

# Assessment of Job Satisfaction of Private High School Teachers in Gapan City: A Basis for Strategic Planning

A Dissertation  
Presented to the Faculty of the Graduate School  
NUEVA ECIJA University of Science and Technology  
Cabanatuan City, Nueva Ecija, Philippines

In Partial Fulfilment  
of the Requirements for the Degree  
Master of Business Administration

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## **APPROVAL SHEET**

The research study named “Assessment of Job Satisfaction of Private High School Teachers in Gapan City: A Basis for Strategic Planning”, put forward and sanctioned by the research adviser and presented by Joeby Boy P. Balondo, Jhosalyn V. Bauat, and John Ervin C. Garcia, in partial fulfillment of the course Master in Business Administration: Organizational Behavior, has been scrutinized and is worthy of acceptance and approval.

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### **CERTIFICATION OF STATISTICIAN**

I declare that the statistical analysis and results included in this research entitled “Assessment of Job Satisfaction of Private High School Teachers in Gapan City: A Basis for Strategic Planning” have been carried out in accordance with acceptable research practices.

I attest to have examined and justified the statistical techniques and the outcomes for the project.

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### **CERTIFICATION OF ENGLISH CRITIC**

I declare that this piece of research entitled “Assessment of Job Satisfaction of Private High School Teachers in Gapan City: A Basis for Strategic Planning” has been composed, as per the norms of academic writing and communication, in the written content. Language used is appropriate, coherent, and effective with respect to the research context. There are no such language problems in the manuscript that interferes with the comprehension of the reader.

I confirm that I have examined the written content and can vouch for its quality for academic publication.

MS. RICA MEL G. MAALA  
Kinect Academy Inc. Teacher/ English Critic

### **AKCNOWLEDGEMENT**

The researchers wish to convey their most profound and sincere appreciation to the NEUST Graduate School for their constant professional assistance and supervision during the entire period of conducting this study. Special thanks are extended to the esteemed professors of the Graduate School for their invaluable mentorship, expertise, and constructive feedback that immensely facilitated the research work. The researchers also wish to thank Ms. Rica Mel Maala for her assistance and contributions. Further, the researchers would like to thank Gapan City Private Schools and their administrators for their invaluable support in the conduct of this study. It is worth to note that without all these individuals and organizations, this study would have been impossible.

## TABLE OF CONTENT

TITLE	3042
APPROVAL SHEET	3043
CERTIFICATION OF STATISTICIAN	3044
CERTIFICATION OF ENGLISH CRITIC	3045
AKCNOWLEDGEMENT	3046
TABLE OF CONTENT	3047
ABSTRACT	3048
CHAPTER ONE: THE PROBLEM AND ITS BACKRGOUND	3049
CHAPTER TWO: METHODOLOGIES	3055
CHAPTER THREE: RESULTS AND DISCUSSIONS	3057
CHAPTER FOUR: CONCLUSION	3059
REFERENCES	3062

## ABSTRACT

**This study analyses the job satisfaction of high school teachers of private schools in Gapan City, Nueva Ecija. Some of these job factors cover salary, work life balance, managerial strategies, job tasks and duties, opportunities for career growth, and the surrounding organizational setting. Job satisfaction which implies the feeling or attitude that teachers have towards their work depends on several organizational and individual elements. The study employed survey questionnaire and descriptive inferential sampling and paragraphs focused on 42 respondents selected strategically from six private institutions in Gapan City. Although the work-life equilibrium is believed to be mostly good, the study finds issues concerning management, growth, and salary. It underscores the importance and necessity of tackling these problems in order to enhance teachers' performance as well as their retention and satisfaction in private schools. Such measures that target the satisfaction of teachers especially in the aspects of income and the prospects of climbing the career ladder will enhance the learning space rather than alter it.**

## CHAPTER ONE

### THE PROBLEM AND ITS BACKRGOUND

#### *A. Introduction*

The term job satisfaction is the combination of “job” and “satisfaction” where in the word job is defined as the task or work of an individual in government and private institutions. On the other hand, the “satisfaction” was given meaning as the feeling of comfort and contentment. Therefore, job satisfaction is being interpreted as the employees’ attitude and feeling towards his or her job.

In a world striving for quality education, it is vital to seek out people and tools that can help achieve this goal. Thus, government and academic institutions shall focus on these areas. According TemaNord (2010) the main causes of teacher turnover are a declining reputation for the teaching profession and an unsatisfactory work environment; pay is only a small contributing factor. Furthermore, poor working conditions in schools damage the profession’s reputation and make it challenging to hire new teachers, Ingersoll (2001).

In the study conducted by Baffoe (2021), he explained that private schools’ teachers have the same importance as the government funded schoolteachers. He also included in his study that the private schools’ teachers must also receive the job satisfaction that every employee feels. However, in the result of the study of Shikshan (2018), the private schools’ teachers were less satisfied than the government teachers. It is supported by the study of Leon (2021) whereas they obtained in their data that more than half of the private schools’ teachers were dissatisfied in their work. As cited by Varco (2022), there are underlying factors in the job satisfaction of private schools’ teachers such as environment, relationship within the organization, competitive salary, recognition, management style, reasonable workload, career development, work-life balance and job security. It was discussed in the study of Leon et. al. (2021), those incentives for excellent performance of the teachers is a key factor for their job satisfaction.

The main problems that sought to be answered in this research were demographic profile, qualifications of the respondents and their view in the factors that affect their job satisfaction. In this study, the researchers aim to assess the job satisfaction of the private schools’ teachers as the basis of strategic planning of private academic institutions.

#### *B. Review of Related Literature*

##### ➤ *Teachers’ Satisfaction and Turnover*

In order to investigate employee productivity and organizational success, occupational psychology, organizational behavior, and human resource management all consider job satisfaction as a crucial topic (Fisher, 2003 as cited by Hoque, Wang, Qi, et al. 2023). The idea of lifelong learning and the growth of humanistic thinking have gained widespread acceptance, and the academic community has begun to pay more attention to the emotional experiences of various professional or occupational groups, including teachers, nurses, and others.

Students, parents, and administrators are among the education stakeholders who rely on instructors to deliver high-quality instruction and generate learning outcomes (Borman & Dowling, 2008; Guarino et al., 2006). But at a startling rate, educators are switching schools or employment every year (Carver-Thomas & Darling-Hammond, 2019). In 2011–2012, for example, the U.S. According to data from the Department of Education, about 270,000 public school teachers changed schools or pursued other careers (Goldring et al., 2014). More specifically, Georgia estimated that 44% of public school teachers quit their jobs within the first five years of teaching (Owens & GADOE, 2015) and that the state’s teacher turnover rate was approximately 10% (Aleshina, 2019).

According to Darling Hammond, 2000; Palardy and Rumberger, 2008; as well as Kraft and Blazar, 2017, as cited by Almonte-Acosta and Clamor-Torneo; making teachers excellent conduits for students’ future achievement depends critically on their incentive to remain in the field. Research indicates that teachers have a vital influence in student achievement. In the Philippines, opinions regarding the condition of the teaching profession and its practitioners are diverse. Although most people view teaching as a respected profession, yet it is often plagued with problems like the belief that pay and unfavorable working circumstances.

##### ➤ *Salary*

Trends in teachers’ salaries and working hours are frequently used to characterize their jobs. However, like any other worker, a teacher’s job quality also contains other important elements, including intrinsic variables like task discretion and other extrinsic factors like opportunities for promotion (OECD, 2014 as cited by Green, 2021). When the shifting demographics of the teacher workforce were taken into account, the real pay decline for teachers covered by the Pay Review Board between 2005 and 2015 was not statistically significant, nor did teacher salaries fall particularly quickly in comparison to those of other professions (Bryson and Forth, 2017).



According to Teachers Task Force (2024), teachers are frequently paid less now than they were twenty years ago. A third of nations have seen a real decline in teacher salaries since 2000, according to the most recent OECD “Education at a Glance” study. Average teacher salaries were either frozen or reduced in all nations during the 2009 financial crisis, and they only began to increase once more after 2013. Teachers are still underpaid in countries that are supposed to be prosperous. Consider the USA, where 2018 data indicates that teachers earn 22% less than their counterparts with comparable years of experience and college degrees.

This pay gap is having major repercussions and is rapidly becoming a catastrophe. It is more difficult to retain current instructors and recruit new ones when pay is low. It might be challenging to persuade recent college graduates to pursue teaching when they observe their counterparts in other professions enjoying higher pay and lifestyles. It has been demonstrated that enhancing starting pay would increase the appeal of teaching, boosting competition for positions and elevating the calibre of candidates. Teacher motivation would increase as a result of the profession’s increased social standing.

#### ➤ *Work Environment*

One element of teacher work that managers of educational institutions should take into account is the state of the workplace since it can have an impact on teachers’ welfare and job satisfaction, which enables them to perform at their best (Ahmad & Ahmad 2019; Akinyele, 2007 as cited by Hasanah and Supardi, 2020). A teacher’s job happiness is largely influenced by their pay in addition to the working environment. According to earlier research, teachers’ job satisfaction is significantly impacted by their pay. Among the teacher’s work environment and salary, it is known that teacher salaries contribute to a lower level of job satisfaction when compared to aspects of the work environment. (Malik, Danish & Munir, 2012 as cited by Hasanah and Supardi, 2020).

In 1996, according to Choy, schools must recruit, train, and retain qualified instructors in order to provide high-quality instruction. A school’s capacity to do so is significantly influenced by its working environment. Schools are better equipped to draw and keep talented educators and inspire them to perform at their highest level when they can provide them with a safe, enjoyable, and encouraging work environment in addition to fair pay. Because they have an impact on the amount of individualized attention teachers can provide to children, working circumstances for teachers are significant to both students and teachers. For instance, disruptive students or large class numbers can make learning and teaching challenging.

No matter where they work, instructors always have to deal with certain components of their working environment. For example, teacher salaries tend to be low relative to those made by comparably competent individuals in other professions regardless of the type or location of the school. There are significant differences across schools in other areas of teachers’ working environment, like school safety. Therefore, in addition to being concerned about the working conditions of teachers generally, we also need to be aware of the kinds of schools that typically have favorable or challenging working conditions as well as the characteristics of the students who attend them for equity purposes.

#### ➤ *Management Practices*

According to Onjoro and Arogo et al. (2015), an essential component of administration is motivation. Thus, the term “tool of management” may be used. Every organization has a goal to accomplish, and if its organs are inadequate and inefficient, the objectives and the organization’s goals might not be met. Therefore, one strategy for encouraging people to work as hard as they can in an efficient and effective way to meet an organization’s goal were motivation. Since they are all working for the same objective, many distinguished writers have written about motivation with only minor variations. They have attempted to differentiate between employees’ intrinsic and extrinsic motivation.

The idea of motivation has been applied in a variety of contexts to explain why people act in certain ways. Sometimes, it alludes to anything that is intrinsic to the person, such as a drive or energizer, a need or desire that makes the person perform. These inner energies are frequently characterized as the person’s urges or endeavors to satisfy “basic needs” and achieve equilibrium. Other times, external stimulation is referred to as motivation that the person is supposed to do.

According to Hoque, Wang, Qi, et al. (2023) the school level, administration and students are the two primary determining factors. The learning environment for students is included in the student aspect, whilst the school’s institutional culture and student management are included in the management side. Workplace considerations include things like the climate for professional growth, pressure to perform, opportunities for learning exchange, etc.

#### ➤ *Job Roles and Responsibilities*

According to Belay, Gasheya, Engdaw et al. (2023), the level of physical and mental weariness and exhaustion that people believe is connected to their jobs is known as work-related burnout (WRB). Teachers unavoidably suffer from high levels of burnout at work, despite the fact that the disease is common in many other professions. This can have a long-term impact on their health and well-being.

On the other hand, according to Pilarta (2015) found that most instructors replied that they were extremely happy with their work and responsibilities when it comes too job satisfaction. Additionally, the instructors are happy with their accomplishments, advancements, and professional development, but they are not happy with their supervision or acknowledgment.

The results of a thorough study by Alilaya and Lumapenet (2023) highlight a noteworthy and important connection between instructors' different motivating demands and their general job satisfaction. The study specifically shows that a number of important facets of teachers' professional experiences are closely linked to their job satisfaction with regard to the caliber of supervision. These include instructors' feelings of accomplishment, the acknowledgment they get for their efforts, the tasks they are given, and the nature of the work itself. Similarly, the study finds that elements like the degree of recognition teachers receive, the tasks they are given, and the nature of the work they do are all strongly related to how satisfied they are with their workload. These factors seem to be very important in determining how satisfied and fulfilled teachers are with their careers overall.

#### ➤ *Career Development and Opportunities*

According to Stanley (2023), the term "teacher professional development" refers to any kind of ongoing education for teachers. It is one method educators can advance their careers and raise student achievement. Both formal and informal environments can be used for learning. Workshops, retreats, seminars, conferences, and courses are examples of formal settings. Peer learning programs, personal research or investigation, or simply striking up a conversation with a coworker in the staff room are examples of informal chances for teacher professional development. Teachers can get professional development at several levels, including district-wide, within a school, or even on an individual or classroom basis. Organizing a successful teacher professional development session involves many problems, including time, money, effectiveness, and engagement. Even while the obstacles might seem overwhelming, you should not let them deter you from giving your professors chances to learn more.

As stated by Power School (2023), staying up to date with effective best practices, addressing the shifting needs of students, families, and communities, staying informed about laws and policies that govern educators' work, and adjusting to changing professional responsibilities, like utilizing more technology in the classroom, are all examples of continuous professional learning throughout a teacher's career.

There is growing evidence that the best ways to support teachers' professional growth are through cooperation and instructional coaching. The fact that instructional coaching is particularly designed to meet each teacher's unique growth needs is its greatest advantage. The one-on-one approach offers continuous, integrated feedback along with focused help. If a teacher has a lot of trouble managing the classroom, for instance, their instructional coach will help them create order, make the most of class time, keep the classroom polite and safe, and encourage student participation. However, that teacher's colleague can be a master at classroom management but find it difficult to use technology in their employment. Their instructional coach will assist them integrate education technologies into their curriculum.

#### ➤ *Work-Life Balance Satisfaction*

The dynamics of work-life balance vary depending on the occupation (Uslu, 2020). In order to have skilled and healthy teachers, work-life balance should be addressed from multiple angles, given that teaching requires higher degrees of professional labor and responsibility. Although teachers who teach outside of the traditional classroom setting and spend the majority of their days in front of a computer at home have found it challenging to manage and balance their personal and professional lives as a result of the pandemic-related school closures (Sundari et al., 2020), the boundaries between the two areas have also become more hazy due to the merging of the work and living spaces (Naswall et al., 2008). Because distance education involves some aspects that teachers are not naturally accustomed to, like online meetings, efficient use of technology, creating online content, and being expected to be available at all times, teachers have been attempting to adjust to the process. Additionally, because they are unable to distinguish between their personal and professional life, they suffer from burnout, anxiety, tension, and family disputes (Rawal, 2021; Sundari et al., 2020; Uslu, 2020). For example, Uslu (2020) found that teachers struggle to preserve work-life balance in the context of remote learning, experience family disputes, and prioritize their roles with their families over their work-related responsibilities.

Demir and Budur (2022) highlighted in their research on academicians' work-life balance that academic staff members' academic performance was significantly impacted by their demotivation when work conflicted with their personal lives. There aren't many research on teachers' work-life balance, though. The majority of the relevant research focuses on family disputes (Cinamon & Rich, 2005), organizational performance (Agha, 2017; Hafeez & Akbar, 2015; Johari et al., 2018; Padma & Reddy, 2014), job stress, and job satisfaction.

According to Akın et al. (2017), work-life balance and concepts like performance, organizational citizenship, work engagement, burnout, organizational commitment, job satisfaction, intention to leave, and alienation are all examined in quantitative ways in Turkish work-job balance studies. Studies examining teachers' perspectives on work-life balance are therefore required.

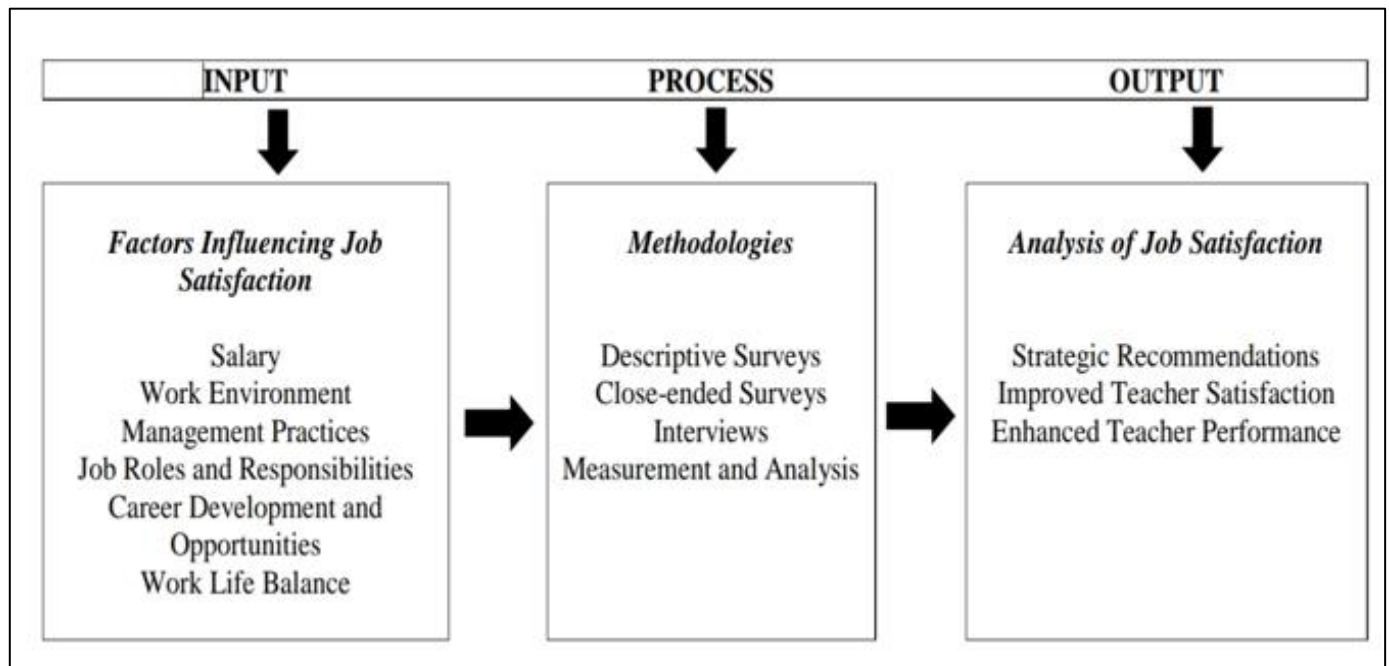
*C. Conceptual Framework*

Fig 1: Framework for Assessment of Job Satisfaction of Private High School Teachers in Gapan City

The purpose of this theoretical framework is to show how – salary, work environment or management, opportunities for career growth, job function, and balance between work and life – for instance affect the overall job satisfaction of teachers. These will include descriptive surveys, close-ended questionnaires, and interviews. In turn, the analysis of the gathered data will, if successfully carried out, culminate into the formulation of appropriate school management strategies geared towards improvement of teacher satisfaction and performance respectively. It addresses the need to systematically analyse the elements of the profession that cause satisfaction to the individual and find ways in which these can be maximized to assist in better teaching.

*D. Statement of the Problem*

The variation of the job status on teachers can contribute to their job satisfaction. These variations may have a major effect on teachers' job satisfaction levels, engagement, motivation, and general well-being.

This study aims to explore and describe the job satisfaction of private high schools teachers in Gapan City.

Specifically, it will try to:

➤ *Identify the Basic/Demographic Information of Teachers.*

- Name
- Age
- Gender
- Office/Department
- Salary Range
- Type of Employment
- No. of years employed
- Qualification
- Experiences

➤ *Describe the Job Satisfaction of Private School Teachers in Terms of:*

- Salary
- Work Environment
- Management Practices
- Job Role and Responsibilities
- Career Development Opportunities
- Work-Life Balance

➤ *Provide Recommendations for Improving job Satisfaction based on the Findings.*

- Strategies for enhancing job satisfaction
- Improved teacher satisfaction
- Enhance teacher performance

*E. Scope and Delimitations*

For the purposes of this survey, the research that will be conducted focused on 6 private high schools in Gapan City. This research is limited to private high school teachers in Gapan City. Its primary aim is to evaluate the determinants of job satisfaction among these teachers and give tactical measures on how to enhance the satisfaction and performance of teachers.

Salary and other benefits, work settings, management styles, professional growth opportunities, work and family life, and provision of incentives are some of the indicators of job satisfaction this study proposes to examine. For this study, these indicators will be assessed on their effect to the overall job satisfaction of the respondents.

All respondents are asked to fill in the same questionnaires covering their views on the best factors that determine their job satisfaction. To enhance the understanding of how the respondents view the situations, some selected respondents shall be involved in semi-structured interviews.

This survey was conducted solely among private high school teachers in Gapan City within the parameters of the academic year 2024-2025, and does not include public school teachers or other locations. The results and recommendations will be based exclusively on the responses collected from this group of study participants.

*F. Significance of the Study*

This study on the measurement of job satisfaction among private high school teachers in Gapan City is intended to provide relevant information that could help improve the teachers' conditions of service to the benefit of all involved in the education activities.

**For school administrators** to help them understand what factors contribute to teachers' satisfaction with their job, as well as address factors such as pay, work-life balance, career advancement and management assistance. By addressing these issues, the research intends to assist in laying down strategic directions and changes in policies meant to enhance teachers' retention, and turning the teaching profession into more attractive and empowering environment.

**For private high school teachers** in Gapan City to also allow teachers to appreciate the relevance of these aspects to their work and probably push for the resolution of the same by school managers, thus making the work more bearable and gratifying.

**For the students and parent**, as for teachers who feel ample job satisfaction tend to remain motivated and involved which transforms the outcomes of students and the general atmosphere in the classroom for the better. When levels of satisfaction amongst teachers improve, it automatically improves the nature of teaching offered, the environment in the school, thus enriching the experience of education to the students and pleasuring the parents of the students.

**For future researchers** as this research will present a unique perspective and help to fill the current literature gap which has primarily focused on public educational institutions. In turns, these certain findings can serve as a basis for the future researchers who would like to explore the same trends in different areas or educational contexts, for a better understanding of the elements that contribute to the satisfaction of teachers and how it relates to the performance of students.

*G. Definition of Terms*

- **Career Development Opportunities** - These are programs or activities that open up for an employee to assist in professional growth for example training programs, promotion, and skill upgrade.
- **Job Role and Responsibilities** - This refers to the tasks and duties that one is expected to perform in a specific job position.
- **Job Satisfaction** - It is known as the contentment level of an employee towards his/her job and it can be influenced by several factors such as work conditions, salary, relationships.
- **Management Practices** - The manners in which appointed leaders, direct a pertaining group of individuals work, support them and also exercise communication and decision-making.
- **Private High Schools** - Private mostly means that schools which receive the majority of their funding from tuition rather than taxes and operate in an educational system with more relaxed policies and curriculum.
- **Salary** - It is the amount of money that is generally paid to workers at regular intervals for any services rendered.
- **Work Environment** - The physical existence and social conditions under which employees carry out their occupational responsibilities including safety, provision of resources, and the overall culture within the organization.

- **Work-Life Balance** - This is the ability to responsibly perform work related duties as well as take care of one's personal and psychological health.

## CHAPTER TWO METHODOLOGIES

### *A. Research Design*

The research design employed in this study is descriptive inferential design; that is mainly used in quantitative studies. Inferential statistics is a branch of statistics that allows researchers to make generalizations about a larger population based on a sample of data as stated by Creswell (2014).

The primary instrument implied in this study was a survey questionnaire. It consists of a series of questions designed to gather information from respondents' satisfaction in terms of salary, work environment, management practices, job role and responsibilities, career development, and work-life balance; these are measured by a Likert scale to assess the degree of satisfaction teachers have with various aspects of their jobs stated. The statistical treatment that is used is weighted average. A weighted average is a type of mean that gives differing importance to the values in a dataset, (Frost, 2022).

### *B. Research Locale*

The research locale where the research was performed geographically covers six (6) educational institutions found in Gapan City, Nueva Ecija, within four (4) barangays namely Sto. Cristo Sur, San Vicente, Bayanihan, and Sto. Nino. Such are Glorious Hope Academy, The Great Shepherdess Montessori Center, Divina Pastora College, Village Montessori School, College for Research and Technology, and Kinect Academy Inc., all of which have programs offered from preschool to tertiary levels. The schools in Gapan play a crucial role in the enhancement of the learning process and the overall community in Gapan City with respect with services helping students achieve both academic and morale.

### *C. Research Participants*

In this study, the respondents will consist of forty-two (42) teachers from 6 private high schools in Gapan City, Nueva Ecija, aiming to include a representative sample of both new and experienced individuals To ensure balanced data, approximately seven (7) teachers will be selected from each participating school, totalling 42 respondents. The respondents are selected with 95% confidence coefficient from the total population; that is for a 95% confidence interval, if many samples are collected and the confidence interval computed, in the long run about 95 % of these intervals would contain the true mean, Dean (2023). By selecting this number of respondents per school, the study aims to capture diverse perspectives on job satisfaction within and across institutions. This approach will help create a comprehensive view of how satisfaction levels may vary based on job tenure, institutional factors, and other relevant variables.

Table 1: Distribution of Respondents – Private High School Teachers

<b>Private High Schools in Gapan City</b>	<b>N</b>	<b>n</b>
College for Research and Technology	10	7
Divina Pastora Colleges	18	7
Glorious Hope Academy	7	7
Kinect Academy Incorporated	14	7
The Great Sheperdess Montessori Center, Incorporated	13	7
Village Montessori School	10	7
<b>Total</b>	<b>72</b>	<b>42</b>

### *D. Research Instrument*

The primary instrument implied in this study was a survey questionnaire. It consists of a series of objective and close-ended questions designed to gather information from respondents' satisfaction in terms of salary, work environment, management practices, job role and responsibilities, career development, and work-life balance; these are measured by a Likert scale to assess the degree of satisfaction teachers have with various aspects of their jobs stated.

In order to ascertain whether the questionnaire is valid or not, a group of educational experts from the researcher's organization, who held the credibility of the subject, undertook an evaluation of the questions in comparison with the various issues that have been identified to contribute to teacher satisfaction and which are based on recognized models such as McGregor's hygiene-motivator paradigms (1960) where job satisfaction comprises of intrinsic aspects (achievement and recognition) and extrinsic factors (financial remuneration and working conditions) coming into play. In pursuing reliability, the research tried out the questionnaire on a number of teachers and computed Cronbach's alpha and it came out to be 0.95. This value suggests that the questionnaire items are homogenous and address the expected variable which is teachers' satisfaction.



*E. Research Procedure**➤ Assessment Phase*

The researchers discovered important gaps and topics they are curious to investigate further during the assessment phase of their study. To learn more about the elements influencing teacher satisfaction as they are members of different academic institutions as well. In order to obtain insights, this step involved analyzing previous research and holding focus groups and interviews. The data collected ensured that the study concentrated on the most pertinent topics affecting teacher satisfaction by helping to shape the survey and improve the research questions.

*➤ Development Phase*

From the data collected in the assessment stage, the survey questionnaire was designed by the researchers during development stage. The questions presented addressed key dimensions of teacher satisfaction: workload, salary, school environment, and opportunities for professional growth. Moreover, the researchers ensured that the questions were formulated in a way that would be clear, simple, and direct for the understanding of the teachers. After the questionnaire was constructed, only a couple of the fellow teachers of the researchers took part in a pre-testing phase in order to assess the relevance and appropriateness of the items. In the end, revisions were made before the last version of the survey was produced.

*➤ Validation Phase*

During the validation phase, the researchers' major focus was ensuring the survey measured teacher satisfaction accurately. The researchers turned to the principles of survey design and education if the questionnaire was valid and covered all dimensions of teacher satisfaction. In order to ensure coherence and reliability, the researchers also exercised the survey on a larger and the actual sample of teachers. Within the context of ensuring that the survey achieved its intended purpose, the data collected were also analysed and follow up interviews were inquired.

*➤ Ethical Concerns*

The researcher guarantees the integrity and quality of the study process while upholding the rights, privacy, and well-being of teachers by following these ethical guidelines when conducting the Assessment of Job Satisfaction of Private High School Teachers in Gapan City.

In order to protect the rights of the participants, the researcher will give utmost importance to ethical issues. In seeking the participation of teachers, informed consent will be sought, which means that teachers will be fully apprised of the intended purpose of the research and that their involvement shall be completely optional. The privacy of the teachers will be ensured through the safe storage of the data and the collection of data in a way that does not identify the teachers. The investigation will focus on the general issues of teaching but more specific considerations will be included, on how teachers cope on Gapan City's private schools in their respective localities. In an effort to lessen the psychological discomfort, respondents will be provided with the option to skip sensitive items, and if need be, additional materials will be provided. In order to enhance openness and accountability, the authorities will inform the teachers throughout the study of its detailed purpose, design, uptake and objectives, and progress made with the results. Finally, in the interest of rectitude and accountability, limitations which will include sample size and possible investigator biases will be openly acknowledged by the researcher.

### CHAPTER THREE

### RESULTS AND DISCUSSIONS

Discussed here are the satisfaction of teachers from private high schools in Gapan City in terms of salary, work environment, management practices, job role and responsibilities, career development, and work-life balance.

Table 2: Salary Satisfaction

Item Statement	WM	Verbal Interpretation
I am satisfied with my current salary.	1.93	Disagree
My salary reflects my skills and experience.	2.38	Neutral
I believe I receive fair compensation for my work.	2.24	Disagree
My salary meets my financial needs.	2.24	Disagree
I am motivated to perform well due to my salary.	2.57	Disagree
Overall Weighted Mean	2.27	Disagree

The objective of the study conducted by the researchers is to evaluate the contentment of schoolteachers. Based on the findings, the overall weighted mean of 2.27 is classified as “disagree”, implying that generally respondents do not agree with statements concerning salary satisfaction, equity and motivation. This general outcome illustrates a level of discontent with the salary factors. Respondent’s report, in the research done by Muhammad et. al. (2019), that their salary is not commensurate with their skills nor fulfills their salary expectations or properly motivates them to perform.

Table 3: Work Environment Satisfaction

Item Statement	WM	Verbal Interpretation
Management communicates effectively with employees.	2.57	Disagree
I feel valued and appreciated by my supervisors.	2.86	Neutral
Management is responsive to employee feedback.	2.48	Disagree
I trust my managers to make fair decisions.	2.83	Neutral
My managers provide adequate support for my work.	2.26	Disagree
Overall Weighted Mean	2.27	Disagree

Assessing the satisfaction at the workplace is one of the purposes of the study as it plays the role of motivating the teachers. On the rating, the general weighted average of 2.27, which is located within the range of “disagree,” indicates the prevailing dissatisfaction in the varying roles played by management with regard to communication, support, responsiveness, and trust. This analysis implies that the management ought to work towards improved communication, enhanced responsiveness to teachers concerns as well as staff support in order improve teachers relations and increase satisfaction rates. These concerns may also be resolved by enhancing the trust of teachers via the commitment and practice of open decision making, as well as by showing proper respect to the employees Bucata and Rizescu (2019).

Table 4: Management Practices Satisfaction

Item Statement	WM	Verbal Interpretation
My work environment is comfortable and conducive to productivity.	2.86	Neutral
I feel safe and secure in my workplace.	2.79	Neutral
The office layout promotes teamwork and collaboration.	2.83	Neutral
I have access to the resources I need to do my job effectively.	3.36	Neutral
The overall atmosphere in my workplace is positive.	3.10	Neutral
Overall Weighted Mean	2.96	Neutral

One of the factors to take into account is the management practices as it relates to the consideration of teacher satisfaction. From the results, the overall score of 2.96 rated “neutral” indicates that there are mixed feelings among the teachers regarding the work environment. They are not extremely dissatisfied, but neither is there a strong feeling of contentment. Employee performance may be improved through a congenial working atmosphere. Equally, the moral boosting environment as well contributed positively to Zhenjing’s (2022) levels of devotion and degree of success of employees. The comfort, safety, layout, resources, as well as the general atmosphere of the place, are fairly okay and that there are not exceptional features in any of them.

Table 5: Job Roles and Responsibilities Satisfaction

Item Statement	WM	Verbal Interpretation
I have a clear understanding of my job responsibilities.	4.05	Agree
My job role is challenging and engaging.	3.79	Agree
I feel my contributions are important to the team.	3.79	Agree
I have the autonomy to make decisions in my role.	2.17	Disagree



I receive adequate recognition for my work.	2.74	Neutral
<b>Overall Weighted Mean</b>	<b>3.30</b>	<b>Neutral</b>

The researcher evaluates the dimensions of job satisfaction: how clear are the responsibilities, how engaged are the employees, how valuable are their contributions, how free are they and how do their efforts get appreciated. Regarding the figure 3.30 whose average response is overall “neither agree nor disagree”, on the whole, teachers are satisfied with some aspects of their work and dissatisfied with others specifically positioning them into categories in the survey. In as much as some variables job clarity, engagement and contribution within the team are positively viewed, there are elements such as autonomy and recognition where the satisfaction of teachers is less felt. Tanney (2024) rightly claims that engagement of employees is of great importance because it affects matters like performance, productivity, revenue generation and even the sustainability of the organization in the long run. It is equally paramount in recruitment and retention of the best talents and has a strong influence over employee’s quality of service and interaction with customers.

Table 6: Career Development and Opportunities Satisfaction

Item Statement	WM	Verbal Interpretation
I have access to training and development programs.	2.14	Disagree
My organization supports my career advancement.	3.14	Neutral
I am encouraged to pursue further education or certifications.	2.57	Disagree
There are clear pathways for promotion within the organization.	2.00	Disagree
I receive constructive feedback on my performance.	3.07	Neutral
<b>Overall Weighted Mean</b>	<b>2.59</b>	<b>Disagree</b>

The researchers measured the related factors concerning career development and satisfaction of the employees. On the basis of the result, the overall weighted mean is at 2.59 with a verbal interpretation of “disagree” meaning that teachers have a low satisfaction level with the management of training and career development within the institution. This is an alarming outcome, since low training prospects, absence of clear promotion channels, and low assistance in enhancing one’s career would affect how motivated and retained teachers perform within the organization. Hendy (2023) contends that when a company overlooks the need to adequately train employees, the repercussions are that it will affect overall business operations, team dynamics, and revenue generation; the very essence of employee recruitment and retention.

Table 7: Work-Life Balance Satisfaction

Item Statement	WM	Verbal Interpretation
I am able to balance my work and personal life effectively.	3.55	Agree
My employer supports flexible work arrangements.	3.38	Neutral
I feel stressed due to work commitments.	3.38	Neutral
I can take time off when needed without guilt.	3.64	Agree
I have enough time for family and personal interests outside of work.	3.10	Neutral
<b>Overall Weighted Mean</b>	<b>3.41</b>	<b>Agree</b>

The researchers set out to unveil the contentment in terms of the work-life balance of the teachers. It can be deduced from the findings that the aggregate weighted mean of 3.41 places the mean response in the range of ‘agree’ implying that overall the workers are quite optimistic about their ability to switch between the professional and social spheres. They claim to be able to handle obligations and also take breaks as necessary which demonstrates a fair work-life balance. According to Teal (2024) states that for teachers achieving a work-life balance should be a priority so that one does not lose motivation and performance in the classroom at the later stages of their career. Teachers from the non-teaching status to teaching fellows in senior positions have to devise means of this balance which are to be in tandem with the growing demands and responsibilities. The work-life balance approach crafted for each stage of the career serves to ensure that the teachers find solace both in their career life and their personal life.

## CHAPTER FOUR CONCLUSION

The general satisfaction level of teachers working in private high schools in Gapan City has been assessed as to in terms of aspects such as salary, the working environment, style of management, job description, prospects, and works integration.

As it was in relation to its member satisfaction in the above correlation, the results showed general dissatisfaction levels focusing more on the compensation aspect. A good number of educators believed that their payment was hardly commensurate with their skills or motivating which concurs with previous researches linking pay to job satisfaction. In addition, the teachers had complaints about the management explaining that the support offered was very minimal, communication poor, and there was no confidence in the management. These issues point out that much needs to be done in management for better relations among the staff and for their satisfaction with the jobs. While the opinion on the environment was not positive, it can be said that better conditions and improved collaboration can raise the spirits of the hitherto low and unproductive people. They also recognized their experiences regarding the roles assigned to them, but they were still not pleased with the fact that they were not allowed independence, nor were they appreciated for their effort. The study pointed out also that there is a low level of satisfaction with growth, especially with trainings and promo opportunities. Such in turn slow downward churn of the staff and also leads to low encouragement. The silver lining was that the respondents were able to strike a balance in their activities and rated the work-life balance quite positively.

Overall, three major areas were distinguished as necessitating improvement, namely: raise salaries, enhance career development, and modify management. If these factors are attended to, it is possible to achieve improved outputs, enhanced retention of teachers, and a more conducive and active environment for the teachers' work.

Table 8: Proposed Strategic Plan for the Improvement of Teacher Satisfaction in Gapan City's Private Schools

FINDINGS	STRATEGIES	KEY MEASURES
<b>Dissatisfaction with Salary, Equity, and Motivation</b>		
Teachers are dissatisfied with salary satisfaction, equity, and motivation suggesting a feeling of being underpaid and undervalued and low motivation levels.	<p><b>Equity and Salary Related Issues:</b> A thorough salary review ought to be undertaken to determine whether teachers are compensated fairly based on qualifications, years of experience, and the prevailing educational standards in the region. Propose a more coherent pay system that is consistent with other sectors and appreciates the work being done by teachers.</p> <p><b>Incentive Programs:</b> Put in place some teachers' performance based incentives to check on their motivation as well as their quality of teaching and leadership skills plus the general input in the school.</p> <p><b>Recognition and Reward Systems:</b> Create easy to implement, regular recognition programs able to appreciate the efforts of teachers in a public or private context, as well as provide realistic career progression opportunities based on individual merit.</p>	<p>Establish and apply teacher salary benchmarks against those that are found regionally or nationally.</p> <p>Regularly survey teachers regarding their levels of contentment with compensation and teacher benefit packages.</p> <p>Gather data to show involvement in incentive schemes and teacher reward programs.</p>
<b>Dissatisfaction with Management's Support, Communication, Responsiveness, and Trust</b>		
Teachers also express dissatisfaction with management's support, communication, responsiveness, and trust saying that there is a lack of support and proper information from the leadership.	<p><b>Enhance Communication among Leaders:</b> For example, devise a useful communication plan that provides for routine meetings, newsletters or sites through which leadership informs teachers and requests feedback from them. This will promote openness in the making of decisions.</p> <p><b>Training of Supportive Leadership:</b> Conduct programs of leadership training for school supervisors so that they can better assist, encourage and develop positive relations with the staff.</p> <p><b>Regular Feedback Mechanisms:</b> Create a mechanism for continuous feedback (for example, surveys, focus groups in which teachers</p>	<p>Ensure active participation of teachers in the available communication platforms (e.g., attending meetings, using suggestion box).</p> <p>Annually administer questionnaires to determine extent of satisfaction with leadership, support, and responsiveness.</p> <p>Assess the level of progress in trust and communication through post intervention surveys and feedback sessions.</p>

	express their concerns and recommendations and how the action taken regarding their concern).	
<b>Mixed Attitude towards the Work Environment</b>		
Teachers have a mixed attitude towards the work environment, as majority are neither very dissatisfied nor very satisfied suggesting a neutral opinion about the physical and social aspects of their work environment.	<p>Initiatives for Enhancing the Workplace: Evaluate the physical settings (i.e., the classrooms, the common areas) and improve them based on the teachers' experiences. This may involve the incorporation of high-quality teaching resources, better illumination, more comfortable chairs and tables for teachers, or quiet work rooms for teachers.</p> <p>Creating Team Spirit and Social Interaction: Encourage a friendly atmosphere within the members of staff by organizing some teamwork exercises and/or socializing events for staff members. This could be done via regular staff lunch, retreats, or even just some of the teachers meeting informally.</p> <p>Wellness Programs: Establish programs geared at addressing the well-being of teachers that may include stress management programs workshops, wellness days, or provision of counselling services.</p>	<p>Track the number of teachers who engage in efforts to improve the work environment and/or attend social events.</p> <p>Assess teacher attitudes towards the physical work environment using questionnaires designed for this purpose.</p> <p>Track the level of engagement in well-being programs and the effects of such programs on teachers' morale.</p>
<b>Satisfaction with Job Clarity, Job Involvement, and Teamwork</b>		
Teachers overall exhibit satisfaction in components like job clarity, job involvement, and team working indicating that they are aware of their responsibilities, take part in the tasks, and consider their efforts worthwhile.	<p>Ongoing Role Clarification: Job descriptions should be kept concise and communicated to teachers on a regular basis to avoid any discrepancies regarding the school's objectives and their individual growth plans.</p> <p>Enhance Collaborative Practices: Encourage Teamwork culture by providing opportunities to plan together at regular intervals, forming professional learning communities, and engaging in collaborative activities across departments.</p> <p>Honor and Recognition: Appreciate and reward an individual and a group in such a way that it motivates other teachers to contribute towards school success.</p>	<p>Hold one on one session with the teachers to understand their role better and also their team activities.</p> <p>A systematic assessment of collaboration orientation factors using teachers' feedback and rates of their participation.</p> <p>Access how often and what effect does team recognition initiatives have in actual practice.</p>
<b>Low Satisfaction with Training and Career Development</b>		
Teacher's low level of satisfaction concerning the management of training and advancement of careers in the institution indicating the existence of few opportunities for enhance professional development and skills advancement.	<p>Funding for Professional Enhancement: Formulate a systematic professional development strategy comprising of facilitative training sessions, diploma programs, and encouraging teachers to go for conferences or courses for skills acquisition.</p> <p>Opportunities for Growth: Introduce clearly spelt out avenues for growing in management, incorporating such elements as leadership positions, involvement in special tasks or programs or even taking up activism and education in a different capacity.</p> <p>Mentorship: Create appropriate programs for older experienced educators to help guide and supervise younger less experienced ones, thus integrating internal structures with external teaching and learning strategies.</p>	<p>Record and monitor teachers' engagement in the professional development and promotion activities.</p> <p>And check how useful this training was in a week or two after the course providing training programs and monitoring teacher's performance.</p> <p>And gauge the outcome of mentoring schemes by the evaluation of career pathways and also the due assessment of the mentors and the mentees.</p>
<b>Optimism About Balancing Work and Social Engagement</b>		
Teachers exhibit hope regarding the chances of successfully emerging from work and social	Flexible Work Arrangements: Think about introducing flexible working hours or opportunities for working from home primarily for administrative work, so that teachers are able	Assess how contented teachers are with their work and family life by conducting regular surveys.

engagement and exhibit assurance of managing the two spheres in spite of the challenges faced in other domains satisfaction with work.	to effectively multitask in their professional and personal life.  Support for Work-Life Balance: In order to sustain a healthy living condition and balance work with their personal lives, teachers will be encouraged to go on leave whenever necessary, allowing for periods of wellness and assistance.  Community Engagement: Develop a sense of community, not only in the classrooms but also out of them, by coaxing the participation in social, sporting or extra-curricular activities interacting with people.	Foster teacher participation in flexible work arrangements and in wellness initiatives. Establish what benefits the work-life balance strategies brought to the retention of teachers and their health.
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