

# **Job Satisfaction of Newly-Hired English Teachers in a Public School during the Pandemic: A Bio-Ecological Case Study<sup>1</sup>**

**Khristian Ross Pimentel<sup>2</sup>**

**Ferlinda Gatchalian**

**Christine Tica**

**Mika Ella Perez**

**Lizamarie Campoamor-Olegario**

University of the Philippines

## **Abstract**

Job satisfaction has an impact on the work and life of teachers in the public school system (PPS). Using case study research design and the bioecological framework, 14 newly-hired English teachers in a public school in Antipolo were selected during School Year 2021-2022. Data were collected through questionnaires, focus group discussion, and document analyses and were analyzed using descriptive statistics and thematic analyses. Results indicate that the newly-hired English teachers are young in

---

1 The original version of this article was a final paper in EDFD 301 (Ecology of Human Learning and Development) submitted to Dr. Lizamarie Campoamor-Olegario at UP Diliman - College of Education in Academic Year 2021-2022. This study was presented via Zoom at the International Conference on Educational Foundations on July 16, 2022, which was organized by UP Diliman College of Education and in the 1<sup>st</sup> Society for Strategic Education Studies, Inc., International Conference 2022 on August 24-25, 2022 via Zoom. The authors do not have any conflict of interest to disclose.

2 Khristian Ross Pimentel ORCID ID 0000-0001-9058-4254; Mika Ella Perez ORCID ID 0000-0003-2829-9852; Lizamarie Campoamor-Olegario ORCID ID 0000-0002-6688-1651.

Correspondence concerning this article should be addressed to Khristian Ross P. Pimentel, Antipolo NHS, Olalia Road, Sta. Cruz, Antipolo City 1870. Email: kppimentel@up.edu.ph

the teaching profession and were satisfied with their job. The factors where the teachers expressed the highest level of satisfaction were in superior support and collaboration with co-teachers. Considered highly satisfactory were the physical environment, adequate resources, superior support, workload, collaboration with colleagues, opportunities for professional development, opportunities for promotion, gender equality, and the Department of Education's (DepEd) mandate fulfillment, while pay and benefits, work-family balance, and students' performance received the lowest satisfaction levels. The participants' experiences from previous schools and the impact of the pandemic in their work set-up had the greatest contributions to their satisfaction levels. Higher education institutions and DepEd may consider the recommendations for providing human resource programs that will keep job satisfaction rating (JSR) very satisfactorily.

Keywords: job satisfaction, newly-hired teachers, new normal

## **Introduction**

The investigation of teachers' job satisfaction in public schools remains an area of interest among researchers. Every year, DepEd hires a number of new public school teachers who pass the qualifications for entry-level or Teacher 1.

The majority of newly-hired public school teachers come from private schools. Teachers enter the PSS because the lucrative job opportunities in public schools have improved through the years. Public schools have better starting salaries than small private schools. Teachers have the guarantee of tenure in work, can work six hours on campus, enjoy career progression, and anticipate decent retirement benefits. Although public school teachers remain vocal about their level of job satisfaction on social media and news reports, it is important to identify this through research that peers into their real situation, especially the

new ones. Whether the narratives published on national periodicals and aired on TV and radio news programs reflect the real sentiments of teachers in actual practice is an important point of inquiry.

The inspiration of newly-hired teachers to enter the teaching profession and the PSS may be related to their job satisfaction (SEAMEO Innotech, 2020). One common inspiration of teachers is the view that teaching is a way to contribute to society. It is essential to identify the teachers' reasons for teaching in a particular locality, and to check if existing literature on the Philippines' teacher motivation is reliable. Looking at specific narratives at a certain locality may shed light on the real and exact inspirations of teachers in choosing the teaching profession and entering the PSS.

Although teachers are inspired to excel in the profession, it is evident that they face different challenges. Even before the pandemic, public school teachers lamented over too much paperwork, power tripping, student-teacher ratio, and lower salaries compared to other professionals, along with heavy workloads, red tape, shark loans, and politics in the workplace. Teachers also reported pressures at work due to the institutional incentive system and their concern for student-wellbeing (David et al., 2019). With these narratives, it is crucial to know the level of job satisfaction of newly-hired teachers. In addition, it is noteworthy to mention that the paradigm shift that began with the implementation of Republic Act 10533, the Enhanced Basic Education Act of 2013, has changed the landscape of public education in the Philippines, greatly affecting the work of teachers. The shift in the curriculum, materials preparation, training, and creation of more *plantilla* or items has drastically changed the teaching profession in the PSS. Thus, an important area of discussion is: do newly-hired teachers get what they expected before entering the PSS?

The plight of public school teachers worsened further during the pandemic. DepEd resumed school operations after releasing the Basic Education Learning Continuity Plan (DepEd Order 12, s.2020). Teachers needed to prepare instructional materials, sort learners' materials, risk their lives in the distribution and retrieval activities amidst the pandemic, and sacrifice their vacation leaves to serve their students. Similarly, the shift to remote learning posed new hurdles which aggravated their dissatisfaction. These hurdles include the

inconsistency of internet data allocated by DepEd to its teachers (Alliance of Concerned Teachers, 2021) and the difficulty in navigating applications in remote learning among older teachers. The concern on whether teachers are satisfied or not with their job is crucial since teachers' job satisfaction may equate with their performance.

While the entire PSS is too broad to analyze, conducting small-scale studies may shed light on issues that have been presented so far. Hence, the researchers decided to focus on a particular group of teachers who experienced these challenges—the newly-hired teachers. These teachers are hired in the PPS for 0 to 5 years. The focus on these teachers is significant because as elsewhere, newly-hired teachers in the public schools are in danger of quitting the profession (Britton et al., 2000; Rigs, 2013), and need assistance in terms of professional and personal development. New teachers need to be coached to last in the teaching field. The focus on newly-hired teachers is also compelling because their impact on the Philippine education system may take years and the return of investment will affect more students, especially since most belong to a much younger age bracket.

The current study focused on one particular locale: a junior high school in Antipolo, one of the biggest schools in the Philippines with more than 12,000 students enrolled in School Year 2021-2022 and more than 400 teaching and non-teaching personnel.

The study may shed light on how newly-hired teachers in the public school may be coached and mentored. The realities among these teachers may also manifest salient characteristics of public school teachers' job satisfaction or dissatisfaction during the pandemic. To fully understand job satisfaction, it is important to determine the characteristics of teachers. It is equally important to identify the inspirations of teachers in entering the teaching profession and the PSS and determine their level of job satisfaction. To understand further, it is also notable to enumerate the factors that affect job satisfaction and identify how the pandemic has affected job satisfaction.

## Research Questions

This research aims to answer the following questions:

1. What person characteristics do newly-hired teachers in a certain school in Antipolo have?
2. What is the level of job satisfaction of the newly-hired teachers in general?
3. How do the factors in the ecosystem affect newly-hired teachers' job satisfaction/dissatisfaction?
4. How has the pandemic affected the job satisfaction of the newly-hired teachers?

## Review of Related Literature

### *Person characteristics of teacher job satisfaction*

In Bronfenbrenner's Person-Process-Context-Time (PPCT) model, *person* is one of its facets that identifies someone's dispositions that influences his development and are classified into three: force, resource, and demand characteristics (Rosa & Tudge, 2013). Force characteristics include orientations and dispositions that either stimulate participation or defer gratification. Resource characteristics involve inherent abilities and features that either stimulate or limit participation. Lastly, demand characteristics are qualities a person derived from social standards. This study highlights the three *person* characteristics into the following demographic variables to teacher's job satisfaction: demand characteristics (i.e., age, sex, marital status, and role in the family); resource characteristics (i.e., educational background and work experience); and force characteristics (i.e., motivations in teaching and mindset).

### **Demand Characteristics on Job Satisfaction**

#### *Age and sex*

Studies on age and sex as related to job satisfaction reveal generally inconsistent findings. Some studies identified teachers' job satisfaction

as neither correlated to age (Shafique et al., 2011) nor sex (Demirel, 2014; Rani & Rani, 2014; Sadeghi et al., 2021; Takawira et al., 2014) while others find relative significance (Ibrahim & Al-Taneji, 2019; Toropova, 2019; Bolger, 2002; Tobiason, 1967). Studies also vary on which sex manifests greater dissatisfaction: male teachers are more dissatisfied than female teachers when it comes to communication with parents and students, salary, perception of their school heads as transactional than transformational, and prioritization of local male teachers over foreign male teachers (Bolger, 2002; Ibrahim & Al-Taneji, 2019; Tobiason, 1967).

As teachers gain more years in school, they become less dissatisfied with their jobs (Demirel, 2014; Tobiason, 1967). Teachers 56 years and older, or those who have served their institutions longer, manifest a greater fit at work, in a way that they have integrated well with the school's culture and are often sought as mentors. Teachers from 26 to 35 years of age were satisfied with their job since they are considered at the 'establishment' stage of their career (Aydintan, 2016; Demirel 2014; Takawira, 2014). However, they are more susceptible to dissatisfaction as they adjust to their work environment (Demirtas, 2010).

## **Resource Characteristics on Teacher Job Satisfaction**

### ***Educational background and work experience***

Studies have identified teachers' educational background as influential to job satisfaction. In a study conducted among secondary school teachers in China, it was found that teachers were dissatisfied due to the lack of opportunities for advanced studies; instead rigid regard was put on teaching to gain higher examination scores (Xiaofu & Qiwen, 2007). Supporting teachers in advanced studies is an indicator of an ideal school climate or an environment where teachers "model and nurture attitudes that emphasize the benefits and satisfaction gained from learning" (Rezae et al., 2018 p.4), that eventually lead to better job satisfaction.

In addition to educational attainment, a teacher's work experience immensely contributes to professional development and job

satisfaction (Ogonda et al., 2015). Work experience is one of the qualification indicators at DepEd. Newly-hired teachers often bring with them the culture and practices gained from their previous school. The transitional experiences they encounter in their new environment may bring them either satisfaction or dissatisfaction. A qualitative study by De Vera (2021) revealed that previous work experiences in private schools were more satisfying in terms of student performance, involvement of parents, support from school administrators, and opportunities for professional development. Though they are generally satisfied with their current workplace, there is an apparent dissatisfaction when it comes to student performance, support of the administrators, opportunities for professional development, class size and lack of conducive workstations. These aspects of dissatisfaction were consistent in studies done in foreign countries (Okeke & Mtyuda, 2017; Zembylas & Papanastasiou, 2006).

## **Force Characteristics on Teacher Job Satisfaction**

### ***Motivations in Teaching***

Motivations in teaching have been identified as one of the firm predictors of teacher job satisfaction. In the case of newly-hired DepEd teachers, their primary motivation in transferring to public schools include competitive salaries and benefits, the undemanding nature of teaching compared to other work, and passion (Cator, 2021; Campoamor-Olegario, 2016). However, the transition experience proved to be a “reality shock” as they had to adjust to the public school’s culture that is deemed to be greatly different from that of the private schools where they were previously employed. Lack of facilities, large class size, leadership style, and teaching loads were identified as demotivating factors. However, they try to overcome the identified demotivating factors by embodying professionalism and adhering to their duties and responsibilities –please complete sentence (De Vera, 2021).

### ***Growth and Fixed mindsets***

Mindset specifically refers to a continuum of how people perceive their skills, abilities, and intelligence (Zhang & Zhang, 2021). The notion of

mindset is based on Dweck's (in Zilka et al., 2019) Implicit Theory, where some individuals regard their skills and intelligence as static while others view those as ongoing and learned. These two approaches are referred to as fixed mindset and growth mindset, which are drawn from individuals' prior experiences and contexts (Patrick & Joshi, 2019), as well as their values, goals, and beliefs pertaining to their profession (Campoamor-Olegario, 2016).

Individuals with a fixed mindset view their intelligence as static, prefer easier tasks, tend to be more conscious when it comes to perfection, are rule-bounded, and are hesitant to engage in activities that require thinking out-of-the-box. On the other hand, people with a growth mindset are not deterred from failure and consider it a part of the learning process. They also understand that challenges encountered signify that they must work harder and feel confident in acquiring new skills. (Zilka et al., 2019)

Teacher mindset is similarly examined according to work engagement and emotions. A survey (Frondozo et al., 2020) revealed that teachers with a growth mindset are more engaged at work and perceive their teaching tasks as opportunities to further their skills. They also manifest less negative emotions such as anxiety and anger. On the other hand, teachers with a fixed mindset were associated with more frequent instances of negative emotions.

## **The Proximal Processes and Context of Teacher Job Satisfaction**

The focus of this study is to identify and examine the key factors of teachers' job satisfaction. Using Bronfenbrenner's (1979) ecological systems framework, the key factors of teachers' job satisfaction include collegial support, supervisor support, student performance, family-work and work-family conflict, work environment, adequate resources, feasible workload, opportunities for professional development, supervisor support, pay and opportunities for promotion.

### ***Collegial Support***

An important factor to consider in determining teacher job satisfaction is the relationship among colleagues in both private and public



schools. Teachers' professional relationships with their administrators and co-teachers have a significant effect on their job performance. Armstrong (2012) found that collegial relationships, productive working relationships with co-teachers, supportive leadership, and school culture that creates mutual trust, respect, openness, and student achievement were some of the important contributors that affected teachers' job satisfaction. On the contrary, Hansen et al. (2015) reiterated that it is not enough for teachers to collaborate; they must also be given a chance to take what they learn and model it for others. According to Markow et al. (2013), teachers with high job satisfaction were more likely to work in schools with higher levels of collaboration. Johnson et al (2012) explained that teachers who are given opportunities to contribute in decision-making, school governance, and school policies have also shown an increase in teacher job satisfaction.

### ***Supervisor Support***

Supervisors, school administrators, and leaders play a very vital role in teaching tasks. The support that the school leaders convey to their teaching staff in a professional and caring manner will eventually result in happier and more satisfied employees. Bulutlar and Baskaya (2015) and Usman (2019) showed the positive relationship between job satisfaction and supervisor support as decreased possibility of burnout. Bogler's (2002) findings showed that the principal's transformative leadership style affected teachers' job satisfaction both directly and indirectly through their occupation perceptions. Schools with higher levels of leadership support, better student discipline, and higher degrees of autonomy and decision-making opportunities had lower teacher turnover results (Ingersoll, 2001). An extensive study by Baluyos et al. (2019) revealed, however, that the satisfaction of teachers on school heads' supervision and job security do not affect their teaching performance.

### ***Student Performance***

Students falling short on academic success is not solely based on student performance, but also their teachers' views and dispositions towards them (Sarbin, 1976; Burden, 2016). Markow et al. (2013) stressed that teachers' higher morale and job satisfaction are cascaded

to better academic performance of students (Markow et al., 2013; Crawford, 2017; Lee, 2006).

## **The Microsystems of Teacher Job Satisfaction**

### ***Family-Work and Work-Family Conflict***

Two factors affect job and life satisfaction: family-work conflict and work-family conflict. The former refers to a kind of struggle where family life affects work while the latter pertains to work factors affecting family life. A heavy teaching workload, ancillary or administrative assignments can have repercussions that may lead to thinking that family is a disruption that compromises time and energy (Wijayatu et al., 2019). On the other hand, a teacher who needs to set aside teaching responsibilities due to domestic chores and child care may experience family-work conflict. Research has shown that an individual's work life is influenced by familial variables (i.e., the number of kids, age, and the support of the spouse) (Carlson & Kacmar, 2000; Grzywacz & Marks, 2004) and also one's family life is influenced by job necessities (Greenhaus & Beutell, 1985; Ernst Kossek & Özeki, 1998).

In the case of teachers, work-family conflict is more common than family-work conflict (Anafarta, 2011; Geurts et al., 2005; Grzywacz & Marks, 2004; Kinnunen et al., 2004; Marais, et al., 2009; Panatik et al., 2011). People are inclined to carry out their job-related responsibilities at the expense of their duties at home. Erdamar and Demirel (2016) determined the job satisfaction, overall life satisfaction, work-family and family-work conflicts of teachers. The study revealed that teachers suffered more from work-family conflict than family-work conflict. Another finding revealed that female teachers suffer more than male teachers. Such findings are not so surprising considering the fact that women are known to have more domestic responsibilities at home than men.

### ***Work Environment***

The working environment has two dimensions that affect job satisfaction: the work and context factors. Work focuses on intrinsic

factors that deal with how the work is being done (i.e., control of one's activities, sense of achievement from work, and other values involved for the task), while context focuses on the actual physical and social working conditions (Raziq & Maulabakhsh, 2015). Spector (1997, in Raziq & Maulabakhsh, 2014) observed that most of the time, organizations and companies tend to ignore the importance of the working environment. This negligence would eventually have an adverse effect on the performance of employees. He further concluded that when improvement of the working environment is emphasized, employees will have a higher level of commitment to and a sense of ownership of the company. Similar studies proved that a general dissatisfaction was expressed by teachers in terms of the physical condition of their working environment (Okeke & Mtyuda, 2017, Romero & Bantigue, 2017). Their data confirmed that disadvantaged schools experience infrastructure problems which eventually contributed to the difficulty in delivering quality education.

### ***Adequate Resources***

The lack of adequate resources is defined as something that is required but is absent or in short supply. A study by Bona (2020) revealed that having adequate resources contributed to the job satisfaction of teachers. The same results were shared by a research made by Iwu et al. (2013) where the lack of needed resources was a great obstacle and caused dissatisfaction among teachers whose optimum progress and performance were utterly hindered.

### ***Feasible Workload***

Due to the workload demands brought by the New Normal in the educational landscape, a lot of teachers had to juggle both their online and offline duties, making it a very challenging experience. It is interesting to note that struggling teachers who try to be flexible and adaptable still aim for effectiveness across different classes. Data from various studies showed that teachers felt their workload was unmanageable (Walker et al, 2020; De Vera, 2021). According to Harmon (2009, in De Vera, 2021), schools are complex institutions that require teachers to be proficient in academic subjects as well as manage school behaviors, meet diverse student needs, understand and operate within the school's unique culture, recognizing their crucial

role in promoting strong schools of instructional richness. Abraham and Prasetyo (2021) concluded that in order to improve teachers' job satisfaction, the school should give emphasis and importance on securing a safe and healthy working environment for teachers, recognizing teachers' good performance, conducting relevant and specialized training, and ensuring a distribution of balanced workload among teachers.

### ***Opportunities for Professional Development***

Professional development is crucial in making teachers become not only effective sources of knowledge for 21<sup>st</sup>-century learners but also as a source of job satisfaction. Mayo's (1933) human relations theory of management focused on the employees' unique abilities and contributions to the organization. The major premise of this theory is that organizations prosper if employees prospered as well. Several studies conducted to examine the relationship between participation in specific professional development activities and the level of job satisfaction revealed that those who attended professional development activities were generally satisfied with their jobs (Toropova et al, 2021; Bosley, 2004).

In the local context, opportunities for professional development are institutionalized to empower teachers in their profession. DepEd (2020), through the National Educators Academy of the Philippines, issued DepEd Order No. 050, s.2020, also known as "DepEd Professional Development Priorities for Teachers and School Leaders for SY 2020-2023." It states that the professional development program of schools shall be prioritized to support the realization of upskilling and reskilling of teachers and school leaders. Another related issuance is DepEd Order No. 030, s.2020 or also known as the "Multi-Year Implementing Guidelines on the Allocation and Utilization of the Human Resources Development Fund for Teachers and School Leaders." It aims to promote and support the professional development of DepEd public school teachers and school leaders.

### ***Pay and Benefits***

A public school teacher in the Philippines earns about ₱20,000 to ₱40,000 per month depending on the position or level. This is

higher than the average salary of a private school teacher at ₱12,500 per month. In terms of benefits, DepEd teachers receive clothing allowance, midyear and year-end bonuses, leave privileges, medical and retirement insurance benefits, among others. Despite this variance, teachers in public schools are said to be the most underpaid and most overworked professionals in the country. In a research done by SEAMEO INNOTECH (2020) among the 1,225 teachers across the country, low salary is one of the reasons why teachers leave the teaching profession.

### ***Opportunities for Promotion***

SEAMEO INNOTECH (2020) identified the aspiration of DepEd teachers to be promoted as one of the reasons for staying in the field of education. A public school teacher in the Philippines starts at Teacher I level and may be eligible for ranking for promotion if he or she has at least a Very Satisfactory performance rating for the last three rating periods prior to the application. Promotions have a corresponding increase in salary and also an increase in duties and responsibilities.

### **The Macrosystem of Teacher Job Satisfaction**

How teachers are viewed in society may reflect the value of teachers in a community. Dolton et al. (2013) conducted a study among teachers and the results revealed that they were perceived differently in the 21 countries. In China, in particular, teachers had a status equivalent to that of doctors. It was concluded that the varying perceptions on the status of teachers may affect students' future decisions to become teachers themselves.

Dolton et al. (2018) conducted a similar study among teachers from 35 countries and found that excluding Turkey and Indonesia, countries where teachers had comparatively high status (e.g., China, Singapore, and Taiwan) demonstrated better student outcomes as identified by scores in the Program for International Student Assessment standards.

Although teacher status manifests favorably in some nations, it is important to note the decreasing number of teachers because of disinterest in joining the teaching profession, momentous shortages in

the number of teachers, the growing number of unqualified teachers, the shift in employment conditions, decreased prioritization for public education, and privatization of education (SEAMEO INNOTECH, 2020).

Various factors affect teachers' decisions in their profession. Han & Hongbiao (2016) stressed that teacher autonomy and factors such as professional development and relations are drivers for staying on in the teaching profession. On the other hand, demotivating factors include the working environment, teacher autonomy, extrinsic values, and student attitudes and behaviors. Howes & Goodman-Delahunty (2015) pointed that practical considerations such as job security, income, and work-life balance were still acknowledged as key drivers for career decisions among Australian teachers.

### ***Teachers in the Philippine Educational System***

The paradigm shift that began with the implementation of Republic Act 10533, also known as the Enhanced Basic Education Act of 2013 changed the landscape of public education in the Philippines and greatly affected the work of teachers. The shift in the curriculum, materials preparation, training of teachers, and creation of more *plantilla* or items drastically changed the teaching profession in the PPS. In 2017, DepEd issued Order No. 42, s. 2017 entitled Teacher Induction Program (TIP) Policy to support the “continuing professional development and progress of the newly hired teachers based on the principle of lifelong learning and the Department’s commitment to the development of new and beginning teachers” (DepEd, 2017). Based on Module 1 of the TIP, teachers in public schools may be classified into proficient (Teacher I to III) or highly proficient teachers (Master Teacher I to IV) (DepEd, 2018, pp 56-57).

In public schools, the entry-level of a newly-hired teacher is Teacher I regardless of experience. Teachers may be promoted to Teacher II or Teacher III depending on the units earned in their master’s degree and other qualifications for promotion (DepEd, 2018 pp 57-58).

Teachers in public schools enjoy several benefits, as mandated by RA 4670 or Magna Carta for Public School Teachers. This act was promulgated to “promote, improve, and secure the professional rights of a teacher and aims to improve the social and economic status of

public school teachers in basic education, their living and working conditions, employment, and career prospects” (DepEd, 2018 p. 66).

The Magna Carta states that public school teachers should render no more than six hours of actual teaching per school day, with additional compensation for rendering teaching beyond this. To complete the eight hours of paid labor, the remaining two hours may be allocated for activities such as “lesson planning; preparation of teaching materials and exams; marking and recording of student performance; consultations and home visitations; and other activities” (DepEd, 2018 p. 66).

### ***The Status Where Teachers Are Coming From***

In her ethnography, Arzadon (2017) analyzed the sentiments of a Facebook group of more than 60,000 public school teachers from all over the Philippines. Even before the pandemic, public school teachers already lamented over too much paperwork, power tripping, student-teacher ratio, lower salary compared to other professionals, heavy workload, red tape, loan sharks, and politics in the workplace. The Philippine Institute for Developmental Studies reported other pressures on Filipino teachers such as the workload, the institutional incentive system, and the concern for student-wellbeing (David et al., 2019).

The plight of public school teachers further worsened during the pandemic. DepEd resumed school operations after releasing the Basic Education Learning Continuity Plan (DepEd Order 12, s.2020). Teachers needed to prepare instructional materials, sort learners’ materials, risk their lives in the distribution and retrieval activities amidst the pandemic, and sacrifice their vacation leaves to serve their students. The concern on whether or not teachers are satisfied with their job is crucial since some studies reveal that job satisfaction equates with their performance.

Alongside the challenges that confront teachers is the expectation in terms of professional development. Republic Act 10912, also known as the Act Mandating the Continuing Professional Development Program for All Regulated Professions mandates teachers to engage in professional development activities. However, the problem lies in the availability of time and resources among teachers, given their daily

responsibilities and paper works that may or may not be related to actual teaching (David et al., 2019).

Meanwhile, some public school teachers also expressed their sentiments on the Results-based Management System. In 2017, DepEd developed the Philippine Professional Standards for Teachers (PPST) (DepEd, 2017). PPST that “articulates what constitutes teacher quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice and effective engagement across teachers’ career stages” (DepEd BHROD, 2018). During the pandemic, there was a clamor among teachers for DepEd to pause RPMS to give way to the tasks they were not even trained to do.

How then can teachers stay on track? Kohl (1994), in Nieto (2003), reminded teachers to reflect on the images they have on teaching, noting that they “have an obligation to work to sustain hope and to resist giving up on young people. One way to do this is to remember why one decided to teach in the first place. What images and metaphors come to mind when teachers think about the original inspiration they felt and their desires to spend their lives working with young people (p49).”

The entire PPS is too broad. Hence, the researchers decided to focus on a particular group who experienced these challenges: newly-hired teachers. These teachers are hired in the PPS from 0 to 5 years. The focus is significant because as elsewhere, newly-hired teachers in the public schools are in danger of quitting the profession (Britton et al. 2000; Rigs, 2013), and they need assistance in terms of professional and personal development. New teachers need to be coached to last long in the teaching field.

### ***Findings and Implications of Teachers' Job Satisfaction***

Pimentel and Bañares (2020) conducted research among Alternative Learning System (ALS) teachers and looked into the challenges that confronted them. The ALS is a unit in DepEd catering to out-of-school youth and students who have needs to be accommodated other than the regular classroom set up. Being an ALS teacher remains an idealistic profession that requires passion, dedication, and commitment. Teachers continue to make sacrifices to ensure that



learners reach their utmost potential. It was recommended to refuel teachers' passion for teaching.

A certain school in Antipolo, considered one of the biggest schools in the country, has a student population of more than 12,500 and around 400 teaching and non-teaching personnel. Hence, the size of its students and personnel suggests the number of potential problems, issues, and concerns that confront the school stakeholders every school year (Beltran and Pimentel, 2021).

The pandemic has multiplied the problems that schools experience. One way to solve these problems is by action research. However, not all teachers conduct action research. Beltran and Pimentel (2021) examined selected teachers in District IA in Antipolo City in 2021. Highlights of results are: (1) most teachers lack training on action research and are willing to attend future training; (2) teachers may be motivated to conduct action research if they have knowledge on conducting action research, available time, technical assistance, and confidence; (3) the challenges of action researchers are the pandemic itself, writing, time, availability of respondents, analysis of data, laziness/drive to finish/interest, other assignments, and apprehensions.

### ***The influence of the COVID-19 Pandemic on Teacher Job Satisfaction***

Adjustments in learning modality in the Philippines also resulted in various challenges among public teachers. Bañares (2020) identified the common apprehensions of teachers during the pandemic as: addressing students' needs, the complexity of the online learning delivery modality, internet connectivity, crafting of IDEA lesson exemplars, adjustments in learning delivery, lack of skills, learning environment, mental health, parental support, quality and application of webinars, the readiness of the school community, reading level of learners, safety, and staff support.

The major challenges that emerged in the course of remote learning were lack of resources, handling students and submissions, and workloads (Robosa et al, 2021), which were actually encountered even before the pandemic. Of the three identified challenges in remote

learning, lack of resources has been the most dominant, limiting teachers in conducting certain activities. Another was in terms of handling students. Even before, conflict in the submission of students' output and activities was already common; however, studying amidst pandemic made it more challenging. Technology was the only way for them to keep in touch; it also limited their ability to track and communicate with each other. Additionally, teachers also have paper works to do aside from teaching. Thus, submission and workload became a problems.

In terms of job satisfaction, Abraham and Prasetyo (2021) found out that to improve teachers' job satisfaction, the school should focus on securing a safe and healthy working environment for teachers, recognize teachers' good performance, conduct relevant/specialized training/seminars, and ensure teachers' healthy and balanced workload. Furthermore, Bravo et al. (2021) emphasized that company policies, environment, salary, working conditions, and opportunities were the major factors affecting job satisfaction.

### ***Theories on job satisfaction***

One primary focus of researching on job satisfaction in the present context is identifying the requirements and contexts that lead to a person's satisfaction or dissatisfaction in the workplace (Luthans, et al., 2007). Regarding teacher job satisfaction, greater focus is placed on identifying and fulfilling the needs, motivations, goals, and priorities of educators to keep them in the profession (Mansoor et al., 2011). This reveals a paradigm shift from solely attributing physical factors such as light, noise, fatigue, etc., to combining physical and emotional aspects as attributes to teacher job satisfaction.

With the notion of analyzing teacher job satisfaction as a combination of environmental and individual attributes of the newly-hired teachers, this study follows the paradigm of both Herzberg et al.'s Two-Factor Theory and Schaffer et al.'s Fulfillment Theory. Herzberg's Two-Factor Theory was drawn from the need to draw better insights into identifying the factors that led to the prevalence of dissatisfaction among workers within his milieu in the late 1950s. After a rigorous literature review with his colleagues and an interview among workers

regarding their experiences in the workplace and attitudes from those experiences, they hypothesized that factors that influence either the positive or negative attitudes of workers differ (Herzberg et al., 1959). Their study's findings resulted in the terms "hygiene factors" and "motivation factors." Hygiene factors involve work-related matters such as supervision, collegial support, physical working conditions, salary, policy, and administration. On the other hand, motivation factors include recognition, achievement, and work advancement. Satisfaction with hygiene factors prevents work dissatisfaction, while meeting motivating factors increases work productivity (Herzberg et al., 1959).

Similar to Two-Factor Theory, Schaffer et al.'s (1953) Fulfillment Theory seeks to understand the factors involving job satisfaction and dissatisfaction and the extent to which workers' needs are met. The Fulfillment Theory presents itself in a simple argument wherein a worker's satisfaction is dependent upon the fulfillment of their needs. In other words, the more the worker's needs are fulfilled, the greater extent of job satisfaction. Furthermore, the theory identified 12 classifications of needs, which explore "needs-satisfying opportunities in various occupational environments" (p. 3). These include (1) Recognition and Approbation; (2) Affection and Interpersonal Relationships; (3) Mastery and Achievement; (4) Dominance; (5) Social Welfare; (6) Self-expression; (7) Socioeconomic Status; (8) Moral Value Scheme; (9) Dependence; (10) Creativity and Challenge; (11) Economic Security; and (12) Independence. Through these classifications, workers tend to identify the extent of their needs or drives and share their perceptions of whether these are fulfilled in situations where these classifications emerge.

## **Methodology**

### **Research Design**

This research is bound by the principles of undertaking a bioecological case study. A case study is an example of qualitative research, which focuses primarily on collecting and analyzing qualitative data. It is a research design that fits the problem being explored by studying

a single case “because its unique or exceptional qualities [may] promote understanding or inform practice for similar situations” (Leady & Omrod, 2010, p.137). A case study may provide an in-depth understanding of previously published studies on Filipino teachers’ motivation (i.e. SEAMEO, 2019). Leady & Omrod (2010) add that a case study “may be especially suitable for learning more about a little known or poorly understood situation” (p.137).

A case may pertain to an individual, classroom, school, or program (Fraenkel et al., 2012; Leady & Omrod, 2010). Particularly, this study focuses on a single case, which is job satisfaction among newly-hired English teachers in a certain school in Antipolo. The researchers collected and analyzed extensive data on the individuals, comprising documents, questionnaires, and interviews in a span of one week during the pandemic.

This research also follows the principles of bioecological research, wherein the researchers reviewed the literature, collected and analyzed data using Person-Process-Context-Time (PPCT) approach. Specifically, the researchers looked into the characteristics of the respondents (Person), the level of satisfaction (Process), the factors that affect such level (Context), and the impact of the pandemic on teachers’ job satisfaction (Time).

### **Participants of the Study**

The participants of the study were 14 English teachers (male = 1; females = 13) with 0 to 5 years of teaching experience in a certain school in Antipolo. All of them agreed to and participated in the data collection process. On average, the school had 14 to 18 newly-hired teachers in each subject area. Specifically, 128 were hired from December 2016 to November 2021 out of 414 (31%) teachers at the school. Purposive sampling was used since the sample was chosen because it potentially provided the data that this research needed (Fraenkel et al., 2012). As mentioned in the Background, the researchers were interested to look into job satisfaction of newly-hired teachers, so newly-hired English teachers were purposely selected since one of the researchers teaches in the English Department of

the same school. Since all the newly-hired English teachers agreed to participate in the study, the researchers opted to cover the entire population of newly-hired teachers in the English department. Still, caution may need to be raised as Leady and Omrod (2010) reminds researchers that the findings may not be generalizable to other situations especially that the sample size was quite small, which is one of the limitations of this study.

## **Research Instruments**

Instruments that were used in this study were a questionnaire, an FGD guide, and school documents.

The researchers prepared a researcher-made questionnaire for the 14 newly-hired English teachers. The questionnaire was composed of items for demographics, a rating scale for job satisfaction, and open-ended questions. For demographics, the respondents were asked about their age, marital status, financial role in the family, educational attainment, number of years teaching in the private school, and mindset tendencies.

For open-ended questions, the respondents were asked why they chose to be a teacher, their reasons for transferring to the public school, comparison of the public school experience with that in the private school, and the level of satisfaction with their decisions.

For the scale, the respondents were asked to rate job satisfaction in terms of work environment, adequate resources, superior support, workload, collaboration with co-teachers, opportunities for professional development, pay and benefits, opportunities for promotion, students' performance, gender equality in the workplace, work-family balance, and fulfillment of the DepEd mandate. To score the scale, the following point values were given for each category: *Very not satisfied* = 1, *not satisfied* = 2, *satisfied* = 3, and *very satisfied* = 4.

The questionnaire was written in English and underwent face and content validation. For content and face validation of these scales, the researchers asked an expert, a professor at the University of the

Philippines Diliman. The questionnaire was also piloted on three newly-hired English teachers in another school. Suggestions and recommendations were followed in revising the questionnaire.

To gather qualitative data, a researcher-made FGD guide was utilized. The FGD focused on the following questions: (1) How would your day be like from the time you get up in the morning until the end of the day?; (2) Explain the ratings you gave in the google form; (3) How did the pandemic affect your job satisfaction?; (4) What aspects of your job as a teacher did you feel satisfied/dissatisfied with during the pandemic?; (5) How can PPST and Induction Program for new teachers be improved?; and (6) What advice will you give an Education student regarding his/her choice of course or profession? Follow-up questions were asked to clarify the answers of the respondents to the main FGD questions and the questionnaire.

To check the reliability of the responses, the researchers compared their responses in the questionnaires with their answers in the FGD and in the available documents.

### **Data Collection Procedure**

The researchers prepared the instruments to be used in the study. Before the data gathering, permission was sought from the principal of the school. To collect quantitative data, the researchers administered the questionnaire through a Google form on November 29, 2021. To collect qualitative data, the researchers conducted an FDG two days later. The respondents were grouped into two. The first group included the teachers with higher JSRs while the rest were placed in the second group. Documents relevant to the study were also obtained in December 2021.

### **Data Analysis Procedure**

The data were organized using the PPCT Approach. Data were grouped according to person, process, context, and time.

Quantitative data were analyzed using descriptive statistics only. Descriptive statistics included the frequency distribution, percentages, mean scores, and standard deviations. The data were tabulated. The following ranges of scores were used to determine the verbal interpretation of the total satisfaction ratings (using 12 factors and 4 as the highest rating per factor):

Range	Verbal Interpretation
12-20	Very Dissatisfied
21-30	Dissatisfied
31-39	Satisfied
40-48	Very Satisfied

In the analysis of the individual satisfaction factor, the following ranges of scores were used and their corresponding verbal interpretation (14 respondents and 4 as the highest rating per factor):

Range	Verbal Interpretation
14-24	Very Dissatisfied
25-34	Dissatisfied
35-45	Satisfied
46-56	Very Satisfied

On the other hand, the transcripts of FGDs were analyzed thematically. The organized data were coded to pull out themes and patterns that were relevant to the study. The researchers identified single instances and patterns among the responses of the respondents. Also, the responses in the questionnaire and in the interviews, as well as the available documents, were compared. Then, the researchers constructed the overall portrait of the case to answer each research question. The real names of the participants were changed regardless of gender to retain confidentiality. The analysis of the qualitative data was manually done by the researchers. No software was used.

## Results and Discussion

### Characteristics of Newly-hired Teachers

Table 1. Total Satisfaction Ratings based on Demand Characteristics

Demand characteristics	n	%	Mean Score	Verbal interpretation
<b>Age</b>				
below 25	1	7	35	Satisfied
25-34	12	86	39	Satisfied
35-44	1	7	34	Satisfied
<b>Sex</b>				
Male	1	7	36	Satisfied
Female	13	93	38	Satisfied

In terms of age, 12 or 86% of the respondents belonged to the 25-34 range, with a mean score of 39 classified as Satisfied. There was one respondent (7%) each in the groups below 25 and 35-44. The mean score for the below 25 age group was 35 and 34 in the 35-44 age group. Both age groups' satisfaction ratings were also interpreted as Satisfied. Thirteen (93%) of the respondents were female and rated their job satisfaction with the mean score (JSMS) of 38 (Satisfied), while one (7%) respondent was male with a JSMS of 36 (Satisfied).

When asked about satisfaction at work, all respondents were satisfied with their current work environment, most especially the teachers within the 25-34 age bracket. Teacher Alvin found satisfaction in his current work because he believed the PPS will offer him greater opportunities in the profession than his previous employment. "*Para sa akin, nabibigyan ako ng mas maraming oportunidad bilang isang guro sa public school kaysa sa private school* (For me, I gain a lot of greater opportunities in public school than in private school.)"

Job satisfaction of teachers in the younger age bracket is a characteristic of professionals in the 'establishment' stage of their career. During this stage, they develop self-perceived career goals and strategies for professional development and even rise to the organization's hierarchy (Takawira, 2012). In order to fulfill these goals, they opt to be affiliated



with institutions with similar goals; thus, their transfer from a private to a public school.

When asked about job satisfaction with regards to their sex, the respondents were generally satisfied because they find the school environment a safe space where everyone is treated with respect. According to Teacher Betty, the school did not perpetuate any form of sex-related bias against anyone in their ranks. *“Kuntento naman ako sa aking kasalukuyang trabaho dahil wala akong nararanasang diskriminasyon na may kinalaman sa aking kasarian (I am satisfied with my current because I do not experience any form of discrimination with regards to my sex.)”* The sole male teacher-informant also reported a similar sense of job satisfaction and inclusivity in the school environment as his female colleagues.

Table 2. Total Satisfaction Ratings based on Resource Characteristics

Resource characteristics	n	%	Mean Score	Verbal interpretation
<b>Educational background</b>				
Bachelor’s degree	9	64	39	Satisfied
Units in Master’s program	5	36	35	Satisfied
<b>Years in private school</b>				
1-2 year/s	4	29	37	Satisfied
3-4 years	9	64	39	Satisfied
5-6 years	1	7	36	Satisfied

In terms of educational background, nine (64%) respondents had a bachelor’s degree and a JSMS of 39 which is interpreted as Satisfied. Five (36%) had earned units in a master’s program and a JSMS of 35 (Satisfied). Nine (64%) respondents taught in private schools for 3-4 years and had a JSMS of 39 (Satisfied). Four (29%) taught in private schools for 1-2 year/s and had a JSMS of 37 (Satisfied) while one (7%) respondent taught in a private school for 5-6 years and had a JSMS of 36 (Satisfied).

A notable point of job satisfaction identified in this aspect is the newly-hired teachers’ pursuit for further studies. Five respondents obtained academic units for a Master’s degree, with the aim of being either promoted to a higher position or becoming more effective teachers.

For Teacher Cathy, obtaining a graduate or postgraduate degree is one of the prominent ways to attain their career goals: *“Marami pa akong gustong makamit sa hinaharap, kaya ako nag-aaral ng Masteral. Gusto kong lumawak pa ang aking kaalaman. Ang guro ay habangbuhay na estudyante* (I wanted to achieve more in the future, that’s why I am studying for a Master’s degree. Furthermore, I wanted to enrich my knowledge. Being a teacher means being a lifelong learner.)” When asked whether the current school administration is supportive of their decision, they shared that they were allowed to pursue further education. An environment that supports teachers’ endeavors for professional development is one of the indicators of job satisfaction. Teachers who were given opportunities for professional development exhibited desirable attitudes that could be emulated by colleagues and learners (Rezae et al., 2018). When teachers are deprived of opportunities for further education, they become dissatisfied thinking that they cannot prosper in their profession (Xiaofu & Qiwen, 2007). Newly-hired teachers pursue graduate studies because it is one of the qualifications for promotion.

All newly-hired teachers, regardless of the number of teaching years they had in private schools, expressed satisfaction in their current job, citing alignment in teaching specialization as a primary point of job satisfaction. According to Teacher Daisy, she experienced handling multiple preparations when she was teaching in a private school: *“Sa morning high school, sa hapon may Grade 1. First day ko talaga, hindi ko alam ang gagawin. Burden sa ‘kin yung ipaturo sa ‘kin yung hindi ko specialization* (In the morning I teach in high school, while in the afternoon I teach in Grade 1. I find it burdensome when I was asked to teach a subject that is not my specialization.)” Despite the optimism they showed in their previous workplace, it brought them a high degree of stress. According to Herzberg et al. (1959), work condition is one of the primary hygiene factors or salient aspects of job satisfaction. Sergiovanni (1966) pointed that dissatisfaction could diminish if teachers were given work-specific activities which demonstrate their sense of responsibility, achievement, and recognition. As mentioned earlier, newly-hired teachers remained optimistic about their teaching duties in the private schools, since that was their primary source of income. However, such optimism was not sustained since the school administration failed to assign teachers to their specializations and the numerous teaching preparations they had to accomplish.

## Inspirations of Newly-hired Teachers

Table 3. Total Satisfaction ratings based on Force Characteristics

Force characteristics	N	%	Mean Score	Verbal interpretation
<b>Motivations in entering the teaching profession</b>				
Calling	1	7	34	Satisfied
Passion	2	14	36	Satisfied
Job stability	1	7	41	Very Satisfied
Influenced by other people	9	64	39	Satisfied
No other choice	1	7	36	Satisfied
<b>Motivations in entering the public school system</b>				
Salary and benefits	9	64	38	Satisfied
Professional development	2	14	42	Very Satisfied
Workload	1	7	35	Satisfied
Act of service	1	7	34	Satisfied
Closure of former school	1	7	41	Very Satisfied
<b>Mindset</b>				
Fixed	5	36	39	Satisfied
Growth	9	64	37	Satisfied

In terms of the motivations in entering the teaching profession, nine (64%) respondents, with a JSMS of 41 (Very Satisfied), stated that they were influenced by other people. Two (14%) who had JSMSs of 36 (Satisfied), said that it was due to their passion, while one (7%) respondent each answered “calling,” “a way to attain job stability,” and “was left with no other choice for another profession.” Regarding their JSMS, “calling” had a mean score of 34 (Satisfied), while both passion and no other choice had 36 (Satisfied). As for the motivations for entering the public school system, nine (64%) respondents answered salary and benefits, with a JSMS 38 (Satisfied). Two (14%) respondents chose professional development, with a JSMS of 42 (Very Satisfied). One respondent (7%) each answered about workload (JSMS of 41 or Very Satisfied), act of service (34 or Satisfied), and closure of

former schools (41 or Very Satisfied). Regarding mindset, 9 (64%) respondents exhibited a growth mindset, with a JSMS of 37 (Satisfied), while 5 (36%) respondents had shown a fixed mindset with a JSMS of 39 (Satisfied).

### ***Motivations in Entering the Teaching Profession***

Motivations in teaching have been identified as one of the firm predictors of teacher job satisfaction. In a study done by Campoamor-Olegario (2016) on teachers' beliefs and practices, teachers decided to teach for the following reasons: undemanding nature of teaching compared to other work, financial reasons, and passion. In this study on newly-hired teachers, nine out of 14 participants were either influenced or forced by other people such as parents, relatives, and former teachers. According to the newly-hired teachers, their families' insistence was due to their limited financial capability in sending them to college. When asked if they were satisfied with their current job, 13 out of 14 participants said that they were satisfied with their job. Teacher Ema stated the common points of job dissatisfaction: job security and work conditions. These two factors were satisfied in a way that they were provided to the newly-hired teachers by means of the continuous flow of income in spite of the pandemic where many lost their jobs. Herzberg et al (1959) noted however that provisions for the dissatisfiers do not guarantee increased job satisfaction. The newly-hired teachers compensate for their dissatisfaction by means of their perceived motivations, such as their belief in making a difference in their students as well as their fulfilling interactions with the students. This is ascertained by the view of teachers of their profession as a mission and a vocation, wherein their duty does not start and end with imparting knowledge but also in touching the lives of their students by being role models, advisers, and their "second parents" (Campoamor-Olegario, 2016). The responses of the teachers relate to the findings in the study of SEAMEO INNOTECH (2020) that contribution to society and financial opportunities are among the major motivations of Filipino teachers as they enter the profession.

### ***Motivations in Entering the Public School System***

The newly-hired teachers cited two primary motivations in entering the PPS: competitive salaries/benefits and professional development.

These two reasons were not attained as much in the private schools where they previously taught. According to Teacher Fe, even if she found her previous work environment satisfying, she believed that pay and opportunities for development should be given priority so that she can further develop as a teacher: *“Noong nasa private school pa ako, mas nananaig sa akin ang kagustuhan na magkaroon ng personal at career growth. Para sa akin, mahirap ma-attain ‘yon kahit pa kumportable na ako sa private school.* (When I was in private school, I aspired for personal and career growth. I think it would be hard for me to achieve that if I stayed in the private school even if I was already at ease there.)” This resonated with Cator’s (2021) findings that Filipino teachers are more inclined to teach in public schools due to higher salaries and benefits. The newly-hired teachers expressed satisfaction in their current work environment due to the fact that they receive reasonably higher pay than their previous employment. Aside from the monthly salary Filipino public school teachers receive, they were also entitled to annual incentives and monthly augmentation allowances from the local government. Due to the salaries and incentives, they claim that they were more capable of sustaining the needs of their families. In terms of professional development, two out of 14 respondents expressed greater job satisfaction in the public school. This was due to the fact that public school teachers have numerous opportunities for professional development such as in-service training, learning action cells, classroom observations, and coaching/mentoring sessions conducted at their school. Public school teachers are also sent to various teacher training programs wherein they cascade the training’s outputs to their colleagues. Expenses for all these activities are paid for by the school. Furthermore, these development programs enabled them to expand their professional networks through project collaborations (e.g., writing and presenting action research, preparing self-learning modules, spearheading school development projects, etc.) with teachers from different schools and experts in the field of education.

### ***The mindset of the newly-hired teachers***

Nine out of 14 participants exhibited a growth mindset that prompted their decision to seek employment in the PPS. They exhibited job satisfaction because the PPS enabled them to be better engaged in different opportunities to help them prosper in the teaching profession,

such as professional development and service to the people. Teacher Gina said that while being a private school teacher was a good career “springboard,” the PPS offered a “broader environment for career progression.” She further noted that her current school helped upskill her teaching capabilities as she collaborated with seasoned teachers who were very much willing to share their expertise. Aside from the collaborative environment among colleagues, the newly-hired teachers found satisfaction in their new work environment where they helped “empower underprivileged students through education” [Teacher Harold]. One notable characteristic of teachers with a growth mindset was their willingness to socialize with other people. They see such an opportunity as a learning experience that will contribute to the fulfillment of their career goals.

The remaining five respondents exhibited a fixed mindset. A fixed mindset among teachers is characterized as a self-perception wherein teaching skills remain static. They tend to avoid tasks that require creative thinking, therefore making them obedient to the standards set. Furthermore, teachers who exhibit this mindset tend to be perfectionists and do not want to appear “inefficient” in the eyes of their colleagues (Zilka et al., 2019). Teacher Irene said “*Gusto ko perfect lahat. Sa IWAR (Individual Weekly Accomplishment Report) lang umaabot na ako ng two hours. Ayaw ko mapintasan. Ginawa ko na lahat pero parang ang ‘epic fail’ pa rin.* (I wanted everything to be perfect. Even to the point of taking me two hours to finish my IWAR. I know I did what I could but I feel it is an epic fail.)” Teachers who maintained a fixed mindset manifested anxiety, which could be detrimental and could lead to a more serious psychological issue such as depression (Fronozo et al., 2020). It is interesting to note, however, that even though the newly-hired teachers had a fixed mindset, they still maintained a little higher rate of job satisfaction than their colleagues with a growth mindset. This was because of the “best guidance of the chairman and the key teacher” [Teacher Joy] and “good friends and colleagues to talk and laugh with regardless of the work” [Teacher Luz]. The result of the survey justified growth and fixed mindsets not as opposing polarities, rather as varying notions of implicit beliefs about teachers’ performance and well-being (Nalipay et al., 2021).

## Level of Satisfaction of Newly-Hired Teachers

Table 4. Total Satisfaction Ratings per Factor

Factors	TOTAL SCORE	SD	VERBAL INTERPRETATION
Superior Support	49	0.52	Very Satisfied
Collaboration with co-teachers	49	0.52	Very Satisfied
Physical Environment	46	0.47	Very Satisfied
Opportunities for Professional Development	46	0.61	Very Satisfied
Gender equality	45	0.43	Satisfied
DepEd Mandate fulfillment	45	0.43	Satisfied
Adequate Resources	44	0.53	Satisfied
Workload	44	0.36	Satisfied
Opportunities for Promotion	44	0.36	Satisfied
Pay & benefits	41	0.62	Satisfied
Work-family balance	40	0.66	Satisfied
Student's performance	38	0.47	Satisfied
Overall Job Satisfaction	44	0.24	Satisfied

The newly-hired teachers in the school were Satisfied with their job with an overall rating of 44 and standard deviation of 0.24. The factors where the teachers were Very Satisfied are: Superior Support, Collaboration with co-teachers, Physical Environment and Opportunities for Professional Development.

From the survey and interview, the participants expressed their gratitude for being part of the school and for the good relationship they have with colleagues and teachers. Their mentors were very approachable and they learned a lot from them.

For the physical environment, most teachers found the facilities in the school to be large, with enough rooms and a good learning environment. Some also considered the flexible set-up of physically reporting to school for some days and work-from-home for other days as convenient and therefore giving them high satisfaction.

There were also many opportunities for professional growth. Seminars and training were provided; however, sometimes these do not fit their jobs but they appreciated having those programs for teachers. They were also encouraged to take a master's education to upgrade their knowledge and skills. For all these, the participants gave a Very Satisfied rating.

The Very Satisfied ratings on Superior Support, Collaboration with co-teachers, Physical Environment, and Opportunities for Professional Development in this study confirmed the findings in a research paper from the Project of the Next Generation of Teacher at the Harvard Graduate School of Education. It examined how working conditions were the most important factor in teacher job satisfaction and career plans (Armstrong, 2012). Some of the typical working condition requirements that can promote teacher job satisfaction are safe facilities, adequate resources, and lesson planning. This study found out that collegial relationships, productive working relationships with co-teachers, supportive leadership, and school culture that creates mutual trust, respect, openness, and achievement to student achievement were some of the important contributors that affected teachers' job satisfaction.

### **Factors in the Ecosystem that Contribute to the Level of Satisfaction**

The outcome of the teachers' level of satisfaction in terms of the physical environment, adequate resources, superior support, workload, collaboration with colleagues, opportunities for professional development, opportunities for promotion, gender equality, and DepEd's mandate fulfillment were all highly satisfactory. However, results showed that teachers have the lowest level of satisfaction in the areas of pay and benefits, students' performance and work-family balance.

#### ***Pay and Benefits***

In spite of the overwhelming response from the majority of the teachers who preferred teaching in public schools for the reason of higher compensation, they still acknowledged the fact that they



needed an increase in their salary in order to meet the needs of the family. These findings validate the study predictors of teacher job satisfaction mentioned by Kim and Loadman (1994). They claimed that among others, salary was one of the extrinsic factors associated with teachers’ job satisfaction. Similarly, the dimensions of pay, benefits and contingent rewards appeared to be significant predictors in teachers’ job performance (Rezaee et al., 2018). To ensure a high quality of teacher satisfaction, Akiri (2014) recommended that all government and concerned stakeholders in education provide an enhanced amount of salary. Contrary to the other responses, one respondent noted that she was still very grateful because at least she continued to receive her salary during the pandemic.

Table 5. Satisfaction ratings for Pay and Benefits based on Financial Role in Family

Family-related Factors	n	%	Mean Score	Verbal interpretation
<b>Financial Role in the Family</b>				
Breadwinner	6	43%	3.17	Satisfied
Not the breadwinner, supporter	8	57%	2.75	Satisfied

Results showed that for the participants in this study, both the breadwinners and non-breadwinners were satisfied with the pay and benefits they were receiving. Based on the survey and interview, the salaries of participants in their previous schools were way lower, that is why despite the usual complaint about the low salary of teachers in general, the newly-hired teachers were satisfied with their pay and benefits.

Ironically, some of the teachers who submitted a positive satisfaction score in terms of salary and benefits expressed their discontentment with the salary they were receiving during the FGD. Teacher Luz quoted, “Tuloy ang sahod kahit may pandemic, pero kapos pa rin.” (Salary is still provided amid the pandemic, however, it is still not enough.) Teacher Mary added, “The more na lumalaki ang allowance, the more then dumami ang expenses.” (The higher salary received, the more expenditures we have.) Teacher Mary gave a similar response: “*Mataas din pala ang expenses and demands. Hindi na achieve ng*

*expectations.* (I realized that my salary did not meet my expenses.)” In a Facebook post, DepEd Undersecretary for Finance Annalyn Sevilla (Sevilla, 2020) announced the matrix of salary increases in public school teachers’ salaries until 2023. The salary increases are mandated by RA 1146 or the Salary Standardization Law of 2019. As of 2021, the respondents, who are Teacher I (Salary Grade 11), had a monthly salary of ₱23,877.

Although ₱20,000 can be considered as the average salary in the Philippines, it is still not enough to live a comfortable life, especially for a family of four or more. In the Philippines, more than half of family members are identified as dependents, according to the Philippine Statistics Authority’s (PSA) July 2018 report. The PSA reports that the average Filipino family spends nearly half of its resources per month on food alone. On the other hand, it is also essential to consider the fact that the subjects of this study live in Antipolo, a city that is considered to be in the 12% of the least expensive cities in the world, ranked 8,148<sup>th</sup> out of 9,924 on the global list and 65<sup>th</sup> out of 86 in the Philippines (Livingcost.org., 2021). It was reported that the average cost of living in Antipolo was \$508 or roughly ₱20,000 in date/year. The bottom line is that the cost of living, be it personal or family, depends on the lifestyle, the preferred location to live in, and the job a Filipino wants to have. In the case of the research locale, the present salaries of the public school teachers can be considered liveable and acceptable based on the area where they live.

### ***Students’ Performance***

Teachers explained that students lacked enough comprehension in understanding simple instructions. Despite the unique efforts exerted by teachers like sending instructional photos, replying to parental inquiries through Facebook Messenger, and extending the due dates, students still were unable to comply with the requirements for the assigned tasks. Most of the time, students displayed a lack of comprehension and reading skills.

Teacher Cathy quoted,

*“Hindi ko nga alam paanong nakarating ng Grade 7 ang bata, mahina pa rin ang comprehension?” (I do not understand*

*how the student was able to reach 7<sup>th</sup> grade when he had poor reading comprehension skills?).*

Teachers claimed that some of their students are non-readers. There were also instances when teachers recognized that the assignments submitted by the students were done by their parents. In some cases, students even submit irrelevant outputs. One experience that frustrates teachers is when students copy-paste answers from the internet. Teachers immediately notice this behavior because they recognize that all their students have the same answers verbatim. Despite the existing problem of plagiarism, teachers claimed that students responded defensively and would not admit their actions. Another reason for teachers' dissatisfaction is the absence of physical face-to-face interaction with students.

Another source of teachers' dissatisfaction was the language barrier. Since teachers used English as a medium of instruction, some students did not want to say anything during the discussion. The teachers felt that their students refused to recite or interact with the class because they were afraid to make mistakes or other classmates would make fun of them. Some students even asked their teachers if they were allowed to speak Tagalog. One of the teachers shared that she allowed her students to speak broken English just to encourage them to participate in class. Translation of instructions from English to Tagalog was also another strategy used by some teachers so that students can better understand their assignments.

On the brighter side, teachers also noticed that there were students who were trying to do their best despite the "New Normal" online classroom situation. Most of the teachers expressed their full understanding of the students' situation that is why they made sure to maximize the social media platforms in sending feedback and updates to the parents. Most of the teachers interviewed spend the early part of their mornings replying to parental and student inquiries before class begins. In addition, teachers also recognized the importance of tapping students with leadership potential. This allowed them to have more time for their teaching duties, and at the same time give their students opportunities to develop their leadership skills. The results of these findings support the study of Dinham (1994) that showed that one of

the teachers' greatest indicators of fulfillment comes from students' achievement.

### ***Work-Family Balance***

Table 6. Satisfaction Ratings on Work-Family Balance based on Marital Status

<b>Family-related Factors</b>	<b>n</b>	<b>%</b>	<b>Mean</b>	<b>Verbal interpretation</b>
<b>Marital Status</b>				
Single	11	79	2.9	Satisfied
Married	2	14	2.5	Satisfied
Single parent	1	7	3.0	Satisfied

Although most of them expressed high satisfaction with their current workload, they admitted that multi-tasking activities and paperwork obligations affected their quality of time with family members. Young teaching mothers in particular found it hard to meet the needs of their children and at the same time deliver high performance in their teaching career. Single teachers shared the same sentiments when it comes to spending quality time with their loved ones. Because of the pressure to meet the deadlines of checking assignments, doing lesson plans, and others, the teachers tend to extend their work even during holidays, weekends, and after work hours. The changes in the daily routines brought about by the pandemic have caused some of the teachers to develop odd sleeping habits. Some of them tend to do their work until late at night. Some claimed to wake up 30 minutes before class began, while others woke up two hours before their first scheduled online class. The results of this study indicated that problems related to work-family life balance affect everyone, regardless of age, gender, background, and education (Rahman et al., 2020). Responses accumulated in this study support the study by Znidarsic and Maric (2021) which showed that higher levels of work-life balance had a positive effect on job satisfaction. Therefore, the teachers' low work-family life balance led to a common expression of low satisfaction among the respondents. On a positive note, some teachers managed to be very efficient in scheduling their daily routines by listing their "To Do" activities, so that they can function well in their roles both at home and at work.

## **The Effects of Pandemic on Teacher Job Satisfaction**

The impact of the Covid-19 pandemic on the newly-hired teachers was largely manifested in their low satisfaction rating in Student Performance, Work-family Balance, and Pay and Benefits.

### ***Student's Performance***

The lowest satisfaction rating given by teachers to Student's Performance (Total Score=38, SD=0.47) was primarily attributed to the learning set-up brought about by the Covid-19 pandemic. While the total score for Student's Performance was still interpreted as Satisfied, it received the lowest rating from the participants.

Performance assessment was very challenging when teachers do not see the students doing the assignments or activities. Teacher Karen, an online class teacher, expressed her disappointment and asked herself (and the students) where she was lacking after painstakingly preparing the lessons and materials. She would not receive a response from the students who would even turn off their mics and cameras or leave the class. Teacher Irene said she also received copied works from the internet or other sources. Students are doing their tasks just for compliance and not for learning.

The respondents understood that study habits of children have changed. Students did not see their teachers and classmates and had no interaction with them. The teachers knew that it was not enough to just give instructions. Students must be taught face-to-face and must learn well. Sarbin (1976) explains that the lack of student success is not solely based on a student having a learning disability but is dependent on the relationship between teacher and student. Moreover, this underperformance was also affected by a lack of support from parents. Teacher Alvin shared that parents of his students who were not able to submit any output responded, "Wala kami magagawa kung ayaw ng bata" (We cannot do anything about it if the child doesn't want to do the activities) and they would just drop their child from the class.

Similar challenges were identified in a study by Bañares (2020) of 352 teacher-respondents in a school in Antipolo during the pandemic, noting limitations that affected the performance of students as:

addressing students' needs, the complexity of online learning delivery modality, internet connectivity, adjustments in learning delivery, parents' support, reading level of learners and safety.

### ***Work-family balance***

During the pandemic, the respondents were given a more flexible work schedule. For most days, they worked from home and were only required to physically report to school one to two times a week or as needed. The work-from-home arrangement gave the teachers a safe work environment because they need not travel and be exposed to the virus. One participant also saw the new set-up as an opportunity to reach out to some parents of her students who were her neighbors. She was able to visit them personally and assist them with their struggles in learning. This also benefited a teacher's household as she was able to teach and motivate her children and relatives. She felt like she was doing a "heroic job" for them. Some participants also appreciated that they were still working while some lost their jobs because of the crisis. This flexibility, perhaps, caused the participants to still rate the Work-family balance as Satisfied despite the negative comments, especially from two married teachers and a single parent. Married teachers have greater familial responsibilities (i.e., child-rearing) leading to more challenging work conditions and lower job satisfaction compared to their non-married colleagues (Msuya, 2016).

Teacher Cathy, a single parent, gave a Satisfied rating for Work-family balance despite her struggles with her teaching and mom duties. She said her child was writing on her class record and did what her child saw her doing. She was also forced to multitask her paperwork after teaching with taking care of her child. Since she was at home, even though she was working, she felt she was required to take care of her toddler. It gave her a sense of achievement when each day ended and she was able to manage her schedule well.

The two married teachers also shared their thoughts on work-family balance. Teacher Luz said she sacrificed a lot of things and found her situation difficult. She worked on holidays and when there were family occasions, either she missed the celebrations or she would need to bring her work while with her family. Teacher Gina, on one hand, only

got to work well when her child was sleeping. She was also forced give formula milk instead of breastfeed her child.

### ***Pay and Benefits***

Some newly-hired teachers in the research locale realized the need for health benefits when the pandemic happened. Teacher Luz wished to have received support from the school when her family was infected with Covid-19. Furthermore, Teacher Gina also said that the school might have overlooked the need for additional benefits as there were too many papers being asked from them during the pandemic and additional tasks due to the change in learning modality.

The interview's contradicting quantitative rating and results were also seen in the study on job satisfaction and burnout among public teachers in the Philippines conducted by Bravo, et al. (2021). It showed that company policies, environment, salary, working conditions, and opportunities were the major factors affecting job satisfaction and the respondents were all satisfied with these factors despite the burnout expressed in that study.

## **Conclusions and Recommendations**

### **Conclusions**

In their commitment to the teaching profession, the newly-hired teachers relied more on their generative forces, such as active engagement for professional development, readiness to collaborate with colleagues, and willingness to delay "personal gratification" by adapting to the career path their relatives imposed on them (Rosa & Tudge, 2013). While the aforementioned generative forces yield a higher extent of job satisfaction, it is important to note that the environment plays a significant role in sustaining job satisfaction (Adair & Thomas, 2004). The frequent manifestation of positive interactions in the respondents' new environment (i.e., positive relationships with colleagues, no experience of gender-based mistreatment within the school community, supportive and amiable immediate superiors) further strengthened their job satisfaction

despite the occasional dissatisfier (i.e., anxiety to make every teaching deliverables error-free).

The findings of this study showed that the job satisfaction of newly-hired teachers in a public school is an integration of both intrinsic and extrinsic motivators as explained in Herzberg's Two-Factor Theory. Satisfaction needs such as opportunities for growth, promotion, and workload have motivational potential as proven in this study. While hygienic factors such as salary, interpersonal relations with superiors, co-teachers, family, and work environment do not guarantee satisfaction, it is also important to provide for these to reduce dissatisfaction. In this study, the participants were generally satisfied with their job despite low satisfaction on some factors, as seen in other similar research. Newly-hired teachers had high job satisfaction in the areas of superior support, collaboration with co-teachers, physical environment, and opportunities for professional development. Based on these results, it can be noted that a good physical environment is indeed an essential indicator of teacher job satisfaction. Whether these pieces of evidence were considered as work or context factors, it proved that a healthy positive working environment was a very important factor in a teacher's physical, mental and emotional health, and therefore had a positive effect on a teacher's job satisfaction (Afshar & Doosti, 2016; Dlamini et al., 2014; Khan 2005; Okeke & Dlamini, 2013). The factors which received the lowest level of satisfaction were student performance, work-family balance, and pay and benefits. A noteworthy finding in this study which concerns family-work and work-family conflict revealed that higher levels of work-life balance had a positive effect on job satisfaction while the teachers' low work-family life balance led to a common expression of low satisfaction.

Furthermore, the personal characteristics and time element also played critical roles in the job satisfaction of newly-hired teachers. Bronfenbrenner's Bioecological Theory included these two factors, aside from an individual's interactions with his or her environment, to understand behavior, and in this case study, to understand teachers' job satisfaction. Among the personal characteristics that were examined, the inspiration of teachers in entering the profession and the PSS showed a significant effect on job satisfaction. The newly-hired teachers who were inspired by job stability and opportunities



for professional development expressed very high satisfaction. The Covid-19 pandemic, being the macro time in this study, influenced the job satisfaction of the respondents due to the adjustments required by the new learning modality affecting students' performance and work-family balance. Moreover, the pandemic also caused an increase in expenses, particularly those related to health.

The pandemic caused low satisfaction among the respondents on student performance. The distance mode of learning, which was new to the school and families, created many challenges in terms of performance assessment, communication with students and parents, and lack of parental support. This caused stress and burnout in most of the participants.

The teachers' satisfaction with work-family balance was also affected by the pandemic. While the teachers were happy to work from home and be with their families, the demands of work and the pressures from family roles for married and single-parent teachers were sources of low satisfaction. The pandemic also revealed the need for health benefits in the compensation package for teachers.

## **Recommendations**

As in any other industry and profession, job satisfaction is important among teachers to ensure individual productivity and institutional success. Programs on industrial relations may improve job satisfaction of teachers in the workplace.

It is recommended that the highest branch on human resource development in DepEd spearhead programs and projects that will escalate job satisfaction by addressing the realities that were unfolded in this research. These programs and projects need to be streamlined in all subordinating institutions such as the regional offices, division offices, and schools.

Human resource development projects need to capacitate school heads and administrators in providing positive superior support, collaboration, and physical environment among their teachers to make them stay in the profession and be productive. School heads may also

need to make newly-hired teachers feel welcome in their new assigned school and maintain a rich environment where they are supported in their career progression and fulfillment of duties as educators. Reasons for leaving private schools and teaching in public schools may be the benchmark of private school administrators in policy and management reforms. Since it was reported that few of the newly-hired teachers were teaching many subjects and levels, including the ones that they did not specialize in, school administrators may avoid assigning subjects to teachers who are not aligned with the course they had taken in college. Ryan and Deci (2000) emphasized that competence is one important component of intrinsic motivation. If individuals have the skills to perform a task, and they believe they possess those skills, they are more likely to do their tasks well. Also, administrators may limit the number of preparations for each teacher because it causes burnout.

In addition, human resource development efforts should include proper orientation for newly-hired teachers so that it will be easier for them to adjust to a new working environment and perform tasks and new assignments well in a given new environment compared to their previous jobs. It should be noted that newly-hired teachers have many concerns as they enter a new educational system such as preparation of instructional materials, teaching students, adjusting to a new environment, and motivating students. Providing a healthy working environment to newly-hired teachers is an affirmation that although becoming a good teacher takes time, they do not need to wait for many years of experience to become one as stressed by Woolfolk (2007).

In terms of work-family balance, the researchers agree with previous studies (i.e. Arzadon, 2017; David et al., 2019) that teachers should be deloaded with paper works. Instead, teachers may need to focus their time on the preparation of instructional materials, providing feedback to students, and actual teaching. DepEd may provide each school a clerk or encoder who may perform the other clerical work that teachers do at present.

Studies on industrial relations may unearth realities, which are only a slice of the whole picture. The findings of the study may be true among English teachers in a very large schools like the one in this research. It may be possible that the school is highly-performing and that may

contribute to the satisfaction of teachers. Hence, future studies may focus on subject areas other than English, other levels (preschool, elementary, college, graduate, or non-formal), other localities, other school sizes, and other sample characteristics (seasoned teachers, teachers in private schools, or teachers teaching a subject that is not their major). Future researchers may explore why teachers with units in master's education have lower satisfaction ratings than those who do not. Since most job satisfaction studies use only quantitative analysis and might be misrepresenting the actual satisfaction level of respondents, interviews may always be included to validate the ratings, which can be done through a mixed-methods design.

Finally, higher education institutions may conduct a study to determine if their graduates are satisfied in their present workplaces, so they can realign their projects and programs. Focusing on the student's inability to cope with the given requirements and other related factors such as language barrier, reading comprehension, and writing skills among others can further be discussed in future studies.

## References

- Abraham, J. L. S., & Prasetyo, Y. T. (2021, April). Macroergonomics-based Approach in Job Satisfaction of Senior High School Teachers in a School in Mindoro Using Herzberg's Two-Factor Theory. *In 2021 IEEE 8th International Conference on Industrial Engineering and Applications (ICIEA)*, 106-109. <https://doi.org/10.1109/ICIEA52957.2021.9436756>
- Adair, J. E., & Thomas, N. (2004). *The concise Adair on teambuilding and motivation*. Thorogood.
- Afshar, H. S., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. (EJ1127427). ERIC. <https://eric.ed.gov/?id=EJ1127427>
- Akiri, A. A. (2014). Teachers' career satisfaction and students' academic performance in delta public secondary schools. *Journal of Educational and Social Research*. <https://doi.org/10.5901/jesr.2014.v4n1p267>
- Alliance of Concerned Teachers. (2021). *Teacher solon reiterates the call for a P1,500 internet allowance following expiration on DepEd 349 sim cards* [Image attached] [Online post]. Facebook.

- Anafarta, N. (2011). The relationship between work-family conflict and job satisfaction: A structural equation modeling (SEM) approach. *International Journal of Business and Management*, 6(4). <https://doi.org/10.5539/ijbm.v6n4p168>
- Armstrong, A. (2012). Build higher levels of job satisfaction. *The Leading Teacher*, 7(6), 4-5. <https://learningforward.org/wp-content/uploads/2012/05/build-higher-levels-of-job-satisfaction.pdf>
- Arzadon, M. M. (2017). Where machines rant, recite poems and take outrageous selfies: An ethnography of a teachers' Facebook group. *New Directions in Educational Ethnography: Shifts, Problems, and Reconstruction Studies in Educational Ethnography*, 13, 65-96. <https://doi.org/10.1108/S1529-210X20150000013003>
- Aydintan, B. (2016). The relationship between job satisfaction and life satisfaction: An empirical study on teachers. *International Journal of Business and Social Science*, 7(10), 72-80.
- Baluyos, G. R., Rivera, H. L., & Baluyos, E. L. (2019). Teachers' job satisfaction and work performance. *Open Journal of Social Sciences*, 07(08), 206–221. <https://doi.org/10.4236/jss.2019.7801>
- Bañares, M. A. (2020). *The status of Antipolo NHS teachers towards the New Normal education: Basis for conducting learning and development programs (An action research)*. Antipolo NHS.
- Bulutlar, F. and Başkaya, Z. N. (2015). The role of supervisor support in relationship between emotional labour and job satisfaction and burnout. *ISGUC The Journal of Industrial Relations and Human Resources*, 17(4), 85-112. <https://dergipark.org.tr/en/pub/isguc/issue/25447/268510>
- Beltran, R. & Pimentel, K. R. (2021). *Tracing the status and directions of action research at district I-A: Inputs for creating a culture of research (An action research)*. Antipolo NHS.
- Bogler, R. (2002). Two profiles of schoolteachers: a discriminant analysis of job satisfaction. *Teaching and Teacher Education*, 18(6), 665–673. [https://doi.org/10.1016/s0742-051x\(02\)00026-4](https://doi.org/10.1016/s0742-051x(02)00026-4)
- Bona, J. T. (2020). Job satisfaction among public school teachers. *Science International Lahore*, 32(2), 215-219.
- Bosley, M. (2004). *Professional development activities and job satisfaction among community college adjunct faculty* (Doctoral dissertation, University of Central Florida).

- Bravo, A. K., Buenaflor, N., Baloloy, J., Guarte, L., Osinaga, A., Salartin, A., & Tus, J. (2021). Amidst the Covid-19 pandemic: The job burnout and job satisfaction of public school teachers in the Philippines. *International Journal of Advance Research and Innovative Ideas in Education*, 7(3), 2979-2993.
- Britton, E., Raizen, S., Paine, L., & Huntley, M. A. (2000). *More swimming, less sinking. Perspectives on teacher induction in the US and abroad*. <https://www.wested.org/wp-content/uploads/2016/11/1373582889resource497-3.pdf>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Burden, P. R. (2016). *Classroom management: Creating a successful K-12 learning community*. John Wiley & Sons.
- Campoamor-Olegario, L. (2016). *Pedagogical beliefs among public school teachers: Resonance and dissonance between beliefs and practice* (Doctoral dissertation, University of the Philippines).
- Carlson, D. S., & Kacmar, K. M. (2000). Work-family conflict in the organization: Do life role values make a difference?. *Journal of Management*, 26(5), 1031-1054. [https://doi.org/10.1016/S0149-2063\(00\)00067-2](https://doi.org/10.1016/S0149-2063(00)00067-2)
- Cator, C. (2021, June 17). *DepEd urged: Stop migration of teachers*. The Manila Times. <https://www.manilatimes.net/2021/06/17/news/national/dep-ed-urged-stop-migration-of-teachers/1803530>
- Crawford, J. D. (2017). *Teacher job satisfaction as related to student performance on state-mandated testing* (Doctoral dissertation, Lindenwood University).
- David, C. C., Albert, J. R. G., & Vizmanos, J. F. V. (2019). *Pressures on public school teachers and implications on quality*. <https://www.pids.gov.ph/publication/policy-notes/pressures-on-public-school-teachers-and-implications-on-quality>
- De Vera, R. L. (2021). Transitional experiences of newly hired teachers in department of education. *International Journal of Multidisciplinary Research and Publications (IJMRAP)*, 3(11), 30-36.
- Demirel, H. (2014). An investigation of the relationship between job and life satisfaction among teachers. *Procedia-Social and Behavioral Sciences*, 116, 4925-4931. <https://doi.org/10.1016/j.sbspro.2014.01.1051>
- Demirtas, Z. (2010). Teachers' job satisfaction levels. *Procedia-Social and Behavioral Sciences*, 9, 1069-1073. <https://doi.org/10.1016/j.sbspro.2010.12.287>

- Department of Education. (2007, September 17). *Revised guidelines on the appointment and promotion of other teaching, related teaching, and nonteaching positions.*
- Department of Education. (2017, August 11). *National adoption and implementation of the Philippine professional standards for teachers.* (DepEd Order 42, s. 2017). <https://www.deped.gov.ph/2017/08/11/do-42-s-2017-national-adoption-and-implementation-of-the-philippine-professional-standards-for-teachers/>
- Department of Education. (2018). *Teacher induction program module.*
- Department of Education. (2020, June 19). *Adoption of the basic education learning continuity plan for school year 2020-2021 in the light of the covid-19 public health emergency.* (DepEd Order 12, s.2020). [https://www.deped.gov.ph/wp-content/uploads/2020/06/DO\\_s2020\\_012.pdf](https://www.deped.gov.ph/wp-content/uploads/2020/06/DO_s2020_012.pdf)
- Department of Education Bureau of Human Resource and Organizational Development. (2018). *Results-based performance management system manual for teachers and school heads.*
- Department of Education Regional Office III. (n.d.). *Modular learning preferred by CL learners; DepEd prepares self-learning modules for education's New Normal.*
- Dinham, S. (1994, November). Societal pressures and teaching, paper presented to the Australian Association for Research in Education. *In Annual Conference, Newcastle, 27th November–1st December.*
- Dlamini, C. S., Okeke, C. I. O., & Mammen, K. J. (2014). an investigation of work-related stress among high school teachers in the Hhohho region of Swaziland. *Mediterranean Journal of Social Sciences.* <https://doi.org/10.5901/mjss.2014.v5n15p575>
- Dolton, P., Marcenaro, O., De Vries, R., & She, P. (2018). 2018 Global teacher status index. <https://www.varkeyfoundation.org/media/4867/gts-index-13-11-2018.pdf>
- Dolton, P., Marcenaro-Gutierrez, O., Pota, V., Boxser, M., & Pajpani, A. (2013). *2013 Global teacher status index.* <https://www.varkeyfoundation.org/media/2787/2013globalteacherstatusindex.pdf>
- Erdamar, G., & Demirel, H. (2016). Job and life satisfaction of teachers and the conflicts they experience at work and at home. *Journal of Education and Training Studies*, 4(6). <https://doi.org/10.11114/jets.v4i6.1502>

- Ernst Kossek, E., & Ozeki, C. (1998). Work–family conflict, policies, and the job–life satisfaction relationship: A review and directions for organizational behavior–human resources research. *Journal of Applied Psychology*, 83(2), 139–149. <https://doi.org/10.1037/0021-9010.83.2.139>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th ed.). McGraw Hill.
- Frondozo, C. E., King, R. B., Nalipay, Ma. J. N., & Mordeno, I. G. (2020). Mindsets matter for teachers, too: Growth mindset about teaching ability predicts teachers' enjoyment and engagement. *Current Psychology*, 41(8), 5030–5033. <https://doi.org/10.1007/s12144-020-01008-4>
- Geurts, S. A. E., Taris, T. W., Kompier, M. A. J., Dikkers, J. S. E., Van Hooff, M. L. M., & Kinnunen, U. M. (2005). Work-home interaction from a work psychological perspective: Development and validation of a new questionnaire, the SWING. *Work & Stress*, 19(4), 319–339. <https://doi.org/10.1080/02678370500410208>
- Grzywacz, J. G., & Marks, N. F. (2004). Family, work, work-family spillover, and problem drinking during midlife. *Journal of Marriage and Family*, 62(2), 336–348. <https://doi.org/10.1111/j.1741-3737.2000.00336.x>
- Greenhaus, J. H., & Beutell, N. J. (1985). Sources of conflict between work and family roles. *Academy of Management Review*, 10(1), 76–88. <https://doi.org/10.5465/amr.1985.4277352>
- Han, J., & Hongbiao, Y. (2016). *Teacher motivation: Definition, research development and implications for teachers*. *Cogent Education*, 3(1), 1-18.
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1), 1217819. <https://doi.org/10.1080/2331186x.2016.1217819>
- Hansen, A., Buitendach, J. H., & Kanengoni, H. (2015). Psychological capital, subjective well-being, burnout and job satisfaction amongst educators in the Umlazi region in South Africa. *SA Journal of Human Resource Management*, 13(1). <https://doi.org/10.4102/sajhrm.v13i1.621>
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. Wiley.
- Howes, L. M., & Goodman-Delahunty, J. (2015). *Teachers' career decisions: Perspectives on choosing teaching careers, and on staying or leaving*. (EJ1061121). ERIC. <https://eric.ed.gov/?id=EJ1061121>

- Ibrahim, A., & Al-Taneiji, S. (2019). Teacher satisfaction in Abu Dhabi public schools: What the numbers did not say. *Issues in Educational Research*, 29(1), 106-122. <https://doi.org/10.21125/edulearn.2016.0600>
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3), 499-534. <https://doi.org/10.3102/00028312038003499>
- Iwu, C. G., Benedict, H. O., & Tengeh, R. K. (2013). Teacher job satisfaction and learner performance in South Africa. *Journal of Economics and Behavioral Studies*, 5(12), 838-850. <https://doi.org/10.22610/jeb.v5i12.457>
- Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record: The Voice of Scholarship in Education*, 114(10), 1-39. <https://doi.org/10.1177/016146811211401004>
- Khan, T. (2005). *Teacher job satisfaction and incentive. A case study of Pakistan*. [https://assets.publishing.service.gov.uk/media/57a08ca1e5274a31e0001328/3888Teacher\\_motivation\\_Pakistan.pdf](https://assets.publishing.service.gov.uk/media/57a08ca1e5274a31e0001328/3888Teacher_motivation_Pakistan.pdf)
- Kim, I., & Loadman, W. E. (1994). *Predicting teacher job satisfaction*. (ED383707). ERIC. <https://eric.ed.gov/?id=ed383707>
- Kinnunen, U., Geurts, S., & Mauno, S. (2004). Work-to-family conflict and its relationship with satisfaction and well-being: A one-year longitudinal study on gender differences. *Work & Stress*, 18(1), 1-22. <https://doi.org/10.1080/02678370410001682005>
- Leady, P., & Omrod, J.E. (2010). *Practical research: Planning and design* (Ninth Ed.). Pearson.
- Lee, M. (2006). *What makes a difference between two schools? Teacher job satisfaction and educational outcomes*. (EJ854319). ERIC. <https://eric.ed.gov/?id=EJ854319>
- Livingcost.org (2021). *Cost of living in the Philippines*. <https://livingcost.org/cost/philippines>
- Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology*, 60(3), 541-572. <https://doi.org/10.1111/j.1744-6570.2007.00083.x>



- Mansoor, M., Fida, S., Nasir, S., & Ahmad, Z. (2011). The impact of job stress on employee job satisfaction a study on telecommunication sector of Pakistan. *Journal of Business Studies Quarterly*, 2(3), 50.
- Markow, D., Macia, L., & Lee, H. (2013). *The Metlife survey of the American teacher: Challenges for school leadership*. (ED542202). ERIC. <https://eric.ed.gov/?id=ED542202>
- Markow, D., & Pieters, A. (2010). *The MetLife survey of the American teacher 2009: Collaborating for student success*. (ED509650). ERIC. <https://eric.ed.gov/?id=ED509650>
- Marais, C., Mostert, K., Geurts, S., & Taris, T. (2009). The psychometric properties of a translated version of the survey work-home interaction — Nijmegen (SWING) instrument. *South African Journal of Psychology*, 39(2), 202–219. <https://doi.org/10.1177/008124630903900206>
- Mayo, E. (1933). *The human problem of an industrial civilization*. Macmillan.
- Msuya, O. W. (2016). Exploring levels of job satisfaction among teachers in public secondary schools in Tanzania. (EJ1102240). ERIC. <https://eric.ed.gov/?id=EJ1102240>
- Nalipay, M. J. N., King, R. B., Haw, J. Y., Mordeno, I. G., & Rosa, E. D. D. (2021). Teachers who believe that emotions are changeable are more positive and engaged: The role of emotion mindset among in-and preservice teachers. *Learning and Individual Differences*, 92, 102050. <https://doi.org/10.1016/j.lindif.2021.102050>
- Nalipay, M. J. N., Mordeno, I. G., Semilla, J., & Frondoza, C. E. (2019). Implicit beliefs about teaching ability, teacher emotions, and teaching satisfaction. *The Asia-Pacific Education Researcher*, 28(4), 313-325. <https://doi.org/10.1007/s40299-019-00467-z>
- Nieto, S. (2003). *What keeps teachers going?* Teachers College Press.
- Ogonda, F., Orwa, B., Peter, W., & Jedida, M. (2015). An analysis of work motivation and teacher job satisfaction in public secondary schools in Rarieda Sub-County, Kenya. *Journal of Investment and Management*, 4(6), 377-390.
- Okeke, C. I. O., & Dlamini, C. C. (2013). An empirical study of stressors that impinge on teachers in secondary schools in Swaziland. *South African Journal of Education*, 33(1), 1–12. <https://doi.org/10.15700/saje.v33n1a607>
- Okeke, C. I., & Mtyuda, P. N. (2017). Teacher job dissatisfaction: implications for teacher sustainability and social transformation. *Journal of Teacher*

- Education for Sustainability*, 19(1), 54–68. <https://doi.org/10.1515/jtes-2017-0004>
- Panatik, S. A. B., Badri, S. K. Z., Rajab, A., Rahman, H. A., & Shah, I. M. (2011). the impact of work family conflict on psychological well-being among school teachers in Malaysia. *Procedia - Social and Behavioral Sciences*, 29, 1500–1507. <https://doi.org/10.1016/j.sbspro.2011.11.390>
- Patrick, S. K., & Joshi, E. (2019). “Set in Stone” or “Willing to Grow”? Teacher sensemaking during a growth mindset initiative. *Teaching and Teacher Education*, 83, 156–167. <https://doi.org/10.1016/j.tate.2019.04.009>
- Pimentel, K.R. & Banares, M.A. (2020). Untold stories: Tales and directions of alternative learning systems in Antipolo City. *Diliman Review 2018*, 62, 2.
- Rahman, M., Hasan, M., & Ahmed, A. (2020). COVID-19 vaccine safety in comorbid patients: are we missing some critical points? <https://doi.org/10.13140/RG.2.2.25673.57443>
- Rani, R. & Rani, P. (2014). Influence of organizational climate of elementary schools on job satisfaction of elementary teachers. *International Journal of Science, Environment and Technology*, 3(2), 652–658.
- Raziq, A., & Maulabakhsh, R. (2015). Impact of working environment on job satisfaction. *Procedia Economics and Finance*, 23, 717–725. [https://doi.org/10.1016/s2212-5671\(15\)00524-9](https://doi.org/10.1016/s2212-5671(15)00524-9)
- Rezaee, A., Khoshsima, H., Zare-Bahtash, E., & Sarani, A. (2018). A mixed method study of the relationship between EFL teachers' job satisfaction and job performance in Iran. *International Journal of Instruction*, 11(4), 391–408. <https://doi.org/10.12973/iji.2018.11425a>
- Rigs, L. (2013). *Why do teachers quit? And why do they stay?* <https://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>
- Robosa, J., Paras, N., Perante, L., Alvez, T., & Tus, J. (2021). The experiences and challenges faced of the public school teachers amidst the COVID-19 pandemic: A phenomenological study in the Philippines. *International Journal of Advance Research and Innovative Ideas in Education*. 7(1).1342-1361.
- Romero, G. & Bantigue, N. (2017). Job satisfaction level of k to 12 teachers utilizing multiple statistical tools. *Asia Pacific Journal of Contemporary Education and Communication Technology*, 3(1), 1-11.

- Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's theory of human development: Its evolution from ecology to bioecology. *Journal of Family Theory & Review*, 5(4), 243-258. <https://doi.org/10.1111/jftr.12022>
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78. <https://doi.org/10.1037/0003-066x.55.1.68>
- Sadeghi, K., Ghaderi, F., & Abdollahpour, Z. (2021). Self-reported teaching effectiveness and job satisfaction among teachers: the role of subject matter and other demographic variables. *Heliyon*, 7(6). <https://doi.org/10.1016/j.heliyon.2021.e07193>
- Sarbin, T. R. (1976). Cross-age tutoring and social identity. *Children As Teachers*, 27-40. <https://doi.org/10.1016/b978-0-12-052640-6.50008-x>
- Schaffer, R. H. (1953). Job satisfaction as related to need satisfaction in work. *Psychological Monographs: General and Applied*, 67(14), 1-29. <https://doi.org/10.1037/h0093658>
- SEAMEO INNOTECH. (2020). *Exploring teachers' whys: Understanding motivation among teachers in the Philippines*. [https://www.seameo-innotech.org/portfolio\\_page/exploring-teachers-whys-understanding-motivation-among-teachers-in-the-philippines/](https://www.seameo-innotech.org/portfolio_page/exploring-teachers-whys-understanding-motivation-among-teachers-in-the-philippines/)
- Sergiovanni, T. (1966). *Satisfaction and dissatisfaction of teachers. The final report*. (ED011089). ERIC. <https://files.eric.ed.gov/fulltext/ED011089.pdf>
- Sevilla, A. (2020). *This is it!!! We will share the table/matrix of salary increases for the next four years (FYs 2020 to 2023)*. <https://www.facebook.com/profile/100050260969058/search/?q=this%20is%20it> [Online post]. Facebook.
- Shafique, M., Qadeer, F., Ahmad, M. and Rehman, R. (2011). Impact of job embeddedness on leave intention: An understanding from higher education (HE) system. *African Journal of Business Management*, 5(30), 11794-11801. <https://doi.org/10.5897/AJBM10.466>
- Takawira, N., Coetzee, M., & Schreuder, D. (2014). Job embeddedness, work engagement and turnover intention of staff in a higher education institution: An exploratory study. *SA Journal of Human Resource Management*, 14(1). <https://doi.org/10.4102/sajhrm.v12i1.524>
- Tobiason, J. R. (1967). *The Measurement of Teacher Dissatisfaction* (Doctoral dissertation, University of Washington).

- Toropova, A., Myrberg, E., & Johansson, S. (2020). Teacher job satisfaction: the importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Urban, T. (2016, February). *Inside the mind of a master procrastinator* [Video file]. TED.
- Usman, K. (2019). Impact of organizational culture, organizational communication and supervisor support on the job satisfaction of employees working in online IT based distance learning institutions of Pakistan. *Open Praxis*, 11(2), 143. <https://doi.org/10.5944/openpraxis.11.2.931>
- Walker, M., Sharp, C., & Sims, D. (2020). *Schools' responses to COVID-19: Job satisfaction and workload of teachers and senior leaders*. National Foundation for Educational Research.
- Wijayati, D. T., Kautsar, A., & Karwanto, K. (2019). Emotional intelligence, work family conflict, and job satisfaction on junior high school teacher's performance. *International Journal of Higher Education*, 9(1), 179. <https://doi.org/10.5430/ijhe.v9n1p179>
- Woolfolk, A. (2007). *Educational psychology*. (10th ed.). Pearson Education, Inc.
- Xiaofu, P., & Qiwen, Q. (2007). An Analysis of the Relation Between Secondary School Organizational Climate and Teacher Job Satisfaction. *Chinese Education & Society*, 40(5), 65–77. <https://doi.org/10.2753/ced1061-1932400507>
- Zembylas, M., & Papanastasiou, E. (2006). Sources of teacher job satisfaction and dissatisfaction in Cyprus. *Compare*, 36(2), 229–247. <https://doi.org/10.1080/03057920600741289>
- Zhang, L., & Zhang, Y. (2021). The Mediating Effect of self-regulation on the association between growth mindset about work and living a calling among primary and secondary school teachers. *Psychology Research and Behavior Management*, 14, 1675–1689. <https://doi.org/10.2147/prbm.s330961>
- Zilka, A., Grinshtain, Y., & Bogler, R. (2019). Fixed or growth: teacher perceptions of factors that shape mindset. *Professional Development in Education*, 48(1), 149–165. <https://doi.org/10.1080/19415257.2019.1689524>
- Žnidaršič, J., & Marič, M. (2021). Relationships between work-family balance, job satisfaction, life satisfaction and work engagement among higher education lecturers. *Organizacija*. 54(3), 227–237. <https://doi.org/10.2478/orga-2021-0015>