
Herzberg's Hygiene Factors and Level of Job Dissatisfaction of Kindergarten Teachers

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Abstract — The main purpose of the researcher is to determine the Herzberg's Hygiene Factors as predictor of job dissatisfaction of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025. Quantitative approach was utilized for this research endeavor. To be more specific, a correlational design was implemented. There were 83 kindergarten teachers who were requested to be the respondents. These teachers were selected randomly. Questionnaires were utilized as instruments. Weighted mean and Pearson r were used for interpretation. Results tell that kindergarten teachers are much contented on Hygiene Factors of Herzberg based on its grand mean of 3.02. In addition, kindergarten teachers strongly agree that they are dissatisfied with their job considering the grand mean of 3.14. The results reveal that pay has a strong negative and statistically significant relationship with job dissatisfaction ($r = -0.6732$, $p = 0.0000$). Likewise, security ($r = -0.5841$, $p = 0.0326$), working conditions ($r = -0.5283$, $p = 0.0426$), and benefits ($r = -0.6231$, $p = 0.0006$) all show significant negative relationships with job dissatisfaction. Furthermore, policies and administrative practices ($r = -0.5839$, $p = 0.0474$) and interpersonal relationships ($r = -0.4817$, $p = 0.0283$) both exhibit significant negative correlations with job dissatisfaction. Also, an action plan is crafted based on the findings of the study. The study is expected to be of great help to teachers and school heads.

Keywords: **herzberg, motivation, job dissatisfaction, correlation**

I. INTRODUCTION

The teachers need to protect their work-life balance because their educational tasks depend on their ability to maintain happiness in their professional responsibilities. The permanent job commitment of Department of Education employees depends on their ability to maintain their desired work life between happiness and satisfaction. The teachers must identify and understand the work life satisfaction factors that lead to their job dissatisfaction because these elements require their complete attention. The workers will choose to stay in their jobs because this approach will help them identify their work-life balance needs.

The Department of Education in the Philippines currently faces a major problem because more teachers choose to work abroad than to remain in their teaching positions. Teachers choose to work overseas because they receive higher pay and experience improved working conditions and access to professional development opportunities. The Philippine Institute for Development Studies (PIDS) report shows that teacher migration has reached the United States and Canada and Australia as popular destinations for educators who seek work abroad (Albert 2020).

People tend to move to different countries because they want to earn higher salaries which exist in other nations beyond their home country. The low salary teachers receive in the Philippines prevents them from providing necessary financial support to their family members. Filipino teachers find the United States to be an appealing job option because the country provides them with much higher salary rates. According to a study conducted by the International Labour Organization ILO the average salary teachers receive in the Philippines ranks among the lowest salaries in Southeast Asia which serves as the main reason teachers choose to migrate from their home country ILO (2021).

Financial incentives drive people to migrate. Better working conditions and professional growth opportunities drive people to migrate. The Philippine education system creates challenges for teachers who must handle overcrowded classrooms and insufficient resources and administrative tasks which prevent them from working effectively. The education systems which receive full funding in different countries enable teachers to obtain all necessary resources which help them deliver high-quality education. The teaching environment attracts many Filipino educators to work in schools (Salazar, 2021).

The migration of teachers from the Philippines to other countries affects both the educational system of the Philippines and the overall development of the country. The departure of experienced teachers together with skilled educational professionals results in decreased educational quality which directly affects student performance and future workforce development. The existing problems of the Philippine education system are worsened by the brain drain phenomenon because it creates teacher shortages while distributing qualified teachers throughout the country in an unbalanced manner (Orbeta, 2020).

The Philippine government and Department of Education have investigated multiple approaches for solving the problem of teacher retention and their workplace conditions. The school district evaluates three different initiatives which include raising teacher salaries and offering more training and development opportunities and enhancing classroom environments. The current efforts make progress toward solving the problem but educational institutions in the Philippines need a complete and ongoing solution because they must demonstrate to teachers their professional value and worth when they work in their own nation (DepEd, 2022).

The concern on job dissatisfaction is well-captured in the Job Dissatisfaction Theory of Frederick Herzberg. The 1950 theory elaborates that the factors on work dissatisfaction are different from the factors of job satisfaction, thus, they must be determined separately.

Job satisfaction is a complex phenomenon which shows how happy people are with their work. Job satisfaction includes multiple factors which include job tasks and pay and work environment and employee relationships and chances to develop both personally and professionally.

Current research efforts study the factors that lead to job satisfaction. The research conducted by Judge and Kammeyer-Mueller (2022) shows that job characteristics and social environment together with personality traits and organizational policies serve as main factors that determine job satisfaction. The research shows that employees who find their work meaningful and have supportive coworkers and receive fair treatment from their employers report higher job satisfaction levels (Judge & Kammeyer-Mueller, 2022). The results demonstrate that both innate job satisfaction factors and external job satisfaction factors determine employee contentment at work.

Job satisfaction needs to exist because it creates multiple beneficial results for organizations. Employees who experience high job satisfaction levels tend to work with greater dedication while producing more work and remaining with the company for longer periods. The research conducted by Bowling et al. (2020) discovered that employees who report job satisfaction tend to display organizational citizenship behavior. Organizations should focus on creating job satisfaction because it provides personal advantages to employees while improving their business operations.

Job dissatisfaction refers to an employee's negative emotional reaction which results from different aspects of their work. The assessment includes multiple factors which include work characteristics, work environment, pay structure, and employee relationships with their coworkers and their supervisors. According to Brown and Sargent (2020), job dissatisfaction can be defined as the degree to which an employee feels unhappy or discontented with their job, which can negatively impact their overall well-being and productivity (Brown & Sargent, 2020). The definition demonstrates that job dissatisfaction consists of multiple components which stem from internal and external sources.

Another critical factor contributing to job dissatisfaction is a lack of career development opportunities. According to Johnson and Lee (2022), employees who perceive limited opportunities for professional growth and advancement are more likely to experience job dissatisfaction (Johnson & Lee, 2022). The reason for this effect exists because career stagnation produces feelings of frustration together with feelings of being undervalued. Companies which do not deliver sufficient training and mentorship along with promotion pathways will lose their top talent to organizations which provide superior chances for professional development.

The workplace relationship between employees has a major impact on their work satisfaction. A study by Wilson and Campbell (2020) found that poor relationships with colleagues and supervisors are major sources of job dissatisfaction (Wilson & Campbell, 2020). The combination of conflicts and insufficient support with poor communication results in a toxic work environment which decreases employee productivity and moral standards. The reduction of job dissatisfaction requires organizations to establish positive workplace cultures and develop employee relationship networks.

Job dissatisfaction results from multiple factors which include working conditions and career development opportunities and interpersonal relationships. Organizations need to study these factors which affect employee satisfaction to develop effective employee retention methods. Employers who solve job dissatisfaction problems create workplaces which foster employee engagement and support their workers, which results in better business performance and employee health.

Organizations throughout the world experience job dissatisfaction as their main problem because it harms employee health, decreases work efficiency and leads to lower organizational effectiveness. Recent studies have examined the various factors that lead to job dissatisfaction because multiple elements exist which contribute to this employment problem. The literature review examines work environment factors, management methods, employee work-life balance, job security measures and employee recognition systems as main elements that lead to work dissatisfaction.

The work environment serves as a crucial element which determines whether employees experience job dissatisfaction. Thompson et al. (2021) found that employees who work in poorly managed environments which lack comfort and safety features report higher job dissatisfaction. The study demonstrates that inadequate facilities together with excessive noise and absence of ergonomic furniture create major obstacles which hinder employees from performing their jobs (Thompson et al., 2021). Organizations can use physical work environment improvements as an effective method to boost employee job satisfaction while decreasing their turnover rates.

Management practices also play a crucial role in influencing job dissatisfaction. Autocratic leadership together with management's absence of transparent information and their ineffective communication methods results in employee dissatisfaction. The study shows that employees prefer leadership which provides them with both trust and open communication.

Job security is a further determinant of job dissatisfaction. According to Clark and Moen (2022) research employees experience major stress from their perceived job insecurity. Employment security uncertainty causes anxiety which results in decreased employee dedication to work (Clark & Moen 2022). Organizations can reduce employee job insecurity and workplace

dissatisfaction by providing staff members with stable employment and transparent information about their job responsibilities and company developments.

Various elements of the workplace environment together with their management methods and employee work-life balance and job security and their recognition systems contribute to job dissatisfaction among employees. Organizations can achieve better employee contentment which leads to better organizational results through their efforts to resolve these particular issues. Employees experience less job dissatisfaction when employers establish work environments that provide support and engagement together with effective management practices and work-life balance initiatives and job security measures and employee recognition systems. Organizations must control employee job dissatisfaction because it directly affects their ability to keep workers engaged and productive. Research studies discovered multiple effective methods to stop employees from becoming dissatisfied with their work which included bettering communication and improving job design and establishing career development pathways and providing fair employee pay and developing a strong workplace culture.

Effective communication exists as a vital requirement for controlling job dissatisfaction. The study results from Martin and Haines (2021) show that transparent management communication together with open employee communication establishes trust while solving problems without delay. The study found that when employees feel heard and informed about organizational changes, their levels of dissatisfaction decrease significantly (Martin & Haines, 2021). Regular feedback systems together with employee participation in decision-making processes function as effective methods to improve job satisfaction.

The enhancement of job design functions as a vital method to handle employee dissatisfaction at work. Research by Taylor and Francis (2020) indicates that jobs that are well-structured, with clear roles and responsibilities, contribute to higher job satisfaction. The study suggests that job enrichment, which involves adding meaningful tasks and responsibilities, can lead to increased motivation and reduced dissatisfaction (Taylor & Francis, 2020). Employers should create job positions that offer their workforce challenging duties together with diverse tasks which match their professional capabilities and personal preferences.

The fundamental strategy which organizations use to solve job dissatisfaction problems requires them to provide their employees with competitive pay and benefits. According to Roberts and Green (2022) research results the existence of equitable and competitive salary structures functions as a key factor which determines employee job satisfaction. Organizations need to conduct regular assessments of their compensation systems because these systems must match current industry standards while accounting for employee performance. Organizations that establish a culture which values and help their employees will see decreased employee dissatisfaction which leads to better overall performance.

To handle job dissatisfaction matters companies need to develop a complete solution which addresses both workplace conditions and employee requirements. Organizations can successfully handle job dissatisfaction through their communication systems and their job design methods and their career development programs and their salary packages and their company culture. The strategies which organizations implement lead to two outcomes because they increase employee happiness and create better business results and stronger employee motivation.

Job dissatisfaction in the Philippines exists as a complicated problem which multiple elements affect, including working conditions, management practices, compensation, career development opportunities, work-life balance, and organizational culture. The recent research studies have revealed which factors cause job dissatisfaction in the country while showing how these factors interact with each other to create complex results.

Filipino workers experience job dissatisfaction because of their working conditions which show a direct relationship with their dissatisfaction. The study conducted by De Guzman et al. (2020) demonstrated that workers who experience poor working conditions with insufficient facilities and excessive noise and no safety measures available will show high levels of job dissatisfaction. The study required organizations to create better physical workspaces because this improvement would lead to better employee satisfaction and well-being (De Guzman et al., 2020). The organization can improve employee satisfaction and productivity by upgrading their environmental elements.

Job dissatisfaction in the Philippines results from management practices which serve as an important contributing factor. Santos and Cruz (2021) conducted research which identified three

main factors that create employee dissatisfaction. The study found that employees prefer management styles which provide support and involve them in decision-making, which creates a friendly workplace atmosphere (Santos & Cruz, 2021). The implementation of effective management practices by organizations leads to decreased instances of job dissatisfaction among their employees.

Job dissatisfaction in organizations depends on their organizational culture. A study by Alonzo and Garcia (2021) revealed that a toxic work culture which lacked trust and had poor communication and provided unfair treatment caused employees to experience high levels of job dissatisfaction. The research suggested that organizations which create positive and inclusive work environments would experience higher levels of employee job satisfaction according to Alonzo and Garcia (2021). Establishing a workplace culture based on transparency and fairness and mutual respect will lead to decreased job dissatisfaction and enhanced employee morale.

Various factors, which include working conditions and management practices and compensation and career development opportunities and work-life balance and organizational culture, affect job dissatisfaction in the Philippines. Through targeted strategies that address these determinants, organizations can achieve better employee satisfaction and improved performance results. By creating a supportive work environment and providing fair pay and offering career development opportunities and promoting work-life balance and establishing a positive workplace culture, employers can decrease job dissatisfaction problems that their employees experience.

Job dissatisfaction among teachers in the Philippines serves as a critical problem which reduces educational standards and harms teacher health. The teachers' dissatisfaction arises from multiple factors which include inadequate pay, difficult work conditions, insufficient chances for professional growth, lack of administrative help, challenges in achieving work-life balance, and public views about teaching.

Filipino teachers experience their most significant job dissatisfaction because of insufficient pay. A study by Cruz et al. (2021) showed that most teachers believe they receive insufficient pay for their multiple work tasks and responsibilities. The research showed that teachers in the government experienced salary increases but their pay remained inadequate because it could not cover their personal and family expenses which resulted in financial difficulties and

job dissatisfaction (Cruz et al., 2021). Competitive and equitable pay systems need to exist because they serve as essential elements which boost teacher job satisfaction.

Teacher dissatisfaction results from challenging working conditions at their job. According to a survey conducted by Dela Cruz and Santos (2020), many teachers face overcrowded classrooms, lack of teaching materials, and inadequate school facilities. Dela Cruz and Santos (2020) report that these conditions prevent teachers from doing their work successfully which results in their frustration and dissatisfaction. The physical infrastructure of schools needs improvement through better resources to solve these problems.

Teachers require professional development opportunities to maintain job satisfaction yet they believe these opportunities are not available to them. In a study by Ramos and Bautista (2022), teachers reported feeling stagnant in their careers because training and development programs were not available to them. The study stressed that teachers need ongoing professional development to improve their abilities and remain current with modern educational practices (Ramos & Bautista, 2022). Teacher satisfaction and morale will increase through investment in professional growth programs.

The presence of administrative support functions as a vital component which affects teacher job satisfaction. Research by Villanueva (2021) revealed that teachers who receive adequate support from their school administrators tend to be more satisfied with their jobs. The study found that supportive leadership, open communication, and fair administrative practices are essential for fostering a positive work environment (Villanueva, 2021). Strengthening the support systems within schools can significantly improve teacher satisfaction.

Philippine teachers increasingly express concerns about achieving work-life balance. A study by Mendoza and Soriano (2020) found that teachers often struggle to balance their professional responsibilities with personal and family commitments. The research identified three work-related factors which caused stress and burnout among employees: long working hours and excessive paperwork requirements and extracurricular duties. Organizations can reduce these obstacles through the implementation of work-life balance policies which include flexible scheduling options and decreased administrative workload requirements.

The job satisfaction of teachers depends on how society views their teaching profession. The study by Garcia (2021) revealed that teachers experience undervaluation and lack of appreciation from their communities. The research found that negative stereotypes together with absence of recognition for teaching professionals lead to teacher dissatisfaction (Garcia, 2021). Public recognition and respect for teachers can be improved through awareness campaigns and recognition programs which lead to better job satisfaction for teachers.

Multiple factors including low pay, difficult work conditions, absence of professional growth paths, lack of administrative backing, work-life balance issues, and public opinion about teaching profession, create job dissatisfaction among teachers in the Philippines. The implementation of specific plans to solve these problems will result in better job satisfaction and improved teacher wellness. The educational environment becomes better for teachers when stakeholders create better conditions through fair salaries improved work environments access to professional development programs and better administrative backing and work-life balance initiatives and increased public recognition of teachers.

This study of Samonte in (2021) aimed to determine the relationship of job dissatisfaction on teachers' commitment of public elementary school teachers. The researcher adopted descriptive-correlational design considering the public school teachers as their respondents. Survey questionnaire was used to gather the data needed to answer the questions of the study. Weighted mean and Pearson r moment of correlation were used for statistical analysis. It was revealed that the teachers have experienced a dissatisfied level except on interpersonal relationship with peers and principal which was only rated at the slight level. In addition, the different domain sin commitment was all rated agree by the teacher's suggestion a high level of commitment. The correlational analysis indicated that there is no significant relationship between the job dissatisfaction and commitment of teachers. Further, a proposed quality of life enhanced support plan was developed based on the findings of the study. Finally, this study has implication on human resource management focusing on the work life of teachers.

The review of related literature emphasized the importance of work motivation. It also pointed out the different factors that will contribute to the work particularly the Herzberg's factors. On the other hand, the reviewed studies focused on test of correlation of job satisfaction and job

dissatisfaction. The concern on determining other factors contributing to job dissatisfaction is not yet fully explored.

In the light of the foregoing, this study is undertaken to address the research gap. The study focused to determine the Herzberg's Hygiene Factors as predictor of job dissatisfaction of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025.

Conceptual Framework

The study used the IV-DV model to have a graphical presentation of the study as shown in Figure 1.

The independent variables of this study was the Herzberg's Hygiene Factors.

The dependent variable of this study was the level of job dissatisfaction.

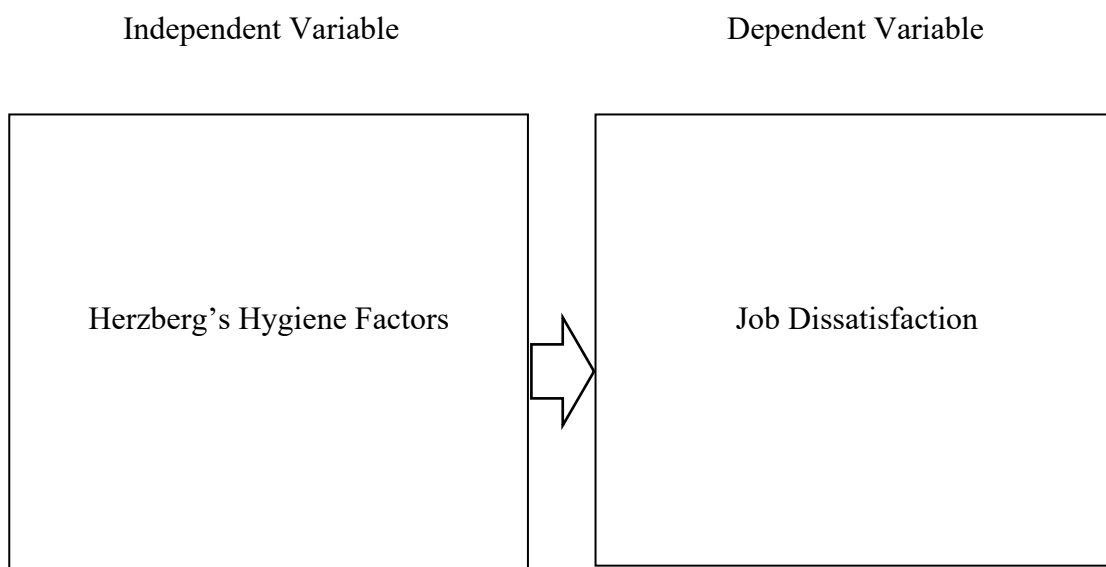


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The main purpose of the researcher is to determine the Herzberg's Hygiene Factors as predictor of job dissatisfaction of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025.

Specifically, the following questions were answered:

1. How do the kindergarten teachers describe their extent of contentment based on the hygiene factors of Herzberg?
2. How do the kindergarten teachers describe their level of job dissatisfaction?
3. Do Herzberg's hygiene factors significantly predict the job dissatisfaction of kindergarten teachers?
4. Based on the results of the study, what action plan may be proposed?

Hypothesis

Herzberg's Hygiene factors do significantly predict the job dissatisfaction of kindergarten teachers.

Significance of the Study

The final outcome of the research will be of great help to the following:

Chief of School Governance and Operations Division (SGOD). The programs related to the welfare of the teachers is a major concern of the chief. Thus, it essential that different factors contributing to jib dissatisfaction be concretely known. This will be necessary in the further development of programs that will address the job dissatisfaction of teachers and as a result, this work condition will not appear as a problem.

School Heads. They are directly working with the SGOD Chiefs in addressing work-related condition like job dissatisfaction. In order to address this work life condition, the level and the factors of job dissatisfaction must be well determined. School heads can therefore draw significant findings from this study so that they can collaborate more effectively with the chiefs and manage well jib dissatisfaction of teachers.

Teachers. It is equally important that they identify the factors that can contribute to their job dissatisfaction. This is contributing to their effort also in handling job dissatisfaction which will prevent the adverse effect in their healthy work life. Moreover, they can also take the findings of the study as subjects of their academic conversation with their co-teachers and this is one way of expanding the known new empirical and qualitative findings about job dissatisfaction.

Future Researchers. The future researchers can assess this study to determine other concerns for further research. From the remaining areas serving as research gap, future researchers can conduct further investigation.

Scope and Delimitation

This study aimed to determine the Herzberg's Hygiene Factors as predictor of job dissatisfaction of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025.

The scope of the study focused on assessing the Herzberg's Hygiene Factors and job dissatisfaction. Using the two variables, the relationship was established.

The researcher considered 83 kindergarten teachers as respondents.

Definition of Terms

To have a richer understanding, the following terms are defined:

Hygiene Factors. This refers to the different dimensions of Herzberg's that are considered as components of the work life of the kindergarten teachers to determine their extent of contentment.

Job Dissatisfaction. This refers to the condition of unhappiness of the kindergarten teachers that they experienced in their workplace.

II. METHODOLOGY

This chapter presents and discusses the research design, participants and sampling, the sources of data, instrumentation, data collecting procedure and data analysis, which are used in the conduct of this research.

Research Design

The researcher used a quantitative research approach to carry out their investigation. According to Mahat et al. (2024), quantitative research is a formal research methodology that gathers objective information about the world using numerical data. In his writings, he elaborated on this definition. Through its evaluation of how one aspect influences another outcome, the system attempts to build research connections while confirming those connections. The system's distinct design features are what cause it to function in this manner. Using this research method, the researcher gathers data that is presented visually as well as numerically. When compared to previous methods, the statistical methods yield better results because they generate efficient findings, whereas the methods ignore important features of the surrounding context.

For this investigation, the researcher employed a correlational design. According to Morallas and Baguio (2025), this research approach focuses on examining the relationships

between two variables. Researchers are able to assess two distinct variables because of the nonexperimental settings created by the research methodology. Once two variables have been measured, researchers will employ statistical analysis to determine the degree to which one variable influences the other. Both positive and negative results can be displayed by the correlation metric. Every time any of the independent variables change, both positively and negatively, the dependent variable also changes.

This was the most suited type of research because of its objective of determining the Herzberg's Hygiene Factors as predictor of job dissatisfaction of kindergarten teachers in North Sector, Division of Pampanga during the School Year 2024-2025.

Respondents of the Study

The study concentrated in North Sector, Division of Pampanga. The researcher concentrated on the eight districts of the sector. The kindergarten teacher –respondents were requested as participants. The researcher adopted G power to get sample size. There were 83 kindergarten teachers who were selected randomly.

After finishing the computation to calculate the size of the sample, the next step was to choose the instructors. This was done after the computation was finished. Stratified random sampling was the method of sampling that the researcher utilized. This method was employed to collect data. It can be deduced from this that every single individual who was a part of the population had the opportunity to be selected as a respondent and participate in the survey. In light of this, the researcher was afforded the chance to lessen the amount of bias that was brought about by the randomization procedure.

TABLE 1
RESPONDENTS OF THE STUDY

Districts	Frequency	Percentage
District 1	11	13.25
District 2	12	14.46
District 3	14	16.87
District 4	9	10.84
District 5	10	12.05
District 6	7	8.43
District 7	12	14.46
District 8	8	9.64
Total	83	100.00

As shown in Table 1, the researcher considered 83 kindergarten teachers from the locale as the respondents of the study.

Research Instruments

The researcher developed questionnaire. This was developed after undertaking the review of related literature to ensure that the different constructs are integrated in the items.

The first questionnaire was the Herzberg hygiene factors. The kindergarten teachers were required to make their assessments guided by the Likert Scale.

The second questionnaire was level of job dissatisfaction assessment. This was the part wherein the teachers indicated their level of job dissatisfaction in each of the item in the questionnaire. Their assessments were indicated using the Four-Point Likert Scale.

The questionnaire underwent the validation with the experts like a supervisor, school heads and research expert. Their comments and suggestions were incorporated on the final draft.

Data Collection

The process of data collection began when the researchers sent a request letter to the Schools Division Superintendent. The letters confirmed that schools and teachers would serve as the target respondents. The researcher distributed the approved document to school heads throughout the district before commencing the data collection process.

The researcher executed the questionnaire distribution process through organized procedures. The research team assessed school class times to identify which periods would allow participants to take part in the study. The research team established this requirement to protect research activities from disturbing class schedules. The researcher used school heads to explain research objectives to participants during the research distribution process. The distribution process required a total of ten weeks to complete. The researcher obtained the completed surveys through personal collection to improve the success rate of survey retrieval. The current method for conducting data collection activities uses online platforms. The survey distribution utilized messenger applications Google Forms and all other available distribution methods.

Ethical Considerations

The research required ethical considerations to be followed at all times. The researchers conducted their school visitation research according to established protocols which they observed

without exception. The researchers honored the teachers' right to leave the study at any point. The researchers explained the study purpose to teachers before they took the survey. The participants received the opportunity to remain anonymous because they could choose not to provide their names. The researchers used all collected data exclusively for their current research.

Statistical Treatment of Data

The data collected were tabulated and were subjected to statistical treatment through the assistance of the licensed statistician of the graduate school.

To interpret the data, the following statistical techniques were applied:

1. Weighted Mean, to determine the extent of contentment of the kindergarten teachers on the different hygiene factors of Herzberg. The same was used to determine the level of job dissatisfaction of the teachers. The obtained results were interpreted using the following scales:

Extent of Contentment		
Scale	Rating	Verbal Interpretation
4	3.26-4.00	Very Much Contented
3	2.51-3.26	Much Contented
2	1.76-2.50	Fairly Contented
1	1.00-1.75	Least Contented

Level of Job Dissatisfaction		
Scale	Rating	Verbal Interpretation
4	3.26-4.00	Strongly Agree
3	2.51-3.26	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly disagree

2. Pearson, to determine the hygiene factors of Herzberg as predictor of job dissatisfaction.

III. RESULTS AND DISCUSSION

This chapter provides details about the results of application of statistical treatment on the gathered data.

1. Kindergarten Teachers' Assessment of Hygiene Factors of Herzberg

The extent of contentment of the kindergarten teachers based on the hygiene factors of Herzberg was assessed using survey questionnaire.

Kindergarten teachers are much contented on Hygiene Factors of Herzberg based on its grand mean of 3.02 (SD=0.37). In addition, "Security" is rated very much contented with the highest mean of 3.58 (SD=0.33), while they are fairly contented on "Pay" with a mean of 2.33 (SD=0.64).

Data shows that teachers have varying contentment in each indicator of Hygiene Factors of Herzberg. This denotes that there are factors wherein they feel that they have them enough and there are lacking on some other factors. Teachers need contentment as their fundamental value because it determines their overall well-being and teaching effectiveness and their ability to

successfully teach students. The professional satisfaction that teachers achieve through contentment helps them decrease their stress levels and burnout symptoms and their overall job dissatisfaction. The positive mindset helps them maintain emotional control throughout classroom time while they patiently address student requirements and build a positive classroom atmosphere. Teachers who experience contentment better handle various educational challenges that include heavy workloads and teaching students with different needs and working under resource constraints.

Contentment helps teachers produce better educational results and develop stronger dedication to their professions. Teachers who are satisfied with their roles increase their motivation to prepare lessons and create new teaching methods and develop their professional skills. The positive outlook of teachers leads to teaching enthusiasm which motivates students to become more interested in learning. Contentment helps people develop stronger relationships with their coworkers and school administrators and community members which leads to a school environment that encourages teamwork and maintains peaceful relationships.

The teachers' happiness level leads to both their personal development and the institutional growth of the school. The method establishes a path for teachers to remain in their profession while decreasing staff turnover and maintaining high educational standards. The teachers' happiness at work leads them to dedicate their efforts toward developing students into complete individuals which results in improved academic performance and educational system success. Kehui et al. (2025) underscored that hygiene factors positioned that these are important in ensuring that employees are taken care of in an organization.

TABLE 2
ASSESSMENT OF HYGIENE FACTORS OF HERZBERG

Indicators	Mean	SD	Description
Pay	2.33	0.64	Fairly Contented
Status	3.27	0.51	Much Contented
Security	3.58	0.33	Very Much Contented
Working Conditions	3.19	0.47	Much Contented
Benefits	3.33	0.32	Much Contented
Policies and administrative practices	3.26	0.31	Very Much Contented
Interpersonal relationships	3.38	0.31	Very Much Contented
Grand Mean	3.02	0.37	Much Contented

2. Job Dissatisfaction of Kindergarten Teachers

Kindergarten teachers strongly agree that they are dissatisfied with their job considering the grand mean of 3.14 (SD=0.24). The same table tells that “The paperwork and documentation required in kindergarten teaching are overwhelming” got a mean of 3.39 and standard deviation of 0.22, which is verbally rated as strongly agree. Still, “Because of work stress, I sometimes think about transferring to another grade level or leaving teaching” marked the lowest mean of 3.02 (SD=0.29) or agree.

Results tell that kindergarten teachers are dissatisfied with their job. A deeper analysis shows that it is due to volume of work that they have and the huge expectations that they can do things simultaneously. The teachers' satisfaction level leads to both their personal development and the institutional growth of the school. The method establishes a path for teachers to remain in their profession while decreasing staff turnover and maintaining high educational standards. The teachers' happiness at work leads them to dedicate their efforts toward developing students into complete individuals which results in improved academic performance and educational system success.

Mo and Morris (2024) highlighted that job satisfaction is crucial in maintaining the best employees possible in an institution and schools are not exempted from this reality. Teacher dissatisfaction can arise from a diverse range of factors. Morris (2021) identifies negative personal interactions and teaching and learning factors and lack of recognition and career progression and employment package as reasons for teacher dissatisfaction because he believes external personal factors also contribute to the problem.

TABLE 3
ASSESSMENT OF DISSATISFACTION OF KINDERGARTEN TEACHERS

Indicators	Mean	SD	Description
Managing young learners' behavior makes my work highly stressful	3.11	0.31	Agree
Preparing daily activities, learning materials, and classroom visuals takes too much of my personal time	3.28	0.29	Strongly Agree
I feel physically exhausted from handling the needs of kindergarten pupils	3.19	0.22	Agree
Large class size makes it difficult to give adequate attention to each child	3.10	0.29	Agree

Communication with parents or guardians often adds to my work stress	3.17	0.32	Agree
I feel that the support and resources for early childhood teaching in my school are insufficient	3.15	0.28	Agree
The paperwork and documentation required in kindergarten teaching are overwhelming	3.39	0.22	Strongly Agree
I struggle to maintain a healthy balance between my teaching duties and personal life	3.28	0.28	Strongly Agree
Because of work stress, I sometimes think about transferring to another grade level or leaving teaching	3.02	0.29	Agree
Grand Mean	3.14	0.24	Strongly Agree

3. Herzberg's Hygiene Factors as Predictors of Job Dissatisfaction

Another goal of the study is to look if Herzberg's hygiene factors can predict the job dissatisfaction of the kindergarten teachers.

The study demonstrates that pay demonstrates a strong negative connection which reaches statistical significance with job dissatisfaction ($r = -0.6732$, $p = 0.0000$). The research shows that kindergarten teachers experience lower job dissatisfaction when they receive better compensation packages which meet their expectations.

Security ($r = -0.5841$, $p = 0.0326$) and working conditions ($r = -0.5283$, $p = 0.0426$) and benefits ($r = -0.6231$, $p = 0.0006$) all demonstrate significant negative effects on job dissatisfaction. The results indicate that when teachers experience higher job security and better working conditions and sufficient benefits their job dissatisfaction decreases.

The two factors of school policies and administrative procedures ($r = -0.5839$, $p = 0.0474$) and professional relationships ($r = -0.4817$, $p = 0.0283$) show a significant negative link to job dissatisfaction. The study results show that kindergarten teachers experience lower job dissatisfaction when schools implement supportive policies and schools use efficient administrative systems and schools maintain positive professional relationships.

In contrast, status demonstrates a positive but non-significant relationship with job dissatisfaction ($r = 0.4165$, $p = 0.1217$), implying that teachers' perceived professional standing does not significantly influence their dissatisfaction. Herzberg's hygiene factors are extrinsic elements that, when inadequate, cause job dissatisfaction. Assaf and Antoun (2024) stated that when job dissatisfaction exists, there will be a chance that people will leave the organization, which will have a huge negative impact on its performance.

TABLE 4
PEARSON R TREATMENT OF VARIABLES

Variables	r-value	p-value	Description
Pay and job dissatisfaction	-0.6732	0.0000	Significant
Status and job dissatisfaction	0.4165	0.1217	Not Significant
Security and job dissatisfaction	-0.5841	0.0326	Significant
Working Conditions	-0.5283	0.0426	Significant
Benefits	-0.6231	0.0006	Significant
Policies and administrative practices	-0.5839	0.0474	Significant
Interpersonal relationships	-0.4817	0.0283	Significant

4. Proposed Action Plan

Using the findings of the study, the researcher conceptualized this action plan.

Problem Area	Objective	Proposed Activities	Persons Responsible	Time Frame	Expected Outcome
Pay-related concerns	Improve teachers' perception of compensation support	• Provide orientation on available allowances and incentives • Assist teachers in accessing government benefits and scholarships • Recommend performance-based recognition programs	School Head, HR Coordinator	Whole School Year	Teachers become more aware of financial opportunities and feel supported
Job Security	Strengthen teachers' sense of stability and protection	• Conduct regular consultations on employment concerns • Provide clear communication about contracts, plantilla items, and evaluation processes	School Head, Admin Office	Quarterly	Teachers feel more secure and confident in their employment

Problem Area	Objective	Proposed Activities	Persons Responsible	Time Frame	Expected Outcome
Working Conditions	Enhance the physical and instructional work environment	• Improve classroom resources and teaching materials • Establish workload monitoring system • Schedule wellness and stress-management sessions	School Head, Property Custodian, Master Teachers	Whole School Year	Improved workplace comfort and reduced teacher stress
Benefits	Increase access to professional and welfare benefits	• Orient teachers on health insurance, leave privileges, and loan programs • Facilitate participation in professional development with funding support	School Head, Finance Officer	Semi-Annual	Teachers maximize available benefits and feel valued
Policies and Administrative Practices	Ensure transparent and supportive school management	• Review school policies with teacher participation • Conduct open forum meetings for feedback	School Head, School Management Team	Every Semester	Increased transparency and trust in administration

Problem Area	Objective	Proposed Activities	Persons Responsible	Time Frame	Expected Outcome
		Implement clear guidelines for workload distribution			
Interpersonal Relationships	Promote positive collegial relationships and teamwork	• Conduct team-building activities • Establish peer mentoring system • Organize professional learning community sessions	School Head, Guidance Coordinator, Master Teachers	Quarterly	Stronger collaboration and supportive school climate

IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter contains details on summary of findings, conclusions and recommendations of the study.

Summary of Findings

The following were the summary of findings:

1. Kindergarten teachers are much contented on Hygiene Factors of Herzberg based on its grand mean of 3.02.
2. Kindergarten teachers strongly agree that they are dissatisfied with their job considering the grand mean of 3.14.
3. The results reveal that pay has a strong negative and statistically significant relationship with job dissatisfaction ($r = -0.6732$, $p = 0.0000$). Likewise, security ($r = -0.5841$, $p = 0.0326$), working conditions ($r = -0.5283$, $p = 0.0426$), and benefits ($r = -0.6231$, $p = 0.0006$) all show significant negative relationships with job dissatisfaction. Furthermore, policies and administrative practices ($r = -0.5839$, $p = 0.0474$) and interpersonal relationships ($r = -0.4817$, $p = 0.0283$) both exhibit significant negative correlations with job dissatisfaction.
4. An action plan is crafted based on the findings of the study.

Conclusions

The following were the conclusions based on the summary of findings:

1. Kindergarten teachers have varying contentment in each indicator of Hygiene Factors of Herzberg. This denotes that there are factors wherein they feel that they have them enough and there are lacking on some other factors.

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1. Kindergarten teachers are dissatisfied with their job. It is due to volume of work that they have and the huge expectations that they can do things simultaneously..
 2. Pay, security, working conditions, benefits, policies and administrative practices and interpersonal relationships are considered significant predictors of job dissatisfaction of kindergarten teachers. When these hygiene factors increase, job dissatisfaction will decrease.
 3. The proposed action plan aims to help kindergarten teachers to address their job dissatisfaction.

Recommendations

The following are the recommendations of the study based on the conclusions:

1. School heads may discuss with the teachers during learning action cell how the government provide the hygiene factors so the chance to increase their contentment will increase.
2. School heads may look into the factors that are within their control to address the dissatisfaction of teachers. Paperwork and documentation may be minimized especially if they are not required by division office, regional office or central office.
3. Transparent communication of policies, regular consultations and meeting and equitable distribution of work loads may be utilized well to ensure that kindergarten teachers will feel more motivated to work.
4. The proposed action plan may be adopted in one school to test its effectiveness.
5. Future researchers may dwell on examining how the school heads ensure that teachers are not leaving the school due to dissatisfaction in their job.

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