

Teacher's Job Satisfaction and Stress

DOI: 10.5281/zenodo.15525087

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Abstract:

This descriptive study examined the levels of teachers' job satisfaction and stress in one of the public secondary schools in a large-sized Division within a fourth-class city in Negros Island Region during the school year 2024-2025. Data needed for this descriptive study were collected from 100 teacher-respondents using a self-made survey questionnaire that has passed the rigorous tests of validity and reliability. The ensuing analysis showed teachers obtaining high levels of job satisfaction in areas such as work environment, development opportunities, and salary and recognition. Job stress levels were likewise high, particularly concerning deadlines, workloads, and paperwork, with beating paperwork deadlines being the most significant stressor identified. Meanwhile, moderate difficulties were encountered in teaching, particularly in adapting to students' learning styles, effective communication, and integrating learning technology. Moving on, the study found no significant differences in job satisfaction in work environment, development opportunities, salary, and recognition across various demographic groups. However, a significant difference in workload-related stress was found based on income, with lower-income teachers reporting higher stress levels. Additionally, no significant difference was found in the level of difficulties encountered by the teachers in teaching in the areas of learning style, effective communication, and learning technology across demographic groups. The relational analysis between job satisfaction and job stress indicated no significant relationship. These findings call for streamlining of administrative tasks, investing in updated instructional technologies and training, and implementing a comprehensive stress management program to further enhance teacher effectiveness and retention.

Keywords: Job satisfaction, Public Secondary School Teachers, Negros Island Region, education, work-stressors

Introduction:

Rationale

Job satisfaction among teachers is influenced by various factors, including the quality of their work environment, administrative support, peer relationships, autonomy, salary, and recognition (DeMartino & Weiser, 2021). However, despite the importance of these factors, there is a growing concern about teacher stress and burnout, which are often linked to declining standards of living, unsatisfactory workplace conditions, and excessive workload.

In the context of the Philippine education system, similar patterns of stress and dissatisfaction have been observed, yet the literature reveals that much remains to be understood about the unique challenges faced by teachers in this specific national context. Previous studies have explored teacher job satisfaction across various regions and highlighted the connection between stress at work and job satisfaction (Susmitha & Raghavaya, 2018; Benevene et al., 2019).

Teachers play a crucial role in shaping the quality of education and student success. However, findings from the study reveal that many teachers experience challenges in their work environment, professional development, financial incentives, workloads, and administrative responsibilities. These challenges contribute to job dissatisfaction, increased stress, and difficulties in teaching, which may negatively impact their performance and well-being. Thus, an intervention plan was created.

Theoretical Underpinnings

The study is anchored to Situational Occurrences Theory of Job Satisfaction by Quarstein et al. (1992). According to this theory, an individual's job satisfaction is determined by a combination of situational characteristics and situational occurrences. The study also anchored to a grounded theory by Karasek and Theorell (1990) on stress at work. According to this theory, the degree of stress felt depends on the demands placed on employees at work, their perception of their level of control over task completion, and the level of support offered to them by their employer. These above theories served as the foundation of this study as to providing concepts and justifying factors that leads

to understanding of how the teachers are satisfied, what are the possible stress and difficulties they encountered in teaching.

Objectives

This study aimed to determine the level of teachers' job satisfaction, stress, and difficulties in one of the public secondary schools in a large-sized Division within a fourth class city in Negros Island Region during the school year 2024-2025 as basis for an intervention plan. Specifically, this study sought answers to 1) the level of teachers' job satisfaction according to the area of work environment, development opportunities, and salary and recognition; 2) level of teachers' job stress according to the area of deadlines, workloads, and paperworks; 3) the significant difference in the level of teachers' job satisfaction when grouped and compared according to the aforementioned variables; 4) the significant difference in the level of teachers' job stress when grouped and compared according to the aforementioned variables; and 5) the significant relationship between the level of teachers' job satisfaction and the level of stress.

Literature Review

This section presents a compilation of carefully selected studies with similar subjects to the present study. These related literatures are presented in conceptual and research format to help provide related discussions on teachers' job satisfaction, job stress and difficulties.

Job satisfaction is a crucial determinant of teacher retention, performance, and overall well-being. According to Hashim et al. (2020), job satisfaction among teachers is influenced by factors such as administrative support, salary, workload, and professional growth opportunities. Their study found that teachers experiencing high levels of autonomy and recognition report greater job satisfaction. Their study found that teachers experiencing high levels of autonomy and recognition report greater job satisfaction.

On the other hand, if educators are able to fulfill all of the specified requirements, including a sufficient income, a feeling of acceptance, equitable treatment by administrators in terms of the division of labor, and appropriate incentives for the efforts made, they will feel satisfied in their work (Amin et al., 2021).

Stressful work causes burnout and negatively impacts performance, which slows down productivity, according to an article by Malquisto et al., published in 2023. Similarly, "teacher job stress" is defined by Herman et al. (2020) as the unpleasant, upsetting emotional experience that teachers encounter at work and which can lead to extreme physical and mental tiredness, tenseness in the nerves, frustration, or distress.

Rivera and Tan (2021) found that financial constraints and heavy workloads prevent teachers from pursuing further studies, which in turn affects their job satisfaction. Their study concluded that schools offering scholarships, tuition reimbursements, or flexible work schedules report higher teacher satisfaction and retention rates.

The studies reviewed also show that job stress is a persistent issue among teachers, stemming from curriculum changes, student-teacher ratios, and performance evaluations (Fathi et al., 2021; Capone & Petrillo, 2018). Stress significantly affects teachers' mental well-being, work performance, and, ultimately, student outcomes. In the local setting, Filipino teachers struggle with financial constraints, classroom management issues, and work-life balance, which negatively impact their satisfaction and motivation (Malquisto et al., 2023; Baluyos et al., 2019).

Many factors, such as changes in the curriculum, issues with discipline, an increase in the student-teacher ratio, an increase in workload, and an increase in responsibilities, have made teaching more difficult. Compared to other professions, teachers experience higher levels of psychological stress and burnout (Fathi et al., 2021). Additionally, Brown and Miller (2023) found that Filipino teachers working long hours in low-income schools experience higher stress levels due to excessive administrative work.

Kim and Seo (2022) found that Filipino teachers who desire to earn advanced degrees struggle with tuition costs, family obligations, and time constraints, adding to their stress. The study recommended that schools offer financial assistance and flexible work schedules to support teachers in furthering their education.

Methodology:

This section deals with the research design, the subject and the respondents of the study, the research instrument as well as its validity and reliability of the research, data gathering procedure and the statistical tools to be used for analyzing the data.

Research Design

This study utilized the descriptive research design, which determine the level of teachers' job satisfaction, level of stress and level of difficulties: basis for an intervention plan in one of the public secondary schools in a medium-sized Division, in a citified area, in Central Philippines, during the school year 2024-2025. Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way, involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a-certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation (Shuttleworth, 2016).

Respondents

The respondents of the study are 110 secondary school teachers from the total population of 153. Since the number of respondents is quite large to handle, stratified sampling and random sampling techniques were used and using Cochran formula to find the sample size.

Instrument

This study utilized a researcher-made data gathering instrument consisting of two parts: the first part collected the respondents' profile, including age, highest educational attainment, length of service, and average monthly family income; the second part comprised a 30-item questionnaire focused on job satisfaction, and stress. Each area contained five specific line items, and responses were measured using a five-point Likert scale, with ratings of 5 for "always," 4 for "often," 3 for "sometimes," 2 for "rarely," and 1 for "almost never."

Procedures for Data Collection

Permission to conduct the survey and the administration of the questionnaire to the actual respondents was secured from the School Heads as well as the Schools Division Superintendent (SDS) through the Public Schools District Supervisor (PSDS) to undertake the study. The instrument was distributed face to face while adhering to safety and health protocols, and others received hard copies through their respective principals' offices. The data gathered from the responses of the respondents was tallied and tabulated using the appropriate statistical tools. The raw data was transformed into numerical code guided by a coding manual. The Statistical Package for Social Sciences (SPSS) was used in the computer processing of the encoded data.

Data Analysis and Statistical Treatment

Objective No. 1 uses a descriptive analytical scheme and mean as statistical tools to determine the level of Job Satisfaction according to the following areas.

Objective No. 2 uses a descriptive analytical scheme and mean to determine the level of teachers' job stress according to the following areas.

Objective No. 3 uses a comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers' job satisfaction when grouped and compared according to the variables.

Objective No. 4 uses a comparative analytical scheme and Mann-Whitney U test to determine the significant difference in the level of teachers' job stress when grouped and compared according to the variables. Objective No. 5 uses relational analytical scheme and Spearman Rho to determine the significant relationship between the level of teachers' job satisfaction and level of stress.

Ethical Considerations

The researcher ensured the general ethical principles of respect for per-sons, beneficence, and justice to establish the ethical soundness of the study. The researcher highly ensures that no personal data compromising the respondents' identity was collected in adherence to the Data Privacy Act of 2012, specifically on the access to the data both by the re-searcher and the analyst. The respondents were assured that no information disclosing their identity was released or published without their consent to the said disclosure, except when necessary to protect their rights and welfare.

Results and Discussion:

This session deals with the presentation, analysis and interpretation of data gathered to carry out the objectives of this study. All these were made by following certain appropriate procedures so as to give the exact data and solution to each specific problem.

Level of teachers' job satisfaction in the areas of Work environment, Development Opportunities, and Salary and Recognition

Table 1

Level of teachers' job satisfaction in the area of Work environment

Items	Mean	Interpretation
As a teacher, I ...		
1. am able to participate in making important school decisions.	4.42	High Level
2. receive all IT-related support that I need from the school.	4.56	Very High Level
3. feel safe and secure inside the school	4.84	Very High Level
4. am provided with an appropriate working ambience	4.78	Very High Level
5. can use school facilities and equipment needed for the subject I teach.	4.76	Very High Level
Overall Mean	4.67	Very High Level

This indicates that while teachers feel satisfied with their physical environment and safety, they may feel excluded from the decision-making process. Maybe because some are new and are shy to express their opinions. Meanwhile, a lack of participation can reduce morale and motivation, making teachers feel undervalued. According to Skaalvik and Skaalvik (2021), the lack of teacher participation in school governance leads to feelings of powerlessness and low motivation. Teachers who are removed from decision-making processes are less likely to feel ownership over school rules, which can have a detrimental impact on their morale and performance.

Table 2

Level of teachers' job satisfaction in the area of Development Opportunities

Items	Mean	Interpretation
As a teacher, I ...		
1. am supported to pursue post graduate studies to earn more knowledge	4.71	Very High Level
2. received guidance from Master Teachers/School Head during LAC Session	4.92	Very High Level
3. received learnings and be able to improve my performance through various in-service trainings (INSET)	4.95	Very High Level
4. am able to conduct action research, innovations, etc.	4.75	Very High Level
5. am guided on how to utilize ICT in classes, trainings and workshop	4.89	Very High Level
Overall Mean	4.84	Very High Level

This implies that despite the high overall satisfaction, this indicate that teachers face barriers such as financial constraints, time limitations, or lack of institutional support in pursuing postgraduate studies. Tuition, fees, and living expenses can be a considerable burden for teachers, especially if they already have loan debt. The results akin to Rivera and Tan (2021) study which stated financial barriers and heavy workloads often prevent teachers from advancing their education. Schools that offer scholarships, tuition reimbursements, or flexible work schedules have reported higher teacher satisfaction and retention rates.

Table 3

Level of teachers' job satisfaction in the area of Salary and Recognition

Items	Mean	Interpretation
As a teacher, I ...		
1. am satisfied with the with the benefits offered such as vacation leave, maternity leave, paternity leave, and sick leave.	4.88	Very High Level
2. am satisfied with the Fringe benefits (GSIS/Pag-ibig) and incentives given.	4.85	Very High Level
3. satisfied with the Bonuses/Clothing given to me.	4.99	Very High Level

4. can have time to have an extra income after school hours.	4.03	High Level
5. receive the right pay that commensurate the workload.	4.83	Very High Level
Overall Mean	4.72	Very High Level

This means that some teachers are struggling to earn extra money after school since time constraints prevent them from engaging in supplementary income activities. The effort and responsibilities of the teaching profession may restrict opportunities for further financial support. Similar to Garcia and Weiss (2022), teachers frequently seek additional job owing to low pay, but their hard workload limits their ability to do so. Similarly, Smith et al. (2021) claim that excessive administrative tasks and after-hours school responsibilities make it impossible for instructors to work part-time. Schools that provide financial incentives, such as performance bonuses or decreased workloads, can help to alleviate this issue.

Level of teachers' job stress in the areas of Deadlines, Workloads, and Paperwork

Table 4

Level of teachers' job stress in the area of Deadlines

Items	Mean	Interpretation
As a teacher, I get stressed in...		
1. the amount of work that must be completed in a certain time	3.85	High Level
2. keeping a record on the scheduled time of submission of the needed requirement	3.83	High Level
3. accomplishing reports on time	3.78	High Level
4. the time allotment for checking and reviewing the reports that need to be submitted	3.84	High Level
5. the simultaneous submission of all student records and other requirements on time	3.93	High Level
Overall Mean	3.84	High Level

This implies that the overwhelming administrative workload that teachers face, can negatively impact their well-being. Juggling multiple deadlines alongside teaching responsibilities may lead to burnout and decreased job performance. Other reason could be the lack of administrative assistance. This conform Anderson and Johnson (2022) study which found that the requirement to submit multiple student records and administrative reports within short timeframes increases teachers' workload stress. Similarly, Chen et al. (2023) highlight that poor time management structures and lack of clerical support lead to overwhelming pressure on teachers.

Table 5

Level of teachers' job stress in the area of Workloads

Items	Mean	Interpretation
As a teacher, I get stressed in...		
1. managing time to properly prepare lessons and give the individualized attention to each student	3.95	High Level
2. preparing my daily lesson and doing my ancillary at the same time.	3.19	Moderate Level
3. accomplishing reports based on the assigned coordinator ship	3.14	Moderate Level
4. managing presence of excessive workload and hours of work	3.03	Moderate Level
5. varied teaching loads requiring multiple preparations (lesson planning)	2.94	Moderate Level
Overall Mean	3.25	Moderate Level

This implies that teachers struggle with balancing instructional planning and addressing students' diverse learning needs maybe because of the increasing number of students per class which limits personalized teaching. Added to that is their paper works which they need to accomplish prior to the given deadline. Some schools may lack of additional support staff to help teachers manage workload effectively. A study by Harrison and Kim (2023) confirms this study as they found that large class sizes and diverse student needs make personalized instruction challenging. Similarly, Roberts et al. (2021) highlighted that those teachers who lack sufficient planning time experience higher stress levels, leading to burnout. Schools that provide additional classroom support, such as teaching assistants and reduced class sizes, have reported improvements in teacher well-being and instructional effectiveness.

Table 6

Level of teachers' job stress in the area of Paperwork

Items	Mean	Interpretation
As a teacher, I get stressed in...		
1. hours spent on paperwork and insufficient time for vacation/leisure	3.68	High Level
2. beating the deadlines of paper works.	4.45	High Level
3. looking for enough resources to accomplish paper works	3.35	Moderate Level
4. urgent paper works given	3.20	Moderate Level
5. accomplishing forms and other paper works at the same time teaching students	3.29	Moderate Level
Overall Mean	3.59	High Level

This indicates that excessive paperwork is a significant challenge for teachers, taking time away from instructional tasks. The administrative burden can cause stress and reduce productivity, affecting overall job satisfaction. Schools may lack of clerical support staff which ease the paperwork load and allow teachers to focus more on teaching. This result is supported by Garcia et al. (2021) study which found that teachers spend significant time completing administrative tasks, reducing their ability to focus on instructional duties. Thompson and Lewis (2023) reported that schools with excessive documentation requirements face higher teacher turnover due to increased stress. The implementation of digital record-keeping systems and delegation of non-teaching tasks to clerical staff can help alleviate this burden.

Comparative analysis in the level of teachers' job satisfaction in the areas of Work environment, Development Opportunities, and Salary and Recognition when grouped and compared according to variables Age, Highest educational Attainment, Length of Service, and Average Family Monthly Income

Table 7

Difference in the level of teachers' job satisfaction in the area of Work environment when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	50	52.26	1338.000	0.318		Not Significant
	Older	60	58.20				
Highest Educational Attainment	Lower	69	54.47	1343.500	0.652	0.05	Not Significant
	Higher	41	57.23				
Length of Service	Shorter	50	51.67	1308.500	0.238		Not Significant
	Longer	60	58.69				
Average Family Monthly Income	Lower	32	51.06	1106.000	0.337		Not Significant
	Higher	78	57.32				

The results indicate that there was no significant difference in job satisfaction in the work environment when grouped according to age, educational attainment, length of service, and income. This suggests that regardless of demographic factors, teachers generally experience a similar level of satisfaction in terms of their working conditions,

safety, and school facilities. Thus, the hypothesis is accepted. The study by Skaalvik & Skaalvik (2018) also supports this finding, as they emphasized that a supportive work environment contributes to teacher retention but does not necessarily impact job satisfaction differences among various demographic groups. Schools should continue to enhance workplace conditions and explore individualized approaches to improve satisfaction for different teacher profiles.

Table 8

Difference in the level of teachers' job satisfaction in the area of Development Opportunities when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	50	57.50	1400.000	0.502	0.05	Not Significant
	Older	60	53.83				
Highest Educational Attainment	Lower	69	55.64	1405.000	0.948	0.05	Not Significant
	Higher	41	55.27				
Length of Service	Shorter	50	58.21	1364.500	0.363	0.05	Not Significant
	Longer	60	53.24				
Average Family Monthly Income	Lower	32	51.64	1124.500	0.364	0.05	Not Significant
	Higher	78	57.08				

Results showed that there was no significant difference in satisfaction with development opportunities across different demographic groups. This suggests that all teachers, regardless of age, education, or income, perceive similar opportunities for professional growth such as training, research, and ICT utilization. Thus, the hypothesis is accepted. The result aligns in the research conducted by Darling-Hammond (2017) highlights that the lack of significant differences in satisfaction with development opportunities across different demographic groups. This uniform perception suggests that professional development programs are equally accessible and satisfactory to all teachers, regardless of their background.

Table 9

Difference in the level of teachers' job satisfaction in the area of Salary and Recognition when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	50	58.26	1362.000	0.393	0.05	Not Significant
	Older	60	53.20				
Highest Educational Attainment	Lower	69	56.50	1345.500	0.660	0.05	Not Significant
	Higher	41	53.82				
Length of Service	Shorter	50	55.36	1493.000	0.965	0.05	Not Significant
	Longer	60	55.62				
Average Family Monthly Income	Lower	32	55.09	1235.000	0.930	0.05	Not Significant
	Higher	78	55.67				

Findings indicate that there were no significant differences in job satisfaction related to salary and recognition when categorized by demographics. This suggests that regardless of their background, teachers have a common perception in the area of salary and recognition. Thus, the hypothesis is accepted. This result aligns with the study by Ingersoll & Collins (2018), which found that no significant differences in job satisfaction concerning salary and recognition across different demographic categories. This indicates a shared sentiment among teachers regarding their compensation and acknowledgment, irrespective of their demographic differences.

Comparative analysis in the level of teachers' job stress in the areas of Deadlines, Workloads, and Pa-perwork when grouped and compared according to variables Age, Highest educational Attainment, Length of Service, and Average Family Monthly Income

Table 10

Difference in the level of teachers' job stress in the area of Deadlines when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	50	52.44	1347.000	0.353		Not Significant
	Older	60	58.05				
Highest Educational Attainment	Lower	69	51.64	1148.000	0.096	0.05	Not Significant
	Higher	41	62.00				
Length of Service	Shorter	50	52.92	1371.000	0.434		Not Significant
	Longer	60	57.65				
Average Family Monthly In-come	Lower	32	51.72	1127.000	0.421		Not Significant
	Higher	78	57.05				

The result found no significant differences in job stress in the area of deadlines when grouped according to age, highest educational attainment, length of service, and average family monthly income. Regardless of their background, teachers shared the same experiences in the area of deadlines. Thus, the hypothesis is accepted. The result conforms Agai-Demjaha et al. (2015) who explored the relationship between teachers' demographic characteristics and their experiences of job stress, particularly concerning deadlines. The findings suggest that factors such as age, educational attainment, length of service, and income do not significantly influence stress levels related to deadlines. This indicates that teachers, regardless of their demographic backgrounds, often share similar experiences concerning deadline-related stress.

Table 11

Difference in the level of teachers' job stress in the area of Workloads when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	50	58.13	1368.500	0.426		Not Significant
	Older	60	53.31				
Highest Educa-tional Attainment	Lower	69	56.46	1348.500	0.681	0.05	Not Significant
	Higher	41	53.89				
Length of Service	Shorter	50	58.78	1336.000	0.321		Not Significant
	Longer	60	52.77				
Average Family Monthly Income	Lower	32	66.88	884.000	0.016		Significant
	Higher	78	50.83				

There was a significant difference in workload-related stress when grouped by income, with teachers earning lower salaries reporting higher stress levels. This is possibly because financial insecurity can worsen perceived workload stress as teachers feel pressure to take on extra responsibilities or even additional jobs. Additionally, workload stress is a key predictor of teacher burnout, especially for those struggling financially. The results indicate that financial constraints may limit teachers' ability to manage their workload effectively. Thus, the hypothesis is rejected. This finding aligns with a 2024 article of Blad, which reported that 59% of teachers experienced frequent job-related stress, a higher percentage than comparable working adults. The increased stress among lower-income teachers may be due to financial pressures and the need to manage extensive workloads without adequate compensation.

Addressing this issue could involve providing additional support and resources to lower-income teachers, as well as exploring avenues for financial incentives to alleviate stress.

Table 12

Difference in the level of teachers' job stress in the area of Paperwork when grouped and compared according to variables

Variable	Category	N	Mean Rank	Mann Whitney U	p-value	Sig. level	Interpretation
Age	Younger	50	58.98	1326.000	0.294	0.05	Not Significant
	Older	60	52.60				
Highest Educational Attainment	Lower	69	51.99	1172.000	0.132	0.05	Not Significant
	Higher	41	61.41				
Length of Service	Shorter	50	57.10	1420.000	0.629	0.05	Not Significant
	Longer	60	54.17				
Average Family Monthly Income	Lower	32	57.94	1170.000	0.606	0.05	Not Significant
	Higher	78	54.50				

No significant difference was found in paperwork-related stress based on teachers' demographic profile. Teachers shared the same experiences as to their job stress in paperwork. Thus, the hypothesis is accepted. This result is parallel to Aftab and Khatoon (2018) study who investigated the relationship between teachers' demographic profiles and their experiences of occupational stress, including paperwork-related stress. The findings indicate that demographic factors such as gender, age, and marital status often do not significantly influence the levels of stress teachers experience from administrative tasks.

Relational analysis between level of teachers' job satisfaction and level of teachers' job stress

Table 13

Relationship between level of teachers' job satisfaction and level of teachers' job stress

Variable	rho	p-value	Sig. level	Interpretation
Level of Job Satisfaction	-0.061	0.526	0.05	Not Significant
Level of Job Stress				

This conforms Woods et al. (2022) study which found that stressors for teachers have a significant negative effect on job satisfaction. High levels of stress, stemming from demands on time, increasing class sizes, student behavior problems, conflicts with other staff, and inadequate resources, were associated with decreased job satisfaction. Thus, the hypothesis is accepted.

Conclusions:

From the initial results of the study, the following conclusions are drawn: The most significant source of stress is the pressure to meet paperwork deadlines. These stressors highlight the administrative burden placed on teachers, which may detract from their teaching effectiveness and overall job satisfaction. Teachers demonstrated high levels of job satisfaction because they felt supported by a positive work environment, had access to meaningful professional growth opportunities, and received fair compensation along with recognition for their contributions. The study found no significant differences in job satisfaction across various demographic groups, suggesting that satisfaction levels are fairly consistent regardless of age, educational attainment, length of service, or income. However, a significant difference in workload-related stress was identified based on income, with lower-income teachers reporting higher stress levels. This finding suggests that financial constraints may exacerbate perceived workload stress, potentially affecting lower-income teachers more severely. The relational analysis between job satisfaction and job stress indicated no significant relationship, suggesting that job satisfaction levels do not necessarily correlate with job stress levels. This finding highlights the complexity of the factors contributing to teachers' overall well-being and job performance. Overall, the study underscores the importance of addressing administrative burdens, providing

robust support for technology integration, and ensuring equitable workload distribution to enhance teachers' job satisfaction and reduce stress levels.

Acknowledgment

Foremost, a huge thank you to my adviser, Professor Jose Donnie S. Sajonia, for the continuous support of my Ph.D study. His guidance and expertise have been indispensable. My most profound appreciation also to all highly esteemed board of panelists for their compassion, encouragement, insightful comments, and valuable feedback. Moreover, my deepest gratitude goes out to my cherished family, friends, and validators; your constant support and belief in my capabilities were the foundation of this academic pursuit. Finally, I am grateful to God Almighty because He did not abandon me on this journey. Thank you, God, for this remarkable gift.

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