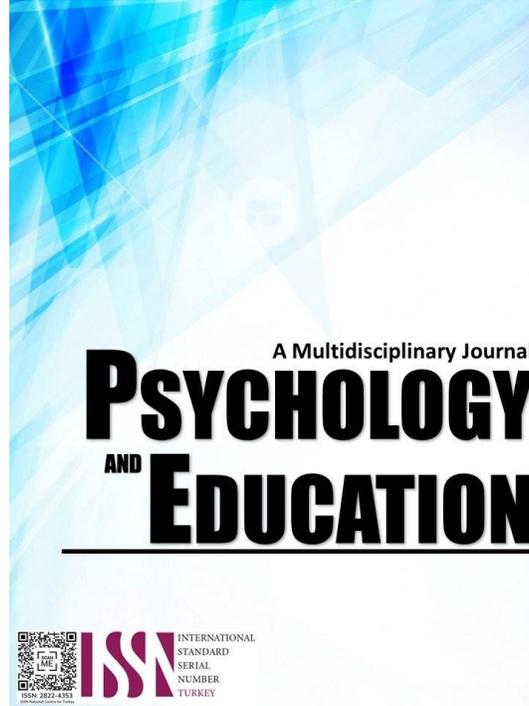


# **JOB SATISFACTION AMONG PRIVATE SCHOOL TEACHERS: AN ORGANIZATIONAL REVIEW**



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## Job Satisfaction among Private School Teachers: An Organizational Review

Jesicca A. Viliran\*

For affiliations and correspondence, see the last page.

### Abstract

This study explored the impact of various employment factors—such as the nature of work, salary and benefits, supervision, co-worker relationships, and the working environment—on the job satisfaction of private school teachers. Utilizing a quantitative descriptive survey method, data were gathered through questionnaires and analyzed using percentage, frequency, weighted mean, and chi-square tests. Results revealed that private school teachers were generally satisfied across these key areas, with satisfaction levels increasing among older respondents, likely due to shifting family responsibilities. The study also affirmed that the teaching profession in private institutions is predominantly female. To sustain and enhance teacher satisfaction, the study recommends a multifaceted approach that includes ongoing professional development, recognition programs, improved compensation, flexible work arrangements, and supportive leadership practices that foster open communication and shared decision-making. These measures collectively promote a positive, engaging, and fulfilling work environment conducive to teacher retention and effectiveness.

**Keywords:** *job satisfaction, private schools, teachers, organization review, quantitative research*

### Introduction

The role of a teacher in society and education may vary. However, the importance of the position never diminishes. The difficulty of hiring and retaining talented teachers is one of the main issues facing educational institutions. To find fulfillment in our work, every teacher must have the capacity and the desire to do their responsibilities with the utmost devotion. The degree of job satisfaction among a company's employees is a crucial sign of its overall health. Any job's emotional and psychological experiences make job satisfaction (Muhammad Asghar Ali, 2011). The Private School Teachers deserve to have compensation raised to be at par with those in public schools. Administrators' tasks are substantially facilitated by high job satisfaction in the organization because it fosters positive working circumstances for everyone. Positivity is a teacher's most crucial trait when it comes to education. The relationship between job satisfaction and what people receive in a job is what everyone expects from a job (Winifred Ansah-Hughes, 2016). Therefore, job satisfaction is a crucial idea that is relevant to the well-being of society as a whole. Job satisfaction is one of the factors that will ensure school productivity. When teachers are happy in their employment they are more motivated to teach their students.

At present, the majority of private school teachers struggle with having to accept extra responsibilities just so they can let both ends meet. According to Sharma, R. D., and Jeevan Jyoti (2006), a teacher's satisfaction with his or her career may have strong implications for student learning. Specifically, it may influence the quality and stability of instruction given to students. Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best in the classroom. In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many aspects of their work life. These actions disrupt the school environment and result in the shift of valuable educational resources away from actual instruction towards costly staff replacement efforts.

They will be satisfied if they obtain cash rewards for the effort. The more educated an employee is the less satisfied they are with their pay compared to others at their level. Performance pay is still frequently used to increase employee performance and create a stronger link between an organization's objectives and its workforce. How it will impact job satisfaction is not yet apparent. Job satisfaction is decreased by the increasing workload and risk, but is raised by the higher pay. Teacher effectiveness is significant from a policy perspective and eventually affects student achievement because it is connected to happiness with teaching as a vocation rather than merely a job. To make things better, this compares how happy private school teachers are with their jobs.

Against this background, this study is conducted to explore the level of job satisfaction among private school teachers. The findings of the study become the tangible basis for policy direction and implementation.

### Research Questions

This study sought to answer to the following questions.

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. sex;
  - 1.3. number of dependents;
  - 1.4. monthly income; and
  - 1.5. length of service?
2. What are the reasons for job satisfaction among private school teachers in terms of:

- 2.1. nature of work;
- 2.2. pay and benefits;
- 2.3. supervision;
- 2.4. co-workers behavior; and
- 2.5. work environment?
3. What is the extent of job satisfaction among private school teachers?
4. Is there a significant relationship between the profile of the respondents and their extent of job satisfaction among private school teachers?
5. What organizational change can be implemented based on the results of the study?

## Methodology

### Research Design

A descriptive survey method is used to carry out this study. It is a quantitative approach that, rather than attempting to explain why something happens, focuses on defining the characteristics of a phenomenon to assess the factors of job satisfaction among private school teachers. By doing this, we can fully understand it better and provide an adequate basis for future research; also, the descriptive technique was appropriate.

### Respondents

The respondents in this study are the college teachers of the five identified private schools in Dumaguete City.

Table 1. *Distribution of the Respondents (n=138)*

School	Population (N)	Sample (n)	Percentage (%)
School A	38	35	26.03
School B	29	28	19.86
School C	25	24	17.12
School D	31	29	21.23
School E	23	22	15.75
Total:	146	138	100

### Instrument

The questionnaire was used as the main data-gathering instrument. The instrument focused on answering the statement of the problem relative to the factors that affected the job satisfaction of private school teachers. The questionnaire is divided into two parts. The first part asks about the teacher's profile, including their age, sex, number of dependents, monthly income, length of service, and educational attainment. The second part asks 25 questions, which are divided into five categories: (a) the nature of the work, (b) compensation and benefits, (c) supervision, (d) coworkers' behavior, and (e) the workplace environment. The data-gathering instrument was structured on a scale ranging from 1-5. Of which (1) is very dissatisfied, (2) is moderately dissatisfied, (3) is satisfied, (4) is moderately satisfied and (5) is very satisfied. The legend helps the researchers to analyze the results of data-gathering.

### Procedure

After establishing the validity and reliability of how gather-data, formulating questions appropriate for the study and doing necessary modifications to the chosen respondents. Survey questionnaires are in Google form and links were sent through emails of their college deans. Thus, their corresponding answers to the question are kept by the agreement of the respondents and the researchers. The data gathered was organized and tabulated according to the result of the statistical treatment done. In this stage, the service of a statistical consultant was needed.

### Data Analysis

To ascertain the respondents' profile, Problem 1 used the frequency distribution, percentage, and rank. With the use of appropriate procedures, the data were quantitatively analyzed. With the use of appropriate procedures, the data were quantitatively analyzed. The frequency distribution was used, in particular, for a numerical study of the respondents' profiles. The quantitative relationship vis-a-vis the entire responses was determined using the percentage. The frequency (sum of responses) was divided by the total responses to calculate the percentage.

The job satisfaction indicators in problem 2 (type of work, compensation and benefits, supervision, behavior of coworkers, and work environment) were measured using a weighted mean. The weighted mean is similar to the arithmetic mean (the most common type of average), where instead of each of the data points contributing equally to the final average, some data points have contributed equally to the final average, and some data points contribute more than the others. The notion of the weighted mean plays a role in descriptive statistics and also occurs in a more general form in several other areas of Mathematics. If all the weights are equal, then the weighted mean is the same as the arithmetic mean. The weighted mean is used to assess the respondents' perception of job satisfaction among private school teachers.

To ascertain whether there is a significant relationship between the respondents' profile and level of job satisfaction, the chi-square formula has been utilized.

Likert Scale. The Likert scale is a rating system, a one-dimensional scale from which the interviewees choose an option that reflects their opinion. There classically five options to be offered. This scale is used in problem 2 to determine the respondents' perception of job satisfaction among private school teachers.

## Results and Discussion

This section deals with statistical presentation, interpretation, and analysis of data after these have been gathered from the respondents: Profile of the respondents and job satisfaction among private school teachers in terms of Nature of Work, Pay and Benefits, Supervision, Soft skills (environment with employees), and Work Environment.

*Table 2.1. Profile of the Respondents in Terms of Age Profile (n=138)*

<i>Age Bracket (in years)</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>	<i>Rank</i>
21 – 30	40	28.99	1
31 – 40	25	18.12	3
41 – 50	20	14.50	4.5
51 – 60	20	14.50	4.5
61 and above	33	23.91	2
Total	138	100.00	

Out of 138 respondents, 40 or 28.99 percent are within the age bracket of 21 to 30 years old; 33 or 23.91 percent of 61 years old and above; 25 or 18.12 percent of 31 to 40 years old; 20 or 14.50 percent belong to 41 to 50 years old; and 20 or 14.50 percents are from 51 to 60 years old bracket.

Most of the respondents are 21 to 30 years old as shown in the highest frequency which implies that these respondents most of the private school teachers are still young, fresh graduates, and new in the teaching profession.

This result is brought about by the situation that the Philippine educational system requires teaching experience from every teacher-applicant as part of the criteria for ranking for teaching positions in public schools. Hence, it can be concluded that new licensed teachers will venture into teaching in the private school first.

*Table 2.2. Profile of the Respondents in Terms of Sex Profile (n=138)*

<i>Sex</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>	<i>Rank</i>
Male	65	47.10	2
Female	73	52.90	1
Total	138	100.00	

Table 2.2 shows the sex profile of the private school teacher respondents. As presented, out of 138 respondents, 65 or 47.10 percent are male and 73 or 52.90 are female. Thus, making the teaching profession female-dominated.

The findings of the study aligned with the report of the Philippine Statistics Authority (2020), published in the link <https://psa.gov.ph> that the male-to-female ratio in the Philippines in million (50.6%) is (49.4%) which gives us evidence that there are more males than females.

*Table 2.3. Profile of the Respondents in Terms of Number of Dependents (n=138)*

<i>Number of Dependents</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>	<i>Rank</i>
None	40	28.99	1
1	36	26.09	3
2	37	26.81	2
3	12	8.70	4
4	6	4.35	6
5 or more	7	5.07	5
Total	138	100.00	

The findings reflect that most of the teacher-respondents, 40 or 28.99 percent have no dependent; 37 or 23 percent have 2 dependents; 36 or 26.09 percent have 1 dependent; 12 or 8.70 percent have 3 dependents.

This data implies that most of the private school teachers are single with no dependents. Moreover, it is also noted that most of them can be classified as small families with few dependents.

This result is supported by the Philippine National Demographic and Health Survey (2017), which stated that the mean ideal family size in the Philippines is 2.7 children for all women and 3.0 children for currently married women. Fifty-four percent of married women use a method of family planning.



**Table 2.4. Profile of the Respondents in Terms of Monthly Income (n=138)**

Monthly Income (In Pesos)	Frequency (f)	Percentage (%)	Rank
15,000 and below	82	28.99	1
15,001-20,000	41	26.09	3
20,001-25,000	9	26.81	2
25,001 and above	6	8.70	4
Total	138	100.00	

As indicated in Table 2.4 is the distribution of respondents by their monthly family income. Most of the respondents have a monthly income of P15,000 and below with a frequency of 82 or 28.99 percent; 41 or 26.09 percent of respondents have an income ranging from P 15,001 to P 20,000. The bracket of income ranging from P 20,001 to P 25,000 has 9 respondents or 26.81 percent. The monthly income of P25,001 and above has 6 or 8.70 percent of respondents.

The result implies that a high number of respondents’ monthly income is classified as low income. This means that they are receiving low salaries. Based on the National Statistics Authority (NSA) having a monthly income of P 11,914.50 and below is considered or classified as poor.

As published in the Inquirer.net (2023) a group of private school teachers have asked President Ferdinand Marcos Jr. to declare during his State of the Nation Address (Sona) on Monday a minimum salary standard for their sector equivalent to the entry-level pay of their public school counterparts. They have always been used by the government as an excuse to counter the calls of public school teachers for a salary increase as such may purportedly cause the [shutdown] of many private schools," said Jonathan Geronimo, secretary general of Alliance of Concerned Teachers (ACT). He stressed that the solution was, not to deprive public school teachers of decent salaries but to raise the salaries of private school teachers to be at par with our colleagues in the public sector." According to a study conducted by the group, more than six out of every 10 private school teachers were receiving a monthly pay lower than the P27,000 entry-level salary of public school teachers.

**Table 2.5. Profile of the Respondents in Terms of Length of Service (n=138)**

Length of Service	Frequency (f)	Percentage (%)	Rank
5 years and below	36	26.09	3
6 years – 10 years	41	29.71	1
11 years – 15 years	37	26.81	2
16 years – 20 years	22	15.94	4
21 years and above	2	1.45	5
Total	138	100.00	

Results have revealed that most of the respondents, 41 or 29.71 percent have been serving private schools for 6 to 10 years already. There are 37 or 26.81 of them served for 11 to 15 years already; 36 or 26.09 percent served the private schools for 5 years and below.

The data implies that only very few stay teaching in private schools, most of them apply to public schools.

According to a study conducted by the group as published in Inquiry.net, more than six out of every 10 private school teachers were receiving a monthly pay lower than the P27,000 entry-level salary of public school teachers. This is the main reason why private school teachers are applying to public schools. They have seen many opportunities in public schools like regular increases in salaries, issuance and health benefits, and opportunities for promotions.

**Table 3.1. Job Satisfaction among Private School Teachers in Terms of Nature of Work (n=138)**

Indicator	Weighted Mean	Verbal Description	Rank
Orientation regarding work assignments conducted by the HR and the school administration.	2.88	Satisfied	2
Provision of written job description of the work by the HR.	2.91	Satisfied	1
Satisfaction with the work to the extent in which your talents and expertise are being unleashed and utilized	2.70	Satisfied	5
Realization of meaning and purpose in the work while being in a private organization or private school.	2.76	Satisfied	4
Provision of avenues to hone your professional skills fully.	2.81	Satisfied	3
Average Weighted Mean	2.81	Satisfied	

Legend: 4.21–5.00 – Strongly Agree | 3.41–4.20 – Agree | 2.61–3.40 – Undecided | 1.81–2.60 – Disagree | 1.00–1.80 – Strongly Disagree

Table 3.1 reveals Job Satisfaction among Private School Teachers in terms of the Nature of Work. The average weighted mean is 2.81 or verbally described as “satisfied”.

Moreover, the statement with the higher magnitude of 2.91 or verbally described as “satisfied” is the statement “Provision of the written job description of the work by the HR”. It is followed by the statement “Orientation regarding work assignments conducted by the HR and the school administration” which obtained a weighted mean of 2.88 or “Satisfied”. It is also pointed out by the respondents that

they are satisfied with the private school administrations' provision of avenues to hone their professional skills fully as supported by a weighted mean of 2.81.

This implies that the respondents feel satisfied with the nature of the work they are engaged in and perform their job as private school teachers.

The findings of the study contradict the findings study conducted by Zhong (2018) entitled The Job Satisfaction of Private School Teachers in Compulsory Education and Its Influencing Factors in China Empirical Research Based on PISA (2015) China Data, stated that private schools have seen problems with the instability of teachers and low job satisfaction, it is necessary to study private schools job satisfaction and its causing factors. The study further revealed that the job satisfaction of teachers in inclusive private schools is significantly lower than that of public schools, and magnet private schools.

The school processes, particularly career and working conditions, principal management support, and teacher collaboration, are positively associated with teacher job satisfaction. The author also found there are significant gaps in resource levels among private schools.

Table 3.2. *Job Satisfaction among Private School Teachers in Terms of Pays and Benefits (n=138)*

<i>Indicator</i>	<i>Weighted Mean</i>	<i>Verbal Description</i>	<i>Rank</i>
Provision for life insurance coverage.	2.90	Satisfied	2
Utilization of allowed leave of absence like forced leave, special leave, vacation leave, sick leave, etc.	2.91	Satisfied	1
Provision of lucrative salary with similar jobs you might find elsewhere.	2.87	Satisfied	4
Remuneration for the work done.	2.88	Satisfied	3
Satisfaction with the different benefits offered by the company. (Promotion, bonuses, etc.)	2.59	Moderately Satisfied	5
<b>Average Weighted Mean</b>	<b>2.83</b>	<b>Satisfied</b>	

As exhibited in Table 3.2 the Job Satisfaction among Private School Teachers in terms of Pay and Benefits is "Satisfied" with an overall mean of 2.83.

Deep scrutiny of the result revealed the respondents are "satisfied" with four statements:" Utilization of allowed leave of absence like forced leave, special leave, vacation leave, sick leave, etc." (2.91) as ranked 1; "Provision for life insurance coverage" (2.90) as ranked 2, and "Remuneration for the work done" (2.88) as ranked 3. It is noted that the respondents are "Moderately Satisfied" with the statement "Satisfaction with the different benefits offered by the company. (Promotion, bonuses, etc.)" as revealed in the weighted mean of 2.59. This means that private school teachers are not so satisfied with the salaries and other benefits they receive from the school.

According to Rene Luis Tadler (2022) as published in Raffle, the Department of Education (DepEd) has recognized a big disparity in teachers' salaries between private educational institutions and public schools. So far, DepEd has refused pay increases for public school teachers but promised to look for ways to improve their non-wage benefits. DepEd fears that increasing their salaries would encourage private school teachers to migrate to public schools, which may trigger the closure of more private schools. But teachers' migration to public schools has been going on for many years. Among others, they transfer to public schools for better salaries and job security. Thus, improving non-basic wage benefits of public school teachers, sans salary increase, will not arrest the exodus of private school teachers.

Table 3.3. *Job Satisfaction among Private School Teachers in Terms of Supervision (n=138)*

<i>Indicator</i>	<i>Weighted Mean</i>	<i>Verbal Description</i>	<i>Rank</i>
Provision of all the equipment, supplies, and resources necessary for one to perform his/her duties.	2.73	Satisfied	5
The provision of school buildings, grounds, and layout of the facility is adequate and accessible for one to perform his/her work duties well.	2.86	Satisfied	1
Recognition of organization policies makes it easy for you to do a good job.	2.85	Satisfied	2
Reciprocation of School Heads/Deans treating subordinates fairly and with respect.	2.79	Satisfied	4
Reciprocation of the School Head/Dean treating you with respect and valuing your contributions.	2.83	Satisfied	3
<b>Average Weighted Mean</b>	<b>2.81</b>	<b>Satisfied</b>	

Table 3.3 reveals the Job Satisfaction among Private School Teachers in terms of Supervision which obtained an overall mean of 2.81 interpreted as "Satisfied".

A closer look at the data disclosed that the respondents are satisfied with all the statements or indicators. Statement no. 2 ranked 1 which states "Provision of school buildings, grounds, and layout of the facility are adequate and accessible for one to perform his/her work duties well" with a weighted mean of 2.86 interpreted as "Satisfied". Statement no. 3 ranked 2 "Recognition of organization

policies make it easy for you to do a good job” with a weighted mean of 2.85 or “Satisfied”. Statement no. 5 “Reciprocation of School Head/Dean treating you with respect and values your contributions” ranked 3 with a weighted mean of 2.83 “Satisfied”. These results imply that the teachers in the private schools are generally satisfied when it comes to supervision.

According to Blumberg (2021), Beginner and experienced teachers were asked about their perceptions of the importance of instructional supervision. Results show that beginner teachers considered supervision as less important while experienced teachers considered it as generally important. Supporting this, previous research and publications revealed that because of its evaluative approaches or problems in the behavior of supervisors; less experienced teachers perceive supervision as having nothing value to offer to them. However, the potential benefits of instructional supervision for beginner teachers should not be underestimated (Glatthorn, 2020). This could be the main reason why teachers in private schools are easily satisfied with the supervisory practices of the school heads.

This also clearly indicated that supervisory options are sufficiently available for beginner and experienced teachers. Various authors suggested that collaborative supervisory options such as peer coaching, cognitive coaching, and mentoring should particularly be available for beginner teachers to enhance their professional development and instructional efficiency (Glanz, 2000).

Table 3.4. Job Satisfaction among Private School Teachers in Terms of Co-workers Behavior (n=138)

Indicator	Weighted Mean	Verbal Description	Rank
Possession of harmonious relationships with your co-workers as well as your School Head/Dean	2.75	Satisfied	5
Communication is open with all the people you work with.	2.81	Satisfied	2
Reciprocation of employees treating each other with respect.	2.78	Satisfied	3.5
Resolution of disagreements or conflicts promptly.	3.11	Satisfied	1
Consultation of employees when needed.	2.78	Satisfied	3.5
Average Weighted Mean	2.85	Satisfied	

As exhibited in Table 3.4 Job Satisfaction among Private School Teachers in terms of Co-worker's Behavior is “Satisfied” with an overall mean of 2.85.

Deep scrutiny of the result revealed the respondents are “satisfied” with all the situations as revealed in the statements highlighting the following:” Resolution of disagreements or conflicts promptly” (3.11); “Communication is open with all the people you work with” (2.81); “Reciprocation of employees treating each other with respects” and “Consultation of employees when needed” (2.78). This result implies that private school teachers are satisfied working with their colleagues.

Teachers’ job satisfaction has been studied as an overall construct and as a facet construct. In his research, Holdaway found that overall satisfaction was closely related to “working with colleagues, students, societal attitudes, and status of teachers, recognition, and achievement” (Hoppock, 2020).

Table 3.5. Job Satisfaction among Private School Teachers in Terms of Work Environment (n=138)

Indicator	Weighted Mean	Verbal Description	Rank
Utilization of spacious classrooms according to the number of course participants.	2.80	Satisfied	4
Disruptions coming from outside of the classroom are often a problem in class.	3.17	Satisfied	1
The condition of the lights in the classroom is appropriate and bright during lectures.	2.81	Satisfied	3
Provisions for the latest classroom devices (such as smart TV, laptop, speaker, etc.) needed for classes.	2.63	Satisfied	5
The organization of the classroom is orderly and proper.	2.82	Satisfied	2
Average Weighted Mean	2.85	Satisfied	

Table 3.5 reveals the job satisfaction among private school teachers in terms of work environment which has obtained an overall mean of 2.85 interpreted as "Satisfied".

A closer look at the data disclosed that the respondents are satisfied with their work environment as they responded satisfied in the following statements: “Disruptions coming from outside of the classroom are often a problem in class” (3.17), “The organization of the classroom is orderly and proper” (2.82), and “The condition of the lights in the classroom is appropriate and bright during lectures” (2.81). This result implies that the private school teachers are satisfied with their work environment.

This is because according to reports posted in the National Center for Education Statistics (2023), Private school teachers reported having more autonomy in the classroom. In private schools, the vast majority of teachers thought that they had a good deal of control over certain classroom practices: evaluating and grading students, determining the amount of homework, and selecting teaching techniques. Relatively fewer in each sector thought that they had a good deal of control over disciplining students; selecting the content, topics, and skills to be taught; or selecting textbooks and other instructional materials. They also have wide access to laboratory

equipment and facilities.

Table 3.6. *Summary Table on Job Satisfaction among Private School Teachers (n=138)*

Indicator	Weighted Mean	Verbal Description	Rank
Nature of Works	2.81	Satisfied	4.5
Pays and Benefits	2.83	Satisfied	3
Supervision	2.81	Satisfied	4.5
Co-workers Behavior	2.85	Satisfied	1.5
Work Environment	2.85	Satisfied	1.5
Average Weighted Mean	2.83	Satisfied	

Presented in Table 3.6 is the summary of the job satisfaction of the private school teachers. A closer analysis of the data would imply that they are satisfied with their co-workers' Behavior, their work environment, the nature of work they are engaged in, and the kind of supervision they have received from their superiors. The overall weighted mean is 2.83 or interpreted as "Satisfied".

Table 4. *Significant Relationship between the Respondents' Profile and their Extent of Job Satisfaction*

Variables	X2	X2	Df	Level of Significance	Remarks
	Computed Value	Tabular Value			
Age	68.35	9.35	4	0.05	Reject Ho
Sex	9.943	5.99	2	0.05	Reject Ho
Number of Dependents	65.54	9.35	4	0.05	Reject Ho
Monthly Income	65.05	9.35	4	0.05	Reject Ho
Length of Services	67.28	9.35	4	0.05	Reject Ho

### Age Profile

The data reveal that the computed chi-square value is 68.35 and the tabular chi-square value is 9.35. These results show that the computed chi-square is greater than the tabular value. Therefore, at 0.05 level of significance and 4 degrees of freedom, the null hypothesis is rejected. There is a significant relationship between the respondents' age profile and the extent of private school teachers' job satisfaction.

Findings can be interpreted that the lower the age of the respondents the more they are satisfied as teachers in the private school. This is because the demands of their lives are still few, unlike those who have more dependents already.

### Sex Profile

The computed value of chi-square in the table is 9.943 while the tabular value is 5.99. This indicates that the computed chi-square is greater than the tabular chi-square value. Therefore, it can be concluded that there is a significant relationship at 0.05 level and 2 degrees of freedom, which means the rejection of the null hypothesis.

The result of this study supported the study of MacMillan (2020) that revealed that the Job satisfaction of women teachers in Turkey was found to be higher than male teachers. This finding is consistent with the studies of Gligorovic et al. (2021), Kumari, Joshi, and Pandey (2021). The fact that women teachers in Turkey give a more devoted impression to their jobs due to sociocultural and socio-economic reasons might be a cause of this.

### Number of Dependents

It can be seen in the table that the computed chi-square result is 65.54 which is greater than the tabular value of 9.35 at a 0.05 level of significance and 4 degrees of freedom. Certainly, these results indicate that there is a significant relationship that exists between the two variables. This result can be explained that the number of dependents can be a factor in private school teachers' job satisfaction. This is because, in the Filipino family set-up, the more dependents we have, the more income we need to finance our basic needs.

### Monthly Income

The data reveal that the computed chi-square value is 65.05 and the tabular chi-square value is 9.35. These results show that the computed chi-square is greater than the tabular value. Therefore, at 0.05 level of significance and 4 degrees of freedom, the null hypothesis is rejected. There is a significant relationship between the respondents' income profile and the extent of private school teachers' job satisfaction.

This can be attributed to the fact that private school teachers are said to be low-paid as compared to public school teachers. Considering the demands of life nowadays, teachers need more income especially if they have many dependents.

### Length of Service

It can be seen in the table that the computed chi-square result is 67.28 which is greater than the tabular value of 9.35 at a 0.05 level of significance and 4 degrees of freedom. Certainly, these results indicate that there is a significant relationship that exists between the

two variables.

The length of service can affect the private school teachers' satisfaction. The longer they stay in the private school the more they will develop job satisfaction. They will feel at ease working with the environment causing them to decide to stay longer. They will develop loyalty to the organization.

## Conclusions

The respondents are primarily within the age range of 21 to 30 years old, with a prominent majority being male. The majority of them do not have dependents, indicating a cohort potentially focused on personal and professional development. Moreover, a prevalent monthly income of around Php 15,000 suggests a common financial bracket among them.

The findings indicated satisfactory job fulfillment among respondents employed in private schools, particularly regarding the nature of their work. This satisfaction was attributed to several key factors, including the provision of clear job satisfaction by the HR department, effective orientation processes related to work assignments, and the availability of avenues for continuous professional development. In addition, a good level of job satisfaction among private school teachers, particularly in pay and benefits. Respondents expressed satisfaction with the utilization of leave of absence policies, the provision of life insurance coverage, and the remuneration for work they perform. This positive feedback suggests that private schools are effectively meeting the needs of the teachers in terms of financial and monetary benefits.

In terms of supervision, the respondents expressed contentment, citing factors such as recognition and respectful treatment as key contributors to their satisfaction. The positive relationship between teachers and their supervisory figures indicates the importance of a supportive and respectful working environment in fostering job satisfaction within the private school sector. A strong sense of job satisfaction was also noted in terms of co-workers' behavior. The satisfaction is noted to be influenced by open communication among colleagues and a prompt and effective approach to conflict resolution. The findings further indicate that a good level of satisfaction among private school teachers, particularly with their work environment is attributed to factors such as orderly classrooms and well-lit, ventilated spaces during lectures.

Finally, there was a significant relationship between the extent of job satisfaction among the respondents and their profile. These profiles include age, sex, number of dependents, and monthly income. The correlation means that these demographic elements play a noteworthy role in influencing the overall job satisfaction levels among private school teachers.

To sustain reasonable job satisfaction among private school teachers, a multifaceted approach is essential. Firstly, investing in continuous professional development opportunities is crucial to keep educators engaged and equipped with evolving teaching methodologies. Recognition and appreciation initiatives, such as regular awards and acknowledgment ceremonies, contribute to fostering a positive and supportive work environment. Additionally, prioritizing work-life balance through flexible schedules and reasonable work hours is vital for teachers' well-being. Competitive compensation coupled with enticing benefits, helps attract and retain teachers in the private school. In terms of leadership, promoting effective and transparent communication, along with collaborative decision-making, establishes a sense of shared ownership and value among the teaching staff. Implementing feedback mechanisms, classroom resource support, and emphasizing teacher well-being contribute to a holistic approach. Clear expectations and policies, devoid of unnecessary bureaucracy, foster stability and predictability. Regular assessments and adjustments of these strategies based on the unique context of private schools are essential to ensure sustained job satisfaction among private school teachers.

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### **Affiliations and Corresponding Information**

**Jessica A. Viliran, LPT, MAED**

Colegio De Santa Catalina De Alejandria (COSCA), Inc.– Philippines