

## **Work Values and Job Satisfaction among Teachers in Almagro District, Division of Samar**

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*Abstract* — The educational system must realize that teachers bring their own set of work values to the workplace, influenced by their upbringing, culture, and personal convictions. These work values might have an impact on the teachers' level of job satisfaction, which is a complex concept that refers to emotional responses to their teaching jobs. Thus, this study assessed the level of work values and job satisfaction among the teachers in the different public elementary and secondary schools in the District of Almagro, Schools Division of Samar, during the School Year 2024-2025. The quantitative descriptive study design was adopted. The study found that the teachers had a rather homogenous social group based on their demographic characteristics. The teachers had high

regard for their work values, except for familial work values, to which they had placed lower value. The teachers felt less content with the work environment, but were highly satisfied with the other aspects of job satisfaction, including job security, job responsibilities, and community linkages and attachments. The teachers' age, civil status, religious affiliation, position, years in service, and income were significantly related to their level of work values. The teachers' age, civil status, position, years in service, and income were significantly related to their level of job satisfaction. The teachers' work values determined their level of job satisfaction. The teachers' level of work values differed based on their age, civil status, religious affiliation, and years in service. The teachers' level of job satisfaction differed based on their age, civil status, position, years in service, and income. Recommendations for a health wellness plan were proposed based on the findings of this study.

***Keywords — Work Values, Job Satisfaction, Demographic, Wellness Program, Teachers***

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## I. Introduction

The capacity of an organization to engage and retain personnel is a critical strategic concern in the context of a seamless society nowadays. According to the Asian Development Bank (ADB) (2021), assisting teachers guarantees that issues in education will be resolved. This idea implies that assisting them in upholding or enhancing their work values and sense of fulfillment at work will ensure the quality of teachers, who have the biggest influence on raising student learning outcomes (Simeon, 2021). Hence, the education system must acknowledge that work is an important aspect of the teachers' identities and purposes in addition to being a way for them to make a living. This involves realizing that they bring their own set of work values to the workplace, influenced by their upbringing, culture, and personal convictions (Laurenio & Cabal, 2023). These values also make up the teachers' beliefs on several topics related to their work, including working conditions, benefits, and compensation.

Several studies have been conducted to assess the work values and job satisfaction of teachers. According to one study, the pressures of teaching a classroom of up to 90 students cause a generalized sense of discontent among public school teachers (Fabella et al., 2022). Due to time management issues and the perception of poor pay in comparison to the overwhelming task, the problem of managing big class sizes has an impact on the teachers' work values (Enriquez & Dimaligalig, 2024). Another study likewise found that the persistent problems with inadequate facilities, a lack of classrooms, especially for Senior High School (SHS) students, and a shortage of necessary resources like textbooks and learning materials that often require teachers to incur out-of-pocket expenses, exacerbate the situation in public schools (Balunganon, 2024). These factors collectively fuel discontent among teachers within the Philippine education system.

Regrettably, the public-school teachers are still dissatisfied with many aspects of their jobs, including pay and working conditions. The teachers continue to feel that their pay is disproportionate to their workload despite the government's implementation of policies aimed at

improving their satisfaction, such as the Salary Standardization Law (SSL), which raised the salaries of government employees in the Philippines, including public school teachers, and Tax Reform for Acceleration and Inclusion (TRAIN) Law, which further increased take-home pay, teachers continue to feel that their pay is disproportionate to their workload (Silverio, 2024). The concerns about teachers' excessive workloads, which include six hours of classroom instruction daily along with administrative and support tasks ranging from student counseling to disaster response and school health, including feeding, deworming, and vaccinations, also contribute to teachers' discontent with their teaching positions (Acosta & Torneo, 2023).

The Department of Education (DepEd) restructured the curriculum in 2013 through the implementation of the K to 12 Basic Education Program to improve the quality of Filipino students with the necessary skills and competence for the 21<sup>st</sup> Century and lifelong learning (DepEd, 2019). In particular, the DepEd adopted the core values of *Maka-Diyos*, *Maka-tao*, *Maka-kalikasan*, and *Maka-bansa* in DepEd Order Number 36, Series of 2013. The adoption of value-oriented basic education curriculum stems from the need to maintain and demonstrate positive values among stakeholders, specifically the teachers, whose professionalism and integrity can contribute to the achievement of educational vision and mission. Also, the manner of delivery of lessons and the way they manage classroom situations are dependent on the teachers' work values and extent of contentment with their work (Cajeta, 2016).

Due to a number of factors, including stress from a lack of learning resources in various subjects, limited opportunities for professional development due to the distance to the closest educational institutions, and decreased social interactions among teachers because of the demands from heavy workloads, teachers in the District of Almagro, Schools Division of Samar, experience an imbalance between work and quality of life. However, academic researchers have not fully examined these observations, and no prior study has evaluated the relationship between the teachers' job satisfaction and work values in this particular local setting. Therefore, the purpose of this study was to investigate the present level of job satisfaction and work values among teachers. This study also aimed to add to the body of knowledge regarding the associations between these variables to improve policy changes that affect the mental and physical health of teachers.

## **Literature Review**

Several studies have been conducted to underscore the significance of work values and job satisfaction in educational contexts. These studies likewise stress the relationship between work values and job satisfaction in fostering the teachers' work-life balance. Hence, insights from this review provided implications for policy formulation aimed at promoting teachers' overall well-being at work.

Thompson (2020) used a quantitative-correlational methodology to examine the relationship between financial stress, commuting stress, work satisfaction, and the likelihood that teachers will leave their jobs. The results showed that turnover intentions were significantly

predicted by work satisfaction, financial stress, and commuting stress. By putting these findings into practice, the school leadership may be able to lower the teachers' intention to leave the profession and increase productivity by lowering stress and raising job satisfaction.

Using the relational survey method with a quantitative study, Erturk (2022) investigated the relationships between teachers' quality of work, job satisfaction, and turnover intentions. The results showed that job satisfaction and turnover intentions are influenced by the quality of work by teachers. While job satisfaction and turnover intentions are moderate, raising the quality of work will make them satisfied with work and less likely to leave the teaching profession. Therefore, it was suggested that the district, provincial, and ministry levels take appropriate actions to ensure that teachers have a high-quality work-life balance. The study also indicated that teachers will find it challenging to concentrate on instructional tasks if they have low self-perceptions of the quality of their work, regardless of their level of qualification.

Using the data from the 2018 Teaching and Learning International Survey (TALIS), Harrison et al. (2023) examined the relationship between teachers' job satisfaction and indicators of their instructional quality, such as cognitive activation and clarity of instruction. The study also revealed a positive correlation between the quality of education in Eastern and Western settings and the job satisfaction of the teachers. The student-teacher relations acted as a partial mediating factor in the association between teachers' job satisfaction and instructional quality. Also, the relationship between job satisfaction, instruction clarity, and cognitive activation varied depending on the cultural context. These results suggested that teachers' job satisfaction and the quality of classroom-level relationships may be important indicators of positive instructional outcomes. While schools prioritize outcomes of students, they should also address teachers' job satisfaction.

The cross-sectional descriptive study by Assaf and Antoun (2024) focused on teachers' job satisfaction and occupational well-being and how these two variables affect both their performance and the well-being of their students. The findings of the study showed that teachers had a high degree of self-efficacy, which revealed their commitment to both helping students overcome challenges and giving them high-quality instruction. Furthermore, the majority of teachers reported that their top concerns were money and financial stability. Moreover, concerns about attitude toward teaching itself, working circumstances, and collegiality were raised. This study concluded that despite the teachers' discontent across various factors, they still find teaching engaging and feel some appreciation and recognition. However, they underscored that failing to address the teachers' discontent would result in increased turnover and attrition rates even among highly-qualified teachers, which would eventually affect the quality of education.

Fabella et al. (2022) conducted a local study to see whether job satisfaction among Filipino teachers in the Philippines and those in the United States (US) differed from one another. The findings showed that Filipino teachers working in the US had greater levels of job satisfaction in the area of contentment with coworkers. By contrast, Filipino teachers based in the Philippines reported greater levels of job satisfaction in the areas of family participation and student discipline.

However, there was no statistical significance in these differences. The findings indicated that there appear to be challenges for the Filipino teachers regardless of where they teach.

Using the descriptive-correlational research method, Sinoy (2024) examined and investigated the relationship between job satisfaction and work performance of teachers. The results demonstrated that the job satisfaction of the teachers was satisfactory and their performance as educators was exceptional. When the sex and civil status were considered, there was a significant correlation between their teaching performance and these factors. These results implied that the teachers' teaching performance, student engagement, and overall educational performance were directly impacted by the teachers' job satisfaction. Thus, creating a favorable work environment and addressing issues that affect job satisfaction may result in more educational activities and, eventually, higher-quality instruction.

A quantitative study by Cena et al. (2021) investigated the influence of 10 Filipino work values on public-school teachers' organizational commitment. Using a descriptive-correlational research approach, it was found that all 10 work values had weak positive associations with organizational commitment. Additionally, of the 10 values, the intellectual-achievement, organizational, and occupational work values had the highest importance. The teachers' strong commitment to their work organizations was inferred from these findings, which were influenced by work-related factors and motivated by their values. These findings also suggest that public school human resource managers should take religious, familial, and occupational values into account when formulating policies. These managers may direct the selection process toward these work values and integrate them into their training and development objectives.

Meanwhile, a study was conducted by Laurenio and Cabal (2023) to examine the relationship between work values and job satisfaction. The findings revealed that Filipino work values were highly regarded, which highlighted their importance in shaping professional attitudes. A significant degree of job satisfaction was also reported by the teachers. More so, notable differences in Filipino work values were found, including orientation toward intellectual success, interpersonal, managerial, material, vocational, religious, organizational, and variety values, based on certain demographic characteristics of teachers. Likewise, significant differences in the job satisfaction of teachers were noted concerning their security and responsibilities in the job. The study established a significant relationship between Filipino work values and job satisfaction, which contributed to a more comprehensive knowledge of these values.

Cadampog and Licaros (2024) evaluated the relationship between secondary school teachers' work values, engagement, and job satisfaction. Findings showed that teachers are always involved in their work in terms of vigor, absorption, and dedication, as evidenced by the extent of work values, work environment, work interaction, and work activities during the pandemic. According to both intrinsic and extrinsic criteria, the teachers expressed satisfaction with their work, and there was a strong correlation between standard school teachers' engagement and their work values. The findings also revealed that the teacher-respondents did well and took

responsibility by their desire to feel satisfied with their work. Based on the needs of the teachers, implications were drawn for the creation of a school-based intervention program to enhance school performance.

Fei and Tien (2024) used the secondary research approach to examine the connection between work values and job engagement to improve the work performance among young teachers. The findings indicated that aligning personal work values with institutional values is a key predictor of work engagement for young teachers, with documented positive effects on job performance. The study also underscored the pivotal role of intrinsic motives, such as a strong commitment to students' success and enthusiasm for teaching, in enhancing performance. On these findings, it was recommended to prioritize initiatives that support teachers, provide professional development opportunities, and cultivate a motivating work environment. Implications from this study were derived that reflected the pivotal role of work values in the overall educational quality of a school.

These studies indicated the impact of job satisfaction and work values on the overall educational quality provided by educational institutions, even if taken and understood as separate concepts. The job satisfaction and work values of the teachers are intertwined and greatly impact the overall well-being of educational institutions and their stakeholders. Therefore, the different research conducted by various scholars provided insights as regards to the association between these two variates.

## II. Methodology

### *Research Design*

The study was quantitative, which specifically adopted the descriptive study design to assess the level of work values and job satisfaction among the teachers in the different public elementary and secondary schools in the District of Almagro, Schools Division of Samar, during the School Year 2024-2025, with the end-view of proposing a health and wellness program. The descriptive study design was used in this research to describe the profile of the teacher-respondents in terms of age, sex, civil status, religious affiliation, highest educational attainment, position or designation, years in service, and monthly income. Also, the descriptive method was used to assess the level of work values and job satisfaction of the teacher-respondents along certain indicators.

The level of work values of the teacher-respondents was assessed in this study in terms of environmental work values, intellectual achievement orientation, familial work values, interpersonal work values, managerial work values, material work values, occupational work values, religious work values, organizational work values, and variety work values. On the other hand, the level of job satisfaction of the teacher-respondents was assessed in terms of job security, work environment, job responsibilities, and community linkages and attachment. Meanwhile, certain variates were measured as to their correlation using correlation analysis, and other variates

were determined as to their differences using comparative analysis. The profile of the teacher-respondents was correlated with their level of work values and level of job satisfaction. Finally, the level of work values and job satisfaction of the teacher-respondents was compared based on their profile variates.

### *Sample of the Study*

The study involved teachers in the different public elementary schools in the District of Almagro, Schools Division of Samar, during the School Year 2024-2025. A complete population sampling method was used for the teachers since the total of elementary teachers in the said district was only 131. Among the 131 respondents, 86 or 65.65 percent of the teachers were elementary teachers in the District of Almagro, while 45 or 34.35 percent were from secondary schools.

### *Measures*

The study used a standard research questionnaire adopted from the study of Laurenio and Cabal (2023). The questionnaire consisted of three parts. The first part consisted of the teacher-respondents' profiles, with items on their age, sex, civil status, religious affiliation, highest educational attainment, position or designation, years in service, and monthly income. The teacher-respondents were tasked to indicate the needed data by placing a check mark in the appropriate boxes of their responses.

The second part of the questionnaire was a checklist with statements about the teacher-respondents' level of work values adopted from the study of Laurenio and Cabal (2023). This part was divided into several indicators of the level of work values of the teacher-respondents, specifically in terms of their environmental work values, intellectual achievement orientation, familial work values, the interpersonal work values, managerial work values, material work values, the occupational work values, religious work values, organizational work values, and variety work values. There were 30 statements in this part with a five-point Likert scale to measure the teacher-respondents' responses.

The third part of the questionnaire was likewise a checklist consisting of the statements on the teacher-respondents' level of satisfaction in terms of the four indicators of job security, work environment, job responsibilities, and community linkages or attachment. This checklist consisted of 12 statements adopted from the study of Laurenio and Cabal (2023). The teacher-respondents' responses were measured using the five-point Likert scale to measure their level of work values. This questionnaire underwent validation and reliability testing to ensure the credibility and accuracy of its constructs to measure the data of this study. The reliability of the questionnaire was computed at 0.83, which meant that it was valid and reliable for individual testing.

### *Procedures*

The study used a survey to gather the data for this study. Before data collection, the researchers sought permission from the Schools Division Superintendent of the Schools Division of Samar to conduct this study among teachers in elementary and secondary schools in the District of Almagro. The approved letter from the Division Office was attached to the letters addressed to the school administrators of the elementary and secondary schools in the district to specifically asking their teachers to answer the questionnaire of this study. In those schools, which were difficult to access by any mode of transportation within the same day, distribution and retrieval were done on the same day, and the teacher-respondents were only given at most 30 minutes to answer the questionnaire to enable researchers to go back to their respective locations/residences.

By contrast, in easily accessible schools, a two-day allowance was given to the teacher-respondents to answer the questionnaires. This meant that the distribution and retrieval of the questionnaire were made on separate days, at most two days apart. The survey was carefully conducted and personally monitored by the researchers to ensure a high response rate and to minimize any biases. After the data were gathered, the responses were organized in a Microsoft Excel format and computed using the appropriate statistical analysis. The computed data were interpreted to provide insights into the profile of the teacher-respondents and their level of work values and job satisfaction. Most importantly, ethical considerations were observed in the conduct of this study to ensure the privacy of the respondents, confidentiality of the data, and sanctity of the whole research process.

### *Data Processing*

The data were quantitatively processed since this was a quantitative study. Appropriate descriptive and inferential statistical tools were used in this study to provide the quantitative analysis of the data. Among the statistical tools used in the study were frequency, percentage, weighted mean, Pearson's Product-Moment Coefficient of Correlation (Pearson's  $r$ ), t-test for independent sample means, One-Way Analysis of Variance (ANOVA), Scheffe's test, and probability value (p-value). However, before the data processing, the researchers ensured that the elementary and secondary teachers in the District of Almagro were well-represented by using complete population sampling. Additionally, measurements of the variables were used, such as the Likert five-point scale, to quantify the responses of the teacher-respondents for data processing.

### *Ethical Considerations*

Several ethical protocols were strictly observed by the researchers in the process of conducting this study. Foremost of these ethical concerns was ensuring the privacy of the teacher-respondents by not indicating their names in the survey questionnaire. The confidentiality of the teacher-respondents' responses was also considered by treating their responses as privileged communication between them and the researchers, thereby limiting access to these data. Moreover, researchers ensured that the teacher-respondents fully understood the objectives of the study and

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that their responses would serve as data for this research. The respondents were likewise advised that they could withdraw their involvement in the study at any time should they feel uncomfortable or inconvenienced by their participation. The printed questionnaires with the responses of the respondents were secured by the researchers and would automatically be shredded after final copies of this study are submitted to the Graduate Studies office of Northwest Samar State University (NwSSU), Calbayog City.

Finally, data would be kept for at most a year after the conduct of the study and would be used for academic purposes only. After a year, the data would be safely disposed of to avoid any unwanted access to the data. In the end, researchers sought ethical review of this study by ensuring that the questionnaire gathered only those constructs stated in the statement of the problem.

### **III. Results and Discussion**

The level of job satisfaction of teachers differed according to their age, civil status, position or designation, years of service, and income, which reflect the complex interaction of demographic characteristics that create differences in their experiences, values, and context for defining job satisfaction (Gazi et al., 2022). This suggests that these demographic variables might give varying weight to the various facets of their work, which could result in disparities in job satisfaction. As to age, for instance, younger employees may have different conditions at work that can satisfy them, such as learning growth and opportunities, and flexible work arrangements. In contrast, older employees may have higher job satisfaction due to increased experience and job security, higher income, and established work and life balance (Kim & Cho, 2020).

The results likewise reflect the through that teachers' job satisfaction (TJS) is a broad concept that encompasses their total emotional experience and cognitive expression of employment, working conditions, and status (Hoque et al., 2023). It consists of two primary parts: job fulfillment and job comfort. Job fulfillment is the degree to which teachers are satisfied with their accomplishments within significant elements of their work, while job comfort is the degree to which their circumstances are agreeable to them (Sumanasena & Nawastheen, 2022). Accordingly, TJS is a gauge of the teachers' contentment with their job, which can be calculated in cognitive or evaluative, affective or emotional, and behavioral components (Bona, 2020). Moreover, it is regarded as a changeable emotional attitude encompassing a variety of elements, including the teachers' zeal and dedication to their work (Ihueze et al., 2018).

### **IV. Conclusion**

Based on their sociodemographic profile, the study found that the teachers were part of a rather homogenous social group. Most of the teachers were in the early adulthood stage of

development, including social, cognitive, and physical milestones. These demographic characteristics of teachers could serve as reasons for generational differences that, in turn, could shape the work values and job satisfaction of teachers.

The teachers had high regard for work values, particularly environmental work values, intellectual achievement orientation, interpersonal work values, managerial work values, material, occupational, religious, organizational, and a variety of work values. However, they had lower regard for familial work values. Nonetheless, the teachers exhibited high appreciation of work values as representations of their capacity to understand what is right or wrong in the educational system.

The teachers felt less content with the work environment, even though they were extremely satisfied with all other aspects of their job, including job security, job responsibilities, and community linkages and attachments. This meant that the conditions in the workplace, which the organization frequently neglects as affecting their employees' productivity, were the main source of the teachers' job satisfaction.

The teachers' age, civil status, religious affiliation, position, years in service, and income were significantly related to their level of work values. This suggested that certain demographic characteristics of teachers shaped their work values, which are representations of their principled behaviors in educational organizations.

The teachers' age, civil status, position, years in service, and income were significantly related to their level of job satisfaction. This implies that the teachers' job satisfaction is a multifaceted concept and is vulnerable to the influence of some demographic characteristics.

The teachers' work values determined their level of job satisfaction. These work values are inherent motivators for teachers, which, in turn, could improve their sense of contentment toward their jobs.

The teachers' level of work values differed based on their age, civil status, religious affiliation, and years in service. This indicated the variations in the work values of teachers due to certain demographic variables.

The teachers' level of job satisfaction differed based on their age, civil status, position, years in service, and income. This suggested that the job satisfaction of teachers was dependent on these demographic characteristics.

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