job demands, the daily demands of teaching systematically encroach on their opportunity for restorative rest, creating a psychosomatic imbalance that may undermine their long-term health. The findings support the study of Karababa (2024) and Daovisan & Intarakamhang (2024) that inadequate recovery is associated with burnout and long-term health complaints among teachers.

Level of Job Satisfaction in Work Environment, Fringe Benefits, and Job Responsibilities Domains

Table 6
Level of Job Satisfaction of Secondary School Teachers based on Work Environment

Work Environment Items	**Mean**	**Interpretation**
As a teacher, I…		
1. am satisfied with the physical conditions of my workspace (e.g., classroom, office).	3.65	High
2. apply the support from the school environment to improve my well-being and professional growth.	4.01	High
3. am satisfied with the level of respect and collegiality among staff members.	4.30	High
4. find the school's resources (e.g., technology, materials) sufficient to perform my job effectively.	3.57	High
5. am satisfied with the overall safety and security of my work environment.	3.90	High
Overall Mean	**3.89**	**High**

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Table 6 reveals the level of Job Satisfaction of Secondary School Teachers based on Work Environment. The overall mean score was 3.89, interpreted as "high level." Item No. 3, "am satisfied with the level of respect and collegiality among staff members," got the highest mean score of 4.30, interpreted as "high level," while item no. 4, "find the school's resources sufficient to perform my job effectively," got the lowest mean score of 3.57, interpreted as "high level." This implies that while teachers experience strong satisfaction with the social climate of respect and collegiality, the persistent inadequacy of material resources and infrastructural conditions remains a point of friction that may hinder their ability to perform effectively. The findings are in accordance with Agbonna et al. (2023), who defined job satisfaction as the favorable feelings individuals have toward their work and workplace. Conversely, as Taiwo et al. (2019) identify, inadequate facilities and teaching materials are major factors that undermine teacher satisfaction and efficacy.

Table 7
Level of Job Satisfaction of Secondary School Teachers based on Fringe Benefits

Fringe Benefits **Items**	**Mean**	**Interpretation**
As a teacher, I…		
1. am satisfied with the health insurance and other benefits provided by my employer.	3.20	Moderate
2. consider the school's retirement plan to be safe and sufficient.	3.33	Moderate
3. am satisfied with the professional development opportunities provided by the school.	3.65	High
4. evaluate the school's leave policies (e.g., sick leave, personal leave) as reasonable and fair.	3.88	High
5. am satisfied with the overall compensation package, including any bonuses or additional benefits.	3.81	High
Overall Mean	**3.57**	**High**

Table 7 shows the level of Job Satisfaction of Secondary School Teachers based on Fringe Benefits. The overall mean score was 3.57, interpreted as "high level." Item No. 4, "evaluate the school's leave policies as reasonable and fair," got the highest mean score of 3.88, interpreted as "high level," while item no. 1, "am satisfied with the health insurance and other benefits provided by my employer," got the lowest mean score of 3.20, interpreted as "moderate level." This implies that while teachers find immediate leave policies reasonable, their moderate satisfaction with core health and insurance benefits reveals deep-seated concerns regarding long-term financial security and welfare, representing a critical vulnerability that may affect workforce stability. The findings

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support the study of Nnenna (2020) that benefits provided as a requirement of employment play a key role in raising the standard of living, financial stability, and morale among workers.

Table 8
Level of Job Satisfaction of Secondary School Teachers based on Job Responsibilities

Job Responsibilities Items	**Mean**	**Interpretation**
As a teacher, I…		
1. am satisfied with the clarity of my job responsibilities and expectations.	4.14	High
2. believe that my workload is appropriate for my position and allows me to perform effectively.	3.99	High
3. am satisfied with the level of autonomy I have in making decisions related to my teaching.	4.18	High
4. recognize that my contributions to the school are valued and appreciated.	4.03	High
5. am satisfied with the balance between my teaching duties and administrative tasks.	3.72	High
Overall Mean	**4.01**	**High**

Table 8 presents the level of Job Satisfaction of Secondary School Teachers based on Job Responsibilities. The overall mean score was 4.01, interpreted as “high level.” Item No. 3, “am satisfied with the level of autonomy I have in making decisions related to my teaching,” got the highest mean score of 4.18, interpreted as "high level," while item no. 5, “am satisfied with the balance between my teaching duties and administrative tasks,” got the lowest mean score of 3.72, interpreted as "high level.” This implies that while teachers derive satisfaction from professional autonomy and role clarity, the imbalance caused by administrative overload creates role strain that detracts from their primary teaching mission and diminishes overall satisfaction. The findings resonates with Akuchéne and Fadipe (2022) and Ballarta and Roberto (2020) studies, the detrimental impact of administrative overload is a well-documented source of role strain and burnout that can erode the positive effects of autonomy and ultimately diminish overall job satisfaction and performance.

Comparative Analysis in the Level of Well-being of Secondary School Teachers in Affective, Social, Professional, Cognitive, and Psychosomatic Domains When Grouped According to Course Taken/Graduated, Specialization and Secondary Level Category

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Table 9
Differences in the Level of Affective Well-being of Secondary School Teachers When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Kruskal Wallis H test	Sig. Level	*p*-value	Interpretation
Course Taken/ Graduated	Teacher Education	118	70.53	1302.000			0.000	Significant
	Non-Teacher Education	37	101.81					
Specialization	Humanities	72	82.33		2.844	0.05	0.241	Not Significant
	Math-Science	56	69.99					
	Practical-Applied	27	83.07					
Secondary Level Category	Junior High School	77	82.03	2692.500			0.262	Not Significant
	Senior High School	78	74.02					

Table 9 presents that there is a significant difference in the level of Affective Well-being of Secondary School Teachers when grouped according to course taken, but no significant differences when grouped according to specialization and secondary level category. Since the p-value for course taken is lower than 0.05 (p = 0.000), while the p-values for specialization (p = 0.241) and secondary level category (p = 0.262) are greater than 0.05, the results indicate that course taken significantly influences affective well-being, whereas specialization and secondary level category do not. This implies that a teacher's academic background is one factor influencing their emotional connection to the profession, while the emotional experiences of teaching remain statistically comparable across different subject areas and grade levels. In the Philippine context, this significant difference arises because teacher education graduates undergo extended practice teaching that realistically exposes them to classroom stressors, gradually diminishing their emotional uplift over time, whereas non-education graduates enter through alternative certification with fresher motivation and less accumulated fatigue. In contrast, specialization and secondary level category show no differences because all teachers across subjects and grade levels share universal challenges such as large classes, curriculum changes, and heavy paperwork, making their affective well-being equally affected regardless of what or whom they teach. The findings conform with Viac and Fraser (2020), who note that professional identity formation shaped by initial training and career path profoundly influences emotional resilience and job satisfaction.

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Table 10
Differences in the Level of Social Well-being of Secondary School Teachers When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Kruskal Wallis H test	Sig. Level	*p*-value	Interpretation
Course Taken/ Graduated	Teacher Education	118	72.17	1494.500			0.003	Significant
	Non-Teacher Teacher Education	37	96.61					
Specialization	Humanities	72	77.95		0.373	0.05	0.830	Not Significant
	Math-Science	56	76.00					
	Practical-Applied	27	82.28					
Secondary Level Category	Junior High School	77	79.11	2917.500			0.754	Not Significant
	Senior High School	78	76.90					

Table 10 reveals a significant difference in the level of Social Well-being of Secondary School Teachers when grouped according to course taken, but no significant differences when grouped according to specialization and secondary level category. Since the p-value for course taken is lower than 0.05 ($p = 0.003$), while the p-values for specialization ($p = 0.830$) and secondary level category ($p = 0.754$) are greater than 0.05, the results indicate that course taken significantly influences social well-being, whereas specialization and secondary level category do not. This implies that social integration and collegial support are significantly influenced by a teacher's preparatory background, suggesting that non-education graduates may experience different socialization processes and support networks within the school. In the Philippines, non-education graduates often enter teaching with less exposure to school politics, making them more likely to receive welcoming support from colleagues, whereas teacher education graduates who trained together may carry pre-existing relational baggage or expectations that hinder social well-being. Meanwhile, specialization and grade level do not create differences because collegial relationships and respect are shaped more by school culture and proximity than by subject area or teaching level. The findings align with Brady and Wilson (2021), who emphasize that social well-being is a key dimension of occupational health, where positive interactions and a sense of

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belonging contribute to overall teacher resilience and satisfaction. In addition, Barbieri et al. (2019) reinforce the idea that a school's overall social climate can be uniformly strong, transcending boundaries when a positive culture is institutionally nurtured.

Table 11
Differences in the Level of Professional Well-being of Secondary School Teachers When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Kruskal Wallis H test	Sig. Level	*p*-value	Interpretation
Course Taken/ Graduated	Teacher Education	118	70.13	1254.500			0.000	Significant
	Non-Teacher Education	37	103.09					
Specialization	Humanities	72	80.53		0.703	0.05	0.704	Not Significant
	Math-Science	56	74.10					
	Practical-Applied	27	79.35					
Secondary Level Category	Junior High School	77	79.75	2868.000			0.622	Not Significant
	Senior High School	78	76.27					

Table 11 shows a significant difference in the level of Professional Well-being of Secondary School Teachers when grouped according to course taken, but no significant differences when grouped according to specialization and secondary level category. Since the p-value for course taken is lower than 0.05 (p = 0.000), while the p-values for specialization (p = 0.704) and secondary level category (p = 0.622) are greater than 0.05, the results indicate that course taken significantly influences professional well-being, whereas specialization and secondary level category do not. This implies that non-education graduates experience a genuinely higher sense of purpose, competence, and growth in their profession compared to teacher education graduates, suggesting that diverse prior experiences can enrich professional identity and perceived competence. The findings align with Baranauskienė et al. (2024), who identify professional self-concept and efficacy as strongly linked to one's training and entry pathway into teaching.

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Table 12
Differences in the Level of Cognitive Well-being of Secondary School Teachers When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Kruskal Wallis H test	Sig. Level	*p*-value	Interpretation
Course Taken/ Graduated	Teacher Education	118	70.24	1267.000			0.000	Significant
	Non-Teacher Education	37	102.76					
Specialization	Humanities	72	77.95		0.500	0.05	0.779	Not Significant
	Math-Science	56	75.64					
	Practical-Applied	27	83.02					
Secondary Level Category	Junior High School	77	80.08	2842.500			0.563	Not Significant
	Senior High School	78	75.94					

Table 12 shows a significant difference in Cognitive Well-being when grouped by course taken ($p = 0.000$), but no significant differences by specialization ($p = 0.779$) or secondary level category ($p = 0.563$). This implies non-education graduates demonstrate greater cognitive engagement, focus, and reflectivity, possibly reflecting greater cognitive flexibility or a learning mindset from another field. In the Philippine context, non-education graduates are often older or have prior non-teaching careers, which sharpens their critical thinking and problem-solving skills, making them more mentally engaged at work. Conversely, teacher education graduates may experience cognitive fatigue from years of similar pedagogical routines, lowering their concentration and reflectivity. Specialization and grade level show no differences because cognitive demands such as lesson planning, student assessment, and adapting to curriculum changes are universally challenging across all subjects and levels in Philippine public schools. The findings align with Markowski (2020) that how teachers mentally approach their work is significantly shaped by their foundational preparation.

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Table 13
Differences in the Level of Psychosomatic Well-being of Secondary School Teachers When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Kruskal Wallis H test	Sig. Level	*p*-value	Interpretation
Course Taken/ Graduated	Teacher Education	118	69.64	1197.000			0.000	Significant
	Non-Teacher Education	37	104.65					
Specialization	Humanities	72	82.44		3.918	0.05	0.141	Not Significant
	Math-Science	56	68.67					
	Practical-Applied	27	85.50					
Secondary Level Category	Junior High School	77	85.99	2387.500			0.027	Significant
	Senior High School	78	70.11					

Table 13 indicates a significant difference in Psychosomatic Well-being when grouped by course taken and secondary level category, but not by specialization, with p-values of 0.000, 0.027, and 0.141 respectively. This implies non-education graduates have better physical health and stamina than education graduates, and junior high teachers have an advantage over senior high teachers due to heightened pressures unique to senior high level. Locally, non-education graduates often enter teaching later with less accumulated occupational stress, while teacher education graduates start younger and suffer longer classroom fatigue. The significant grade level difference likely stems from senior high teachers handling specialized tracks, college expectations, and additional paperwork for work immersion, leading to greater exhaustion and poorer rest. Specialization does not differ because psychosomatic strain from heavy workloads, long hours, and inadequate recovery affects all subject teachers equally in Philippine public schools. The findings corroborate Granziera et al. (2021) on individual and organizational factors in occupational health, and Karababa (2024) confirms that systemic role-specific demands directly impact physical health and recovery.

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Occupational Well-Being and Job Satisfaction of Secondary School Teachers
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Comparative Analysis in the Level of Job Satisfaction of Secondary School Teachers in Work Environment, Fringe Benefits, and Job Responsibilities Domains When Grouped According to Course Taken/Graduated, Specialization, and Secondary Level Category

Table 14
Differences in the Level of Job Satisfaction of Secondary School Teachers Based on Work Environment When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Kruskal Wallis H test	Sig. Level	*p*-value	Interpretation
Course Taken/ Graduated	Teacher Education	118	72.95	1587.500			0.012	Significant
	Non-Teacher Education	37	94.09					
Specialization	Humanities	72	82.76		6.378	0.05	0.041	Significant
	Math-Science	56	66.39					
	Practical-Applied	27	89.37					
Secondary Level Category	Junior High School	77	87.88	2242.500			0.006	Significant
	Senior High School	78	68.25					

Table 14 shows that there is a significant difference in the level of Job Satisfaction based on Work Environment of Secondary School Teachers when grouped according to course taken, specialization, and secondary level category. Since the p-values for course taken ($p = 0.012$), specialization ($p = 0.041$), and secondary level category ($p = 0.006$) are all lower than 0.05, the results indicate that course taken, specialization, and secondary level category significantly influence job satisfaction based on work environment. This implies that non-teacher education graduates are more satisfied than teacher education graduates; math-science teachers are significantly less satisfied than their colleagues in humanities and practical-applied fields, indicating specific environmental challenges in their departments; and junior high school teachers are considerably more satisfied with their work environment than senior high school teachers, revealing meaningful inequities in environmental satisfaction linked to academic background, subject area, and teaching level.

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The findings align with Agbonna et al. (2023), who connect positive work conditions to higher satisfaction and retention.

Table 15
Differences in the Level of Job Satisfaction of Secondary School Teachers Based on Fringe Benefits When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Kruskal Wallis H test	Sig. Level	*p*-value	Interpretation
Course Taken/ Graduated	Teacher Education	118	72.31	1511.000			0.005	Significant
	Non-Teacher Education	37	96.16					
Specialization	Humanities	72	78.18		0.322	0.05	0.851	Not Significant
	Math-Science	56	75.92					
	Practical-Applied	27	81.83					
Secondary Level Category	Junior High School	77	81.47	2736.000			0.336	Not Significant
	Senior High School	78	74.58					

Table 15 shows that there is a significant difference in the level of Job Satisfaction based on Fringe Benefits of Secondary School Teachers when grouped according to course taken, but no significant differences when grouped according to specialization and secondary level category. Since the p-value for course taken ($p = 0.005$) is lower than 0.05, while the p-values for specialization ($p = 0.851$) and secondary level category ($p = 0.336$) are greater than 0.05, the results indicate that course taken significantly influences satisfaction with fringe benefits, whereas specialization and secondary level category do not. This implies that non-teacher education graduates are genuinely more satisfied with their health insurance, retirement plan, and other benefits than teacher education graduates, pointing to a notable disparity in how fringe benefits are perceived or valued between the two groups. The findings align with Ahmed (2024) and Nisar and Siddiqui (2019), who note that disparities in how compensation packages are perceived are a known factor affecting morale and a sense of being valued.

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Table 16
Differences in the Level of Job Satisfaction of Secondary School Teachers Based on Job Responsibilities When Grouped and Compared According to Variables

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Kruskal Wallis H test	Sig. Level	*p*-value	Interpretation
Course Taken/ Graduated	Teacher Education	118	73.94	1703.500			0.042	Significant
	Non-Teacher Education	37	90.96					
Specialization	Humanities	72	83.24		10.943	0.05	0.004	Significant
	Math-Science	56	63.23					
	Practical-Applied	27	94.67					
Secondary Level Category	Junior High School	77	77.17	2939.000			0.817	Not Significant
	Senior High School	78	78.82					

Table 16 shows that there is a significant difference in the level of Job Satisfaction based on Job Responsibilities of Secondary School Teachers when grouped according to course taken and specialization, but no significant difference when grouped according to secondary level category. Since the p-values for course taken ($p = 0.042$) and specialization ($p = 0.004$) are lower than 0.05, while the p-value for secondary level category ($p = 0.817$) is greater than 0.05, the results indicate that course taken and specialization significantly influence satisfaction with job responsibilities, whereas secondary level category does not. This implies that non-teacher education graduates are moderately more satisfied with their role clarity, workload, and autonomy than teacher education graduates; and that math-science teachers are substantially less satisfied with their job responsibilities, particularly regarding workload balance and feeling valued, compared with teachers in humanities and practical-applied fields, pointing to structural issues in role design and workload distribution. The findings align with Akuchéne and Fadipe (2022), who state that administrative and grading burdens unique to certain subjects can lead to role strain.

Relational Analysis Between the Level of Occupational Well-being and the Level of Secondary School Teachers' Job Satisfaction

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Table 17
Significant Relationship Between the Level of Occupational Well-being and the Level of Secondary School Teachers' Job Satisfaction

Variables	N	rho	*p*-value	Sig. level	Interpretation
Occupational Well-being	155	0.745	0.000	0.05	Significant
Job Satisfaction	155				

Table 17 shows that there is a significant relationship between the level of Occupational Well-being and the level of Job Satisfaction of Secondary School Teachers. The analysis yielded a correlation coefficient (rho) of 0.745 with a p-value of 0.000, which is lower than 0.05, indicating a significant and very strong positive relationship. This implies that as teachers' occupational well-being increases, their job satisfaction also tends to increase substantially. The findings strongly affirm the multidimensional model of teacher well-being proposed by Van Horn et al. (2004), which integrates affective, social, professional, cognitive, and psychosomatic dimensions as core components of a teacher's work life. Similarly, this aligns with the Job Demands-Resources (JD-R) model, where job resources enhance well-being and job satisfaction, while job demands reduce both. This result also corroborates studies by Viac and Fraser (2020), who define teacher well-being as their responses to cognitive, emotional, health, and social conditions at work, and explicitly link these responses to professional satisfaction. Furthermore, Hascher and Waber (2021) indicate that positive elements like engagement and meaningful contribution, and the mitigation of negative elements like exhaustion, are directly tied to higher job satisfaction.

Conclusions

Teachers consistently report high levels of occupational well-being and job satisfaction, indicating a generally positive professional experience. However, when analyzed according to specific variables, these high levels reveal that formal teacher training may introduce unique stressors, including heavier emotional demands and professional identity pressures. The significant differences in well-being across teacher groups confirm that the physical and emotional demands of teaching vary meaningfully, necessitating distinct and targeted support strategies. Likewise, the uneven distribution of job satisfaction signifies that role-specific demands and structural pressures, rather than personal factors, are the root cause, ensuring that satisfaction will remain inconsistent until these underlying issues are addressed. These significant differences in job satisfaction further reinforce that dissatisfaction is not a personal failing but is structurally embedded in teachers' specific roles and assignments. The significant positive relationship between occupational well-being and job satisfaction demonstrates that these elements are strongly interconnected, creating a virtuous cycle where enhancing teacher well-being directly and powerfully

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improves satisfaction. Ultimately, efforts to support teachers' well-being represent the most direct path to building a more satisfied, resilient, and stable educational workforce.

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Authorship Contribution Statement

Dr. Kaye Anne D. Rosales contributed to the study's design, data collection, analysis, and writing. Dr. Rammy A. Lastierre contributed to conceptualization, editing, and supervision. Both authors approved the final version and are accountable for all aspects of the work.

Conflict of interest

The authors declare no conflicts of interest, financial or otherwise, that could have influenced this work.

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