



JOB SATISFACTION LEVELS OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN DOLORES II DISTRICT

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ABSTRACT

This study aimed to assess the job satisfaction levels of elementary and secondary school teachers in Dolores II District and determine the factors that influence their satisfaction. Specifically, the study examined the teachers' demographic profile – including age, sex, civil status, educational attainment, length of teaching experience, employment status, and type of school – and their satisfaction across five key domains: salary and benefits, workload and working conditions, opportunities for professional growth, school leadership and administrative support, and interpersonal relationships. Using a descriptive-correlational research design, the study employed total enumeration of 91 public school teachers as respondents. A researcher-made survey questionnaire was utilized to gather quantitative data. Descriptive statistics such as frequency, percentage, and mean were used to interpret the demographic data and satisfaction levels, while Pearson correlation analysis was applied to identify significant relationships between variables. Findings revealed that teachers were generally satisfied with their interpersonal relationships and administrative support but expressed moderate to low satisfaction with salary, benefits, and workload. The results also showed a significant relationship between job satisfaction and certain demographic variables, particularly age, educational attainment, and employment status. The study concludes that while non-monetary factors contribute positively to job satisfaction, challenges related to compensation and workload persist. It recommends that education authorities consider revising existing policies on teacher compensation and implement differentiated support systems based on demographic needs to enhance teacher satisfaction and retention.

KEYWORDS: Job Satisfaction, Public School Teachers, Teacher Demographics

INTRODUCTION

Background of the Study

Job satisfaction is a critical factor in ensuring the effectiveness and well-being of teachers, as it directly influences their motivation, commitment, and overall performance in the workplace. Teaching is a profession that requires dedication and passion, yet teachers worldwide continue to face challenges that affect their job satisfaction, such as low salaries, high workload, inadequate professional development, and lack of administrative support (Skaalvik & Skaalvik, 2020). The teaching profession plays a vital role in shaping the future of learners, and dissatisfaction among educators can negatively impact student outcomes and retention rates (OECD, 2021).

At the global level, studies show that teacher job satisfaction is influenced by multiple factors, including work environment, salary, professional development, and student behavior. A survey conducted by the Organisation for Economic Co-operation and Development (OECD, 2021) revealed that only 67% of teachers across OECD countries are satisfied with their jobs, with workload and student discipline being major concerns. Similarly, research by Lindqvist et al. (2022) found that teacher burnout and dissatisfaction are significantly linked to administrative workload and lack of career advancement opportunities.

Furthermore, a study by Toropova et al. (2021) highlighted that job satisfaction is a key determinant of teacher retention, with higher satisfaction levels resulting in lower attrition rates. The study found that countries with strong teacher support systems, such as Finland and Canada, reported higher teacher satisfaction levels compared to countries with weaker support mechanisms.

In Southeast Asia, teacher job satisfaction varies across countries. A study by Nguyen et al. (2020) in Vietnam revealed that low salary and high workload are the primary sources of teacher dissatisfaction, leading to high turnover rates. Similarly, in Indonesia, research by Purnama et al. (2021) indicated that teachers experience stress due to administrative tasks and limited professional development opportunities, affecting their job satisfaction.

In Malaysia, a study by Yusof & Osman (2022) found that 80% of teachers expressed concerns about work-life balance, citing long working hours and excessive paperwork as major contributors to dissatisfaction. Meanwhile, in Thailand, research by Sangkapichai et al. (2023) emphasized the importance of community support and school leadership in enhancing teacher job satisfaction.



These studies suggest that while teachers across Southeast Asia share common challenges, policy interventions, school leadership, and professional development opportunities play significant roles in improving job satisfaction levels.

In the Philippines, teacher job satisfaction remains a pressing issue. According to a study by Mateo et al. (2021), 70% of public school teachers in the country reported moderate levels of job satisfaction, citing salary, workload, and limited career advancement as primary concerns. Additionally, a survey by DepEd (2022) found that many teachers struggle with excessive paperwork and lack of instructional materials, which negatively impacts their motivation.

The Philippines, like many countries, faces concerns regarding teacher job satisfaction, particularly in public schools. The government has implemented policies to enhance teachers' welfare, such as salary increases and professional development programs (Department of Education [DepEd], 2022), yet issues persist. In the context of Dolores II District, understanding the level of job satisfaction among elementary and secondary school teachers is essential in formulating policies that can improve their working conditions and, consequently, the quality of education they provide.

A more recent study by Dela Cruz et al. (2023) examined the relationship between teacher satisfaction and student performance in public schools, revealing that schools with more satisfied teachers had higher student achievement scores. The study emphasized the need for policies that address workload reduction and provide better incentives to enhance teacher satisfaction.

Moreover, a report by the Philippine Institute for Development Studies (PIDS, 2023) found that teacher migration remains a concern, as many educators leave for higher-paying jobs abroad, further exacerbating the teacher shortage in public schools. These findings underscore the urgent need for policy interventions to improve teacher satisfaction and retention in the country.

At the local level, teachers in Dolores II District face unique challenges that impact their job satisfaction. Anecdotal reports and preliminary observations suggest that issues such as limited resources, high student-to-teacher ratios, and inadequate administrative support contribute to dissatisfaction among teachers. While national initiatives, such as salary increases under the Salary Standardization Law (RA 11466), have provided some relief, concerns about workload, professional growth, and school leadership remain prevalent.

Despite these challenges, no comprehensive study has been conducted to assess the level of job satisfaction among elementary and secondary school teachers in Dolores II District. Understanding the factors that influence their satisfaction is crucial for developing localized interventions that can enhance teacher welfare and improve educational outcomes.

While numerous studies have explored teacher job satisfaction at the global and national levels, there is a lack of localized research focusing on the specific experiences of teachers in

Dolores II District. Existing studies have largely concentrated on urban school settings, overlooking the unique challenges faced by teachers in rural districts. Furthermore, previous research has mainly focused on either elementary or secondary teachers, with limited comparative analysis between the two groups.

Thus, this study aims to fill these gaps by providing empirical data on job satisfaction levels among elementary and secondary school teachers in Dolores II District. The findings will help school administrators, policymakers, and education stakeholders develop targeted interventions to improve teacher satisfaction, retention, and overall educational quality.

Statement of the Problem

This study aimed to assess the job satisfaction levels of elementary and secondary school teachers in Dolores II District and identify the factors influencing their satisfaction. Specifically, this research was sought to answer the following questions:

1. What is the demographic profile of elementary and secondary school teachers in Dolores II District in terms of:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Civil status;
 - 1.4 Educational attainment;
 - 1.5 Length of teaching experience;
 - 1.6 Employment status (permanent, contractual, or probationary); and
 - 1.7 Type of school (elementary or secondary)?
2. What is the level of job satisfaction among elementary and secondary school teachers in Dolores II District in terms of:
 - 2.1 Salary and benefits;
 - 2.2 Workload and working conditions;
 - 2.3 Opportunities for professional growth;
 - 2.4 School leadership and administrative support; and
 - 2.5 Interpersonal relationships with colleagues and students?
3. Is there a significant relationship between teacher job satisfaction and their demographic profile?

METHODOLOGY

Research Design

This study employed a descriptive-correlational research design to assess the job satisfaction levels of elementary and secondary school teachers in Dolores II District and identify the factors influencing their satisfaction. The descriptive aspect of the study focused on determining the demographic profile of teachers and their level of job satisfaction in terms of salary and benefits, workload and working conditions, opportunities for professional growth, school leadership and administrative support, and interpersonal relationships with colleagues and students. This was achieved through survey questionnaires and statistical analysis of responses.

The correlational aspect examined the relationship between the teachers' demographic profile and their job satisfaction levels. The study analyzed whether factors such as age, sex, civil status, educational attainment, length of teaching experience,



employment status, and type of school (elementary or secondary) significantly impact their job satisfaction.

This research design was appropriate because it enables the study to systematically describe the job satisfaction levels of teachers while also determining potential correlations between demographic factors and job satisfaction. The findings provided valuable insights for educational administrators and policymakers in improving teacher retention and well-being in Dolores II District.

Locale of the Study

This study was conducted in Dolores II District, Eastern Samar, Philippines, focusing on both elementary and secondary school teachers within the district. Dolores II District is one of the educational districts under the Department of Education (DepEd) Schools Division in Eastern Samar, catering to a diverse group of teachers and learners in various public schools.

The district consisted of several elementary and secondary schools, each with unique teaching environments, administrative structures, and student populations. These schools operated under DepEd policies and guidelines, ensuring the delivery of quality education despite challenges such as limited resources, varying class sizes, and differences in community support.

The choice of Dolores II District as the study locale was significant because it provided a relevant setting for understanding teacher job satisfaction in rural and semi-urban educational environments. The study aimed to capture the experiences of teachers from different school types, considering factors such as work conditions, leadership styles, salary and benefits, and professional development opportunities within the district.

By focusing on this specific locale, the research generated data-driven insights that can help school administrators, policymakers, and education stakeholders improve teacher retention, workplace satisfaction, and overall professional well-being.

Respondents of the Study

The respondents of the study were the selected elementary and secondary teachers of Dolores II District. Below is the table that presents the distribution of the respondents in the study.

Name of School	# of Respondents
Dapdap National Technical Vocational School	40
Malobago Elem School	30
Dapdap Central Elem School	21
Grand Total	91

Research Instruments

This study utilized a survey questionnaire as the primary research instrument to assess the job satisfaction levels of elementary and secondary school teachers in Dolores II District. The questionnaire was structured into two main sections to gather comprehensive data relevant to the study's objectives.

The first section collected the demographic profile of respondents, including age, sex, civil status, educational attainment, length of teaching experience, employment status (permanent, contractual, or probationary), and type of school (elementary or secondary). These variables will help determine potential relationships between demographic factors and job satisfaction.

The second section measured the level of job satisfaction among teachers. This part included statements categorized under salary and benefits, workload and working conditions, opportunities for professional growth, school leadership and administrative support, and interpersonal relationships with colleagues and students. Responses were measured using a five-point Likert scale, where: 1 – Strongly Dissatisfied; 2 – Dissatisfied; 3 – Neutral; 4 – Satisfied; 5 – Strongly Satisfied. To ensure the validity and reliability of the questionnaire, it underwent expert validation by education professionals, school administrators, and research specialists. A pilot test was also conducted with a small group of teachers who were not part of the actual respondents to assess clarity, coherence, and reliability. The final version was revised based on feedback to ensure that the instrument effectively captures the necessary data.

Data Gathering

The data collection process for this study followed a systematic approach to ensure accuracy, reliability, and ethical considerations in gathering relevant information from elementary and secondary school teachers in Dolores II District. Before the actual data collection, the researcher sought approval from the Schools Division Office and the respective school heads within the district. A formal request letter was submitted, outlining the purpose and significance of the study. Once approval was granted, the researcher conducted an orientation session with the respondents to explain the objectives of the research, the voluntary nature of their participation, and the confidentiality of their responses.

The primary research instrument, a survey questionnaire, was administered to all eligible respondents. Since the study employed total enumeration, all selected elementary and secondary school teachers in Dolores II District who meet the inclusion criteria were invited to participate. The questionnaires were distributed physically (printed copies) and digitally (Google Forms), depending on the preference and accessibility of the respondents. The researcher ensured that clear instructions were provided to guide participants in answering the survey accurately.

To ensure a high response rate, a one-week deadline was given for the completion and submission of the questionnaires. Follow-ups through school visits, phone calls, and email



reminders were conducted to encourage participation and ensure that all target respondents provided their responses. After collecting the completed questionnaires, the researcher carefully reviewed and checked them for completeness and accuracy. Any incomplete responses were noted, and if necessary, the respondents concerned were requested to clarify or complete their answers.

Once all responses were gathered, the data was encoded and organized for analysis. Quantitative data was processed using statistical software, where descriptive and inferential statistics were applied to analyze job satisfaction levels and their relationship with demographic variables. Throughout the entire process, ethical considerations such as informed consent, anonymity, and confidentiality were strictly observed to protect the rights and privacy of all participants.

Analysis of Data

The data collected in this study underwent quantitative analysis to ensure a comprehensive interpretation of findings related to the job satisfaction levels of elementary and secondary school teachers in Dolores II District. The analysis was conducted using statistical methods for numerical data.

To analyze the demographic profile of the respondents, descriptive statistics such as frequency counts, percentages, mean, and standard deviation were used. These statistical tools helped summarize the distribution of teachers in terms of age, sex, civil status, educational attainment, length of teaching experience, employment status, and type of school. This analysis provided an overview of the respondents' characteristics and their potential influence on job satisfaction.

To measure the level of job satisfaction, the study utilized mean and standard deviation to determine the general perception of teachers regarding salary and benefits, workload and working conditions, opportunities for professional growth, school leadership and administrative support, and interpersonal relationships with colleagues and students. A five-point Likert scale was used to quantify responses, with mean scores interpreted based on predefined ranges to determine the overall satisfaction level.

To assess the relationship between job satisfaction and the demographic profile of teachers, inferential statistics, specifically the Chi-square test for independence and Pearson correlation coefficient, were used. These tests helped determine whether there was a statistically significant relationship between the independent variables (demographic factors) and the dependent variable (job satisfaction levels). If necessary, ANOVA (Analysis of Variance) or t-tests were applied to

compare job satisfaction levels across different demographic groups.

All statistical analyses were performed using SPSS (Statistical Package for the Social Sciences) or similar software to ensure accuracy and reliability. The findings from quantitative analyses were triangulated to provide a holistic understanding of the job satisfaction levels among elementary and secondary school teachers in Dolores II District.

Ethical Considerations

This study strictly adhered to ethical research principles to ensure the safety, privacy, and rights of all participants. Ethical considerations were observed throughout the research process, from data collection to reporting, to uphold the integrity of the study and protect the respondents involved.

Before data collection, the researcher obtained approval and permission from the Schools Division Office and school administrators in Dolores II District. A formal request letter was submitted to gain consent for conducting the study within the schools. Additionally, informed consent forms were provided to all respondents, clearly outlining the purpose of the study, voluntary participation, potential risks, benefits, and the confidentiality of their responses. Participants had the right to decline participation or withdraw from the study at any point without any consequences.

To maintain confidentiality and anonymity, respondents were not required to provide their names or any personal information that could reveal their identities. The data collected was secured and stored in a password-protected digital database, ensuring that only the researcher has access to it. Hard copies of documents were kept in a locked cabinet and were disposed of properly after the completion of the study.

The study ensured non-maleficence, meaning that no harm—whether physical, psychological, or emotional—had come to the respondents. The survey questions were carefully designed to avoid sensitive or intrusive content. Furthermore, objectivity and honesty were maintained in data analysis and interpretation, ensuring that results were reported accurately without bias or manipulation.

Lastly, the researcher upheld academic integrity by properly citing all references and sources used in the study. Plagiarism and data fabrication were strictly avoided. Ethical guidelines set by research ethics committees and educational institutions were followed to ensure that the research upholds the highest ethical standards.



RESULTS

Table 1: Demographic Profile of Respondents

Variable	Frequency	Percentage (%)
Age		
21–30	18	19.78
31–40	34	37.36
41–50	25	27.47
51 and above	14	15.38
Sex		
Male	21	23.08
Female	70	76.92
Civil Status		
Single	25	27.47
Married	59	64.84
Widowed/Separated	7	7.69
Educational Attainment		
Bachelor's Degree	40	43.96
Master's Units	35	38.46
Master's Degree	16	17.58
Teaching Experience		
1–5 years	20	21.98
6–10 years	25	27.47
11–15 years	28	30.77
16+ years	18	19.78
Employment Status		
Permanent	65	71.43
Probationary	14	15.38
Contractual	12	13.19
Type of School		
Elementary	56	61.54
Secondary	35	38.46

The findings reveal a diverse teaching population in the Dolores II District, with noteworthy demographic characteristics that may influence job satisfaction among teachers.

Among the 91 respondents, the majority are in the 31–40 age group (37.36%), followed by 41–50 (27.47%), which suggests a predominantly mid-career teaching workforce. The data shows a female-dominated workforce (76.92%), which is consistent with both regional and global trends in the teaching profession. Most teachers reported being married (64.84%), followed by single (27.47%). A significant number of respondents have attained post-baccalaureate education:

38.46% with Master's units and 17.58% with a completed Master's degree.

Teachers with 11–15 years of experience formed the largest group (30.77%), followed by 6–10 years (27.47%). Most teachers are in permanent positions (71.43%), which typically comes with job security and benefits. However, 15.38% are probationary and 13.19% contractual, groups that may experience job insecurity, leading to lower morale. Elementary teachers make up 61.54% of the sample, while secondary school teachers comprise 38.46%.

Table 2: Job Satisfaction Levels

Job Satisfaction Area	Mean Score	Verbal Interpretation
2.1 Salary and Benefits	3.55	Satisfied
2.2 Workload and Working Conditions	3.26	Neutral
2.3 Opportunities for Professional Growth	3.57	Satisfied
2.4 School Leadership & Admin Support	3.60	Satisfied
2.5 Interpersonal Relationships	4.10	Highly Satisfied

The highest job satisfaction was found in interpersonal relationships, followed by leadership support and professional growth. Teachers were least satisfied with workload and working conditions. Studies by Ramli & Zainuddin (2023) and Nguyen (2022) emphasize that collegiality and administrative backing positively impact morale. Meanwhile, UNESCO

(2023) found that across Southeast Asia, unbalanced workloads and administrative overload contribute to teacher burnout. Delos Santos (2021) noted that strong support for continuous learning contributes to sustained teacher engagement and retention in the Philippine context.



Table 3: Relationship Between Demographic Profile and Job Satisfaction

Demographic Variable	Pearson r	Strength of Relationship
Age	0.22	Low Positive
Sex	0.05	Negligible
Civil Status	0.28	Low Positive
Educational Attainment	0.35	Moderate Positive
Teaching Experience	0.39	Moderate Positive
Employment Status	0.41	Moderate Positive
Type of School	0.18	Low Positive

The strongest correlation with job satisfaction was seen in employment status, teaching experience, and educational attainment. These findings align with Bello & Mendoza (2021) who showed that job permanence and professional development opportunities significantly predict job satisfaction. Cruz (2021) noted that teachers with higher qualifications and longer experience often report increased satisfaction due to greater self-efficacy and institutional trust.

CONCLUSIONS

The following conclusions are drawn from the data.

1. The teacher population in Dolores II District is predominantly composed of mid-career, female, married educators with varying levels of educational attainment and professional experience. Most are permanently employed and assigned to elementary schools. This profile indicates a stable yet diverse workforce, with varying personal and professional circumstances that may influence satisfaction levels.
2. Teachers expressed moderate to high satisfaction in interpersonal relationships with colleagues and students, and in administrative support. However, lower satisfaction levels were noted in salary and benefits, and workload and working conditions. This implies that while collegial and leadership support systems are functioning relatively well, systemic challenges such as compensation and workload remain key issues.
3. Statistical analysis revealed significant relationships between certain demographic variables—such as age, educational attainment, and employment status—and levels of job satisfaction. This suggests that personal and professional backgrounds significantly influence how teachers perceive their work environment and benefits.

RECOMMENDATIONS

The following suggestions are made in light of the facts and conclusions mentioned above.

1. School administrators and the Department of Education (DepEd) should implement demographically responsive professional development programs. For instance, younger or probationary teachers may need mentoring programs, while more experienced educators might benefit from leadership training or research opportunities. Recognizing diversity in background will help address individual teacher needs.
2. Given the dissatisfaction in salary, benefits, and workload, it is recommended that DepEd conduct a regional compensation review and explore feasible adjustments or incentives (e.g., hazard pay, teaching load redistribution, or non-monetary rewards). Additionally, support

staff or teaching aides can be deployed in overloaded schools to ease teacher burdens.

3. While satisfaction is relatively high in this domain, school heads should strengthen collaborative cultures by organizing regular team-building, mental wellness programs, and peer learning communities. These structures maintain and improve morale, particularly in the context of continuing challenges from workload and underfunding.

Conflict of Interest

The researcher declares that there is no conflict of interest in the conduct of this study titled "Job Satisfaction of Elementary and Secondary School Teachers in Dolores II District." The study was carried out independently, without any financial, institutional, or personal relationships that could have influenced the outcomes, data interpretation, or presentation of findings. All responses from participants were gathered objectively, and ethical standards were strictly observed throughout the research process to ensure credibility, impartiality, and academic integrity.

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