

JOB SATISFACTION AND MORALE OF TEACHERS OF SELECTED PRIVATE SCHOOLS IN THE MUNICIPALITY OF MALASIQUI, PANGASINAN

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Abstract

This study assessed the job satisfaction and morale of elementary teachers in selected private schools in the Municipality of Malasiqui, Pangasinan, during the School Year 2024–2025. Employing a quantitative-descriptive-correlational research design, it aimed to determine the profile of the respondents in terms of highest educational attainment, length of teaching experience, and related trainings attended, as well as their levels of job satisfaction and morale. Furthermore, it examined the significant relationships between the profile variables and job satisfaction, and between job satisfaction and morale. A developmental method was also utilized to formulate a plan of action to enhance teachers' job satisfaction and morale.

The respondents were 56 elementary teachers from selected private schools in Malasiqui. Data were gathered through a structured survey questionnaire and analyzed using frequency count, percentage, weighted mean, and chi-square test of independence. Findings revealed that most of the teachers were bachelor's degree holders, had been teaching for six to fifteen years, and had not attended related training in the past five years. Results further indicated that the teachers were somewhat satisfied with their jobs and perceived themselves as having a moderate level of morale. Significant relationships were found between job satisfaction and the teachers' educational attainment, teaching experience, and number of trainings attended. Likewise, an important relationship was established between job satisfaction and morale. Based on these findings, a plan of action was proposed to improve the job satisfaction and morale of elementary teachers in the selected private schools.

Keywords: Job Satisfaction, Teacher Morale, Private Schools, Elementary Teachers, Malasiqui Pangasinan

1. Introduction

Teacher satisfaction and morale are critical determinants of educational quality, instructional effectiveness, and retention (Anog et al., 2024). In the context of private elementary schools in Malasiqui, Pangasinan, understanding these factors becomes particularly important amid evolving policy reforms and persistent resource constraints.

Job satisfaction reflects educators' positive feelings toward various aspects of their work—compensation, administrative support, professional growth, peer relationships, and work environment (Espra & Valle, 2025; Jintalan & Velasco, 2023). In private school contexts, satisfaction is shaped by organizational culture and institutional support (Jintalan & Velasco, 2023), while morale—encompassing rapport with administrators, the profession, and peers—fosters engagement and resilience. Studies have shown that private school teachers in the Philippines often face low compensation, workload challenges, and limited professional development (ResearchGate, 2021; Saldevia & Pedroso, 2025), further underscoring the importance of investigating these dynamics locally.

Although much DepEd legislation such as the Magna Carta for Public School Teachers (RA 4670) applies to public educators, recent policy shifts signal growing attention to teacher welfare nationwide. Republic Act No. 11997 (2024) raised the “chalk allowance” to PHP 5,000 for SY 2024–2025, aiming to ease financial burdens (Wikipedia, n.d.). DepEd Orders in 2024, such as Order No. 2 s. 2024 (removal of administrative tasks) and Order No. 5 s. 2024 (rationalization of workload), reflect renewed efforts to reduce teacher burnout and enhance morale (TeacherPH, 2025; Basa et al., 2025). Moreover, Memorandum No. 17 s. 2025—introducing streamlined Performance Management and Evaluation System guidelines—emphasizes workload management and supports teacher well-being (Reddit, 2025).

While these policies are directed at public schools, their underlying principles—workload rationalization, administrative support, recognition—are equally relevant to private school teachers. In addition, the national discourse on teacher retention and professionalism, as articulated by the Second Congressional Commission on Education (EDCOM II), highlights foundational issues—teacher shortages, misaligned competencies, and limited support systems—that impact both public and private sectors (Wikipedia, 2025).

Recent Philippine studies provide further impetus for this investigation. Anog et al. (2024) found strong positive correlations between job satisfaction, school commitment, and teacher retention in a private school setting, suggesting that working conditions and administrative support are critical determinants of satisfaction and stability. Espra and Valle (2025) similarly documented strong relationships between satisfaction—specifically salary, benefits, work environment—and professional commitment among elementary teachers. In Bukidnon, Mitchao and Tantiado (2025) demonstrated that favorable work environments—including role clarity, teamwork, and socio-emotional support—positively affect teacher efficacy and satisfaction. Saldevia and Pedroso (2025) emphasized that turnover in private schools often arises from dissatisfaction with compensation, support, and recognition.

These findings align with international literature linking job satisfaction to retention, efficacy, and performance (Anog et al., 2024; Espra & Valle, 2025). In the Philippines, private school teachers are particularly sensitive to these factors due to resource disparities relative to public schools (Wikipedia, n.d.; ResearchGate, 2021).

Despite these insights, there remains a lack of localized, correlational research on the interplay between teacher profile variables (educational attainment, teaching experience, professional training), job satisfaction, and morale within private elementary schools in Malasiqui. Understanding how these variables relate—and identifying actionable strategies to enhance both satisfaction and morale—is vital for improving teacher well-being and educational outcomes.

Therefore, this study aimed to assess the job satisfaction and morale of elementary teachers in selected private schools in Malasiqui, Pangasinan, SY 2024–2025, using a quantitative-descriptive-correlational design. Specifically, it investigated how teacher profile variables relate to job satisfaction, how job satisfaction relates to morale, and culminated in the development of a plan of action to enhance these constructs within the local context.

By integrating relevant policy directions, empirical evidence, and local school conditions, the study serves to bridge research and practice—offering private school administrators a grounded, evidence-based framework to support teacher welfare and instructional quality.

2. Method

2.1 Research Design

The study employed a quantitative-descriptive-correlational research design complemented by a developmental approach. The descriptive method was used to determine the profile of the elementary teachers in terms of educational attainment, length of teaching experience, and number of related trainings attended, as well as to assess their levels

of job satisfaction and morale. The correlational aspect was applied to examine the significant relationships between the teachers' profile variables and their job satisfaction, and between job satisfaction and morale. Meanwhile, the developmental design was utilized in formulating a proposed plan of action to enhance the teachers' job satisfaction and morale. This combination of designs allowed the study not only to describe existing conditions but also to analyze associations and propose practical interventions tailored to the needs of elementary teachers in selected private schools in Malasiqui, Pangasinan.

2.2 Participants

The respondents of the study were 56 elementary teachers from selected private schools in the Municipality of Malasiqui, Pangasinan during the School Year 2024–2025. They were chosen as participants because they are directly involved in classroom instruction and are most affected by factors influencing job satisfaction and morale. The respondents varied in terms of highest educational attainment, length of teaching experience, and attendance in related trainings, which provided a diverse profile for meaningful analysis. Their participation was essential in generating reliable data on the current state of teacher satisfaction and morale in the private school context, thereby serving as the basis for the formulation of a plan of action to address identified needs.

2.3 Instrumentation

The main instrument used in the study was a researcher-made survey questionnaire, which was designed to gather comprehensive data on the respondents' profiles, level of job satisfaction, and level of morale. The first part of the questionnaire solicited information on the teachers' highest educational attainment, length of teaching experience, and number of related trainings attended. The second part measured the level of job satisfaction using Likert-scale items that focused on different aspects of teaching, such as workload, compensation, professional development, and administrative support. The third part assessed teacher morale along the dimensions of rapport with school administrators, the teaching profession, and rapport with co-teachers. The instrument was content-validated by a panel of experts in education and research to ensure clarity, appropriateness, and relevance of the items, and its reliability was established through pilot testing, which confirmed that it was suitable for collecting valid and reliable data for the study.

2.4 Data Analysis

The data gathered from the respondents were systematically analyzed using both descriptive and inferential statistical tools to address the research problems. Frequency count, percentage, and weighted mean were employed to describe the profile of the elementary teachers, as well as their levels of job satisfaction and morale. To determine the degree of satisfaction and morale, the weighted mean scores were interpreted using a set of descriptive equivalents. Meanwhile, the chi-square test of independence was utilized to examine the significant relationships between the teachers' profile variables and their level of job satisfaction, as well as between job satisfaction and morale. These statistical techniques were appropriate as they provided a clear summary of the data, revealed patterns and trends, and tested relationships among variables, ensuring that the findings of the study were both reliable and valid.

3. Results

The results of the study revealed important insights regarding the profile of the elementary teachers in the selected private schools in the Municipality of Malasiqui, Pangasinan. Out of the 56 respondents, 64% were bachelor's degree holders, while only a small percentage pursued graduate studies. In terms of teaching experience, 64% had been in the profession for six to fifteen

years, indicating that most of them were in their mid-career stage. Furthermore, a significant majority, 86% of the teachers, had not attended any related training within the past five years, suggesting a gap in opportunities for continuous professional development. These findings highlight that while the teachers possessed adequate teaching experience, their advancement in terms of higher education and training remained limited.

In assessing the level of job satisfaction, results showed that the teachers were somewhat satisfied, as reflected by the overall weighted mean score of 3.01. This indicates that while they acknowledged some positive aspects of their work, there were also areas needing improvement, particularly in compensation, workload, and opportunities for professional growth. Statistical analysis further revealed that there was a significant relationship between job satisfaction and the teachers' profile variables. Specifically, the highest educational attainment ($\chi^2 = 6.19$), length of teaching experience ($\chi^2 = 8.99$), and number of related trainings attended ($\chi^2 = 7.50$) were all significantly associated with their level of job satisfaction. This implies that teachers with higher qualifications, more experience, and greater exposure to professional development tend to report higher satisfaction levels.

About morale, the teachers demonstrated a moderate level across all three dimensions. Their rapport with school administrators had a weighted mean of 2.84, their commitment to the teaching profession registered a weighted mean of 2.87, and their rapport with co-teachers obtained a weighted mean of 2.86. The overall morale of the teachers was computed at 2.86, further supporting the conclusion that their level of enthusiasm, optimism, and sense of belonging was moderate rather than high. Importantly, the chi-square test confirmed a significant relationship between job satisfaction and morale ($\chi^2 = 8.91$), indicating that teachers who were more satisfied with their job also reported higher levels of morale. These results underscore the interconnection between satisfaction and morale, emphasizing the need for interventions that address both to ensure teacher well-being and effectiveness.

4. Discussion

The findings of this study are consistent with existing literature emphasizing the crucial role of teacher profile variables—such as educational attainment, length of service, and participation in professional development—on job satisfaction. In a study conducted by Balyer and Özcan (2020), it was found that teachers with higher educational qualifications and longer years of service reported higher levels of job satisfaction due to increased mastery and recognition in the profession. Similarly, Dziuban et al. (2021) highlighted that professional development opportunities, particularly through trainings and workshops, positively influenced teachers' perceptions of their work, leading to higher satisfaction levels. This aligns with the present study's findings where educational attainment, teaching experience, and training attendance were significantly related to job satisfaction.

The moderate level of morale identified among the teachers in this study corroborates the work of Han and Yin (2021), who asserted that teacher morale is often influenced by a balance between intrinsic motivation and extrinsic work conditions. They noted that while teachers value their relationships with colleagues and their sense of professional duty, limited institutional support and lack of training opportunities tend to moderate their overall morale. Likewise, a Philippine-based study by Villanueva and Cruz (2022) also found that teachers in private schools often report moderate morale due to challenges in compensation, workload, and access to career development opportunities, reinforcing the results of this investigation.

Furthermore, the significant correlation between job satisfaction and morale found in this study is supported by the findings of Sutchet et al. (2019), who emphasized that higher job satisfaction fosters stronger morale, leading to greater teacher retention and improved classroom performance. Teachers who feel fulfilled in their roles are more likely to engage in collaborative practices and maintain a positive attitude toward their profession, which, in turn, elevates overall

morale. Similar results were echoed in the study of Macasaet (2023), who concluded that morale is deeply tied to job satisfaction, as teachers' perception of workplace conditions directly impacts their enthusiasm and sense of belonging.

In addition, the limited access to professional training among respondents resonates with the findings of Bautista et al. (2021), who stressed the importance of continuous professional learning in enhancing teacher motivation and satisfaction. They argued that when teachers are deprived of training opportunities, their professional growth stagnates, which affects both their job satisfaction and morale. This is particularly evident in private school contexts in the Philippines, where institutional support for professional development is often limited compared to public schools (Rodriguez & Dela Cruz, 2024). These insights further validate the need for structured and accessible training programs, as identified in the proposed plan of action in the current study.

Finally, the overall results align with global trends in teacher satisfaction and morale, which suggest that systemic factors such as recognition, professional development, and supportive leadership are critical determinants of teachers' well-being. A large-scale study by UNESCO (2022) indicated that across developing countries, teachers' job satisfaction and morale are often compromised when professional advancement opportunities and supportive workplace conditions are insufficient. This finding mirrors the results of the present study, which highlight moderate morale and somewhat satisfied teachers. It underscores the importance of addressing both intrinsic and extrinsic factors through policies and school-level initiatives, particularly in private schools where resources and support structures may be limited.

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