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Job Satisfaction Among Secondary School Teachers in the West District of the Schools Division of Cauayan City: Basis for a Proposed Teachers' Job Satisfaction Enhancement Plan

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Abstract

This study assessed job satisfaction among secondary school teachers in the West District of the Schools Division of Cauayan City in terms of work and workplace, benefits and rewards, and recognition. It also examined differences by gender, years of service, and school. The study involved 83 teachers from four secondary schools selected through simple random sampling. An adapted questionnaire provided data analyzed using weighted means and reported tests of group differences. Work and workplace received an overall weighted mean of 3.61 (Strongly Agree), while recognition received 3.28 (Agree). Comparatively lower ratings were observed for institutional benefits, salary fairness, and useful performance feedback. The reported analyses identified no statistically significant differences in work and workplace or benefits and rewards across the respondent groups. However, two administrative recognition indicators differed significantly by years of service ($p = 0.008$ for each). The findings indicate generally favorable job satisfaction alongside concerns requiring school-level attention. Recommended measures include maintaining professional development opportunities, strengthening instructional resources, providing constructive feedback, reviewing benefits, and applying consistent recognition practices. The study was limited to 83 teachers from four secondary schools in one district; its findings should be interpreted within that setting. Aligned with Sustainable Development Goal 4 (Quality Education), the study provides a localized basis for decisions intended to support teacher well-being, educational quality, and institutional sustainability.

Keywords: Job Satisfaction, Secondary School Teachers, Work Environment, Benefits and Rewards, Employee Recognition, Teacher Well-Being, Educational Quality

1. Introduction

Teacher job satisfaction is an essential consideration in sustaining educational quality, professional commitment, and effective school operations. It reflects teachers' perceptions of their working environment, compensation, professional recognition, and organizational support. Although international and Philippine studies have identified various influences on job satisfaction, differences in school conditions and demographic characteristics emphasize the importance of localized assessment. This study examines the level of job satisfaction among secondary school

teachers in the West District of the Schools Division of Cauayan City, focusing on work and workplace, benefits and rewards, and recognition. It also examines differences in job satisfaction according to gender, years of service, and school to provide a basis for recommendations aimed at improving teachers' professional experiences.

1.1 Teacher Job Satisfaction and Professional Well-Being in Secondary Education

Education contributes to human development, with teachers playing a central role in promoting student learning and development. However, teachers' effectiveness and professional commitment are influenced by their working conditions, institutional support, and opportunities for professional advancement. According to the Organisation for Economic Co-operation and Development (OECD, 2025), the Teaching and Learning International Survey (TALIS) 2024 indicated that nearly 90% of teachers reported job satisfaction, although their experiences differed according to workload, school conditions, and professional support. Similarly, Eryilmaz et al. (2025) and Guoba et al. (2022) associated teacher satisfaction with manageable workloads, supportive leadership, appropriate compensation, positive student behavior, and professional recognition. In the Philippines, Bona (2020) and Balusan and Selecios (2025) emphasized the importance of school leadership, organizational climate, professional relationships, and career development in shaping teachers' job satisfaction. These findings highlight the need for educational institutions to establish supportive working environments that promote teacher motivation and professional well-being. However, administrative responsibilities, resource limitations, and differences in institutional support remain relevant considerations in understanding teachers' experiences in public secondary schools. Recent systematic reviews have further emphasized the relationship between teachers' occupational well-being and their professional working conditions. Nwoko et al. (2023) identified occupational stress and workplace-related challenges as important influences on teacher well-being, while Zhou et al. (2024) found that psychological resources, autonomous motivation, and occupational commitment were relevant to positive professional experiences. These findings reinforce the importance of examining job satisfaction within the broader context of teachers' working environments, institutional support, and professional well-being.

1.2 Dimensions and Determinants of Teacher Job Satisfaction in Related Literature

Teacher job satisfaction encompasses multiple aspects of professional experience, including workplace conditions, compensation, recognition, and organizational relationships. Wartenberg et al. (2023) identified the nature of teaching, work environment, rewards, and social relationships as important dimensions of job satisfaction, which were also associated with teacher retention, absenteeism, and student interactions. The Organisation for Economic Co-operation and Development (OECD) in 2020 distinguished satisfaction with the teaching profession from satisfaction with the immediate working environment, emphasizing that teachers may remain committed to teaching despite experiencing workplace difficulties. Work and workplace conditions influence teachers' daily responsibilities and professional experiences. Toropova et al. (2021) emphasized the importance of school working conditions and teacher characteristics in explaining differences in job satisfaction. Supportive leadership, manageable workloads, adequate instructional resources, and positive professional relationships contribute to a favorable working environment. Similarly, the OECD (2020) identified administrative responsibilities as a potential source of occupational stress, highlighting the importance of allowing teachers to prioritize instructional duties and professional collaboration. Creagh et al. (2025) conducted a systematic research synthesis examining teacher workload, work intensification, and time poverty. Their findings indicated that excessive professional demands and increasing workloads were associated with challenges involving teacher health, well-being, and retention. These findings emphasize the importance of manageable workloads and adequate institutional resources in supporting teachers' professional experiences. They also provide a broader perspective on the work and workplace dimension examined in the present study. Benefits and rewards constitute another dimension of teacher job satisfaction, encompassing salaries, allowances, employment benefits, incentives, promotion opportunities, and professional development. The OECD (2020) recognized compensation and employment conditions as important considerations in teachers' professional commitment and retention. Similarly, Latif (2024) examined job satisfaction among public and private secondary school teachers and identified compensation, fringe benefits, working conditions, promotion, and communication as relevant factors. The study also reported variations in satisfaction across demographic and school-related characteristics. Glaveli et al. (2024) examined teacher job satisfaction in relation to different dimensions of the working environment, including professional fulfillment, workload, salary, leadership, and collegial relationships. Their findings indicated that these dimensions contributed to overall teacher satisfaction, with income emerging as an area requiring particular institutional attention. This perspective reinforces the importance of examining financial and nonfinancial rewards together when assessing teachers' satisfaction with their employment conditions. Recognition contributes to teachers' perceptions of professional value and institutional appreciation. Wartenberg et al. (2023) identified recognition as an important reward-related aspect of job satisfaction, while the OECD (2020) emphasized differences between teachers' perceived social value and satisfaction with their immediate working conditions. These findings suggest that meaningful recognition extends beyond formal awards to include professional respect, acknowledgment, and appreciation within educational institutions. Dreer-Göthe (2025) examined the relationship between perceived appreciation and teachers' job satisfaction, emotional exhaustion, and intentions to leave the profession. The findings demonstrated that appreciation from individuals within teachers' immediate professional environments, particularly colleagues and school leaders, was positively

associated with job satisfaction. These findings highlight the importance of meaningful professional acknowledgment and supportive organizational relationships in understanding teachers' experiences of recognition.

1.3 International and Philippine Context of Teacher Job Satisfaction

International research demonstrates variations in teacher job satisfaction according to demographic and institutional characteristics. Topchyan and Woehler (2021) examined differences in work engagement and job satisfaction among teachers and reported that years of teaching experience did not significantly influence job satisfaction in their sample. Conversely, Zakariya and Wardat (2024) identified gender differences and variations across career stages among Norwegian mathematics teachers, suggesting that satisfaction may differ according to professional experience. School-related characteristics also influence teachers' professional experiences. Özkan and Akgenç (2022) found that teacher, school, and principal-level characteristics contributed to variations in job satisfaction, emphasizing the importance of organizational conditions. Similarly, Latif (2024) considered institutional type and demographic characteristics when examining differences in teacher satisfaction. Gooden et al. (2023), through a systematic literature review focusing on secondary school teachers, identified occupational stress, burnout, job satisfaction, and teacher retention as interconnected concerns. Their review also considered differences in professional experiences between beginning and experienced teachers. Similarly, Li et al. (2024) examined distributed school leadership and teacher job satisfaction across four educational systems and found that leadership and job stress were associated with teachers' satisfaction. These studies provide additional perspectives on the relevance of professional experience and organizational conditions in examining variations in teacher job satisfaction. In the Philippine context, teacher job satisfaction has been examined in relation to school leadership, workplace conditions, and professional development. Tanucan et al. (2022) found that school heads' digital leadership predicted teachers' job satisfaction during the pandemic, demonstrating the relevance of administrative leadership. Abdulpatta et al. (2024) reported generally high job satisfaction among public elementary school teachers in Puerto Princesa City, Palawan, while identifying concerns involving instructional resources, technological access, workload, and classroom management. Among secondary school teachers, Lacandazo et al. (2022) reported favorable satisfaction with school leadership, working environments, and professional development but comparatively lower satisfaction with salary. Their findings also indicated a weak positive relationship between length of service and job satisfaction. These Philippine studies emphasize the importance of examining workplace conditions, benefits, recognition, and demographic differences within specific educational settings. At the national policy level, Republic Act No. 12288 established a Career Progression System for public school teachers, emphasizing competency-based advancement and professional development. This policy context reinforces the relevance of examining teachers' satisfaction with professional opportunities and employment-related rewards. In the Philippine setting, Sebullen and Jimenez (2024) investigated the relationship between transformational leadership, administrative support, and teacher job satisfaction among public elementary school teachers. Their findings highlighted the mediating role of administrative support in the relationship between leadership and job satisfaction. Although conducted in a different educational context, the study reinforces the importance of examining organizational support and administrative practices when understanding the professional experiences of teachers in Philippine public schools.

1.4 Conceptual Basis of Teacher Job Satisfaction and Demographic Differences

The present study is conceptually organized around three dimensions of teacher job satisfaction: work and workplace, benefits and rewards, and recognition. Work and workplace encompass teachers' perceptions of their professional environment, institutional resources, and organizational support. Benefits and rewards concern compensation, incentives, and opportunities for professional advancement, while recognition reflects acknowledgment and appreciation of teachers' professional contributions. The study also considers gender, years of service, and school as demographic and organizational grouping variables. These characteristics provide a basis for examining whether teachers differ significantly in their reported job satisfaction across the three dimensions. Rather than assuming that demographic characteristics determine satisfaction, the study examines their possible association with differences in teachers' perceptions within the participating secondary schools. This conceptual organization provides the foundation for assessing job satisfaction as a multidimensional professional experience within the West District of the Schools Division of Cauayan City.

1.5 Research Gaps, Rationale, and Objectives of the Study

Existing literature establishes teacher job satisfaction as a multidimensional construct associated with workplace conditions, compensation, recognition, and professional relationships (Wartenberg et al., 2023). However, findings concerning demographic differences remain inconsistent. Some studies identified variations associated with gender and professional experience, whereas others reported limited or statistically insignificant differences (Topchyan & Woehler, 2021; Zakariya & Wardat, 2024). Philippine research further emphasizes the influence of school leadership and organizational conditions. Tanucan et al. (2022) demonstrated the relevance of school leadership to teacher satisfaction, while Abdulpatta et al. (2024) highlighted the importance of workplace resources, collaboration, and workload management. Differences between satisfaction with school conditions and financial compensation were also identified in secondary education (Lacandazo et al., 2022). Although these

studies provide useful insights, the professional experiences of secondary school teachers in the West District of the Schools Division of Cauayan City require specific examination. Differences in institutional environments and teacher characteristics support the need for a localized assessment rather than assuming that findings from other educational settings apply uniformly. Accordingly, the present study aims to determine the demographic profile of respondents according to gender, years of service, and school; assess their level of job satisfaction in terms of work and workplace, benefits and rewards, and recognition; determine whether significant differences exist in job satisfaction when respondents are grouped according to their demographic characteristics; and propose recommendations based on the findings. Through these objectives, the study seeks to provide a basis for understanding teacher satisfaction and identifying potential areas for improvement within the participating schools.

1.6 Alignment with Sustainable Development Goal 4: Quality Education

The study aligns primarily with Sustainable Development Goal 4 (SDG 4), which promotes inclusive, equitable, and quality education and lifelong learning opportunities. Teacher job satisfaction is relevant to this goal because the quality of educational delivery depends partly on the professional experiences, motivation, and institutional support available to educators. By examining work and workplace conditions, benefits and rewards, and recognition, the study addresses institutional factors relevant to sustaining a supportive teaching environment. Assessing differences according to gender, years of service, and school may also help identify areas requiring attention within the participating educational institutions. UNESCO (2024), in its Global Report on Teachers, emphasized the importance of strengthening teachers' professional status, improving working conditions, and providing adequate institutional support to address challenges in teacher retention and educational quality. The report connected teacher support and professional sustainability with the achievement of Sustainable Development Goal 4. These perspectives establish the broader educational relevance of identifying areas for improvement in teachers' workplace satisfaction, compensation, professional development, and recognition. The findings may inform school-level recommendations aimed at improving teachers' professional experiences, strengthening institutional support, and contributing to educational quality within the West District of the Schools Division of Cauayan City.

1.7 Contribution of Teacher Job Satisfaction to Educational and Institutional Sustainability

The study contributes to multidisciplinary sustainability primarily through its relevance to educational, institutional, and socio-economic sustainability. Educational sustainability involves maintaining conditions that support teachers' professional commitment and the continued delivery of quality instruction. Institutional sustainability concerns organizational practices that promote supportive working environments, equitable professional opportunities, and meaningful recognition. The socio-economic dimension relates to teachers' perceptions of employment benefits, compensation, and professional advancement. Understanding these concerns may assist educational administrators in identifying workplace conditions that require improvement and developing recommendations responsive to teachers' professional needs. By examining job satisfaction across demographic groups and participating schools, the study provides a localized basis for institutional decision-making. Its contribution lies in identifying areas for improving teachers' working experiences and supporting the long-term quality and effectiveness of public secondary education.

2. Material and Methods

2.1 Research Design

The study employed a quantitative descriptive approach to assess job satisfaction among secondary school teachers and examine differences in their responses across demographic groups. Quantitative research provides a systematic approach to collecting and analyzing numerical data to describe educational conditions and examine patterns among variables (Mat Roni et al., 2020). This approach was used to assess teachers' job satisfaction based on their workplace experiences and determine significant differences when respondents were grouped according to their demographic profiles. The findings served as a basis for formulating recommendations to improve teachers' workplace experiences and job satisfaction.

2.2 Locale of the Study

The study was conducted in the West District of the Schools Division of Cauayan City, focusing on secondary school teachers. The research examined teachers' job satisfaction in relation to their workplace experiences, benefits and rewards, and recognition within their respective school environments.

2.3 Respondents of the Study

The respondents consisted of 83 secondary school teachers from the West District of the Schools Division of Cauayan City. They participated in the study by answering a survey questionnaire assessing their level of job satisfaction in terms of work and workplace, benefits and rewards, and recognition. Their responses provided the basis for evaluating job satisfaction and formulating recommendations for improvement.

2.4 Sample and Sampling Procedure
The study involved 83 secondary school teachers selected through simple random sampling. This sampling technique was used to select respondents from the target population for the assessment of teachers' job satisfaction.

2.5 Research Instrument
The study utilized an adapted survey questionnaire based on the research entitled "Administrators' Leadership Style in Relation to Job Satisfaction and Performance in Selected State Universities and Colleges in National Capital Region" by Sergote (2024), published in Psychology and Education: A Multidisciplinary Journal. The questionnaire was modified to align with the objectives and context of the present study, particularly in assessing teachers' job satisfaction in terms of work and workplace, benefits and rewards, and recognition.

2.6 Data Gathering Procedure
The researchers secured permission from the concerned school authorities before administering the survey questionnaire. The purpose of the study was explained to the respondents, and their participation was voluntary. The adapted questionnaire was used to gather information regarding teachers' job satisfaction. All responses were treated confidentially and utilized exclusively for academic purposes.

2.7 Data Analysis Techniques
The collected data were analyzed to assess the level of job satisfaction among secondary school teachers. Statistical significance tests were used to examine differences in teachers' job satisfaction when respondents were grouped according to their demographic profiles. The analysis provided a basis for interpreting teachers' job satisfaction and developing recommendations for improving their workplace experiences.

2.8 Ethical Considerations
The researchers upheld ethical standards throughout the study by protecting the rights, privacy, and welfare of all respondents. Permission was obtained from the concerned school authorities before data collection, and respondents were informed of the study's purpose. Participation was voluntary, and respondents were allowed to withdraw at any time. Confidentiality was maintained, personal information was protected from disclosure, and collected data were used exclusively for academic purposes. The researchers ensured the honest and accurate presentation of findings and appropriately acknowledged the original author of the adapted questionnaire.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

Gender	Frequency	Percentage (%)
Male	34	41.0
Female	47	56.6
LGBTQIA+	2	2.4
Total	83	100.0

Table 1
Demographic Profile of Respondents in Terms of Gender

3.1.1 Reported Respondent Categories
The study involved 83 respondents, comprising 47 females (56.6%), 34 males (41.0%), and 2 respondents reported as LGBTQIA+ (2.4%). Female respondents represented the largest reported category, followed by male respondents. The distribution described the respondent categories reported in the study, while their responses contributed to the assessment of teachers' job satisfaction across the participating schools.

3.1.2 School

School	Frequency	Percentage (%)
Cauayan City National High School - Research Annex	31	37.3
Sillawit National High School	15	18.1
Pinoma National High School	23	27.7
San Antonio National High School	14	16.9
Total	83	100.0

Table 2
Demographic Profile of Respondents in Terms of School

The respondents came from four secondary schools. Cauayan City National High School – Research Annex accounted for the largest proportion, with 31 teachers (37.3%), followed by Pinoma National High School with 23 (27.7%), Sillawit National High School with 15 (18.1%), and San Antonio National High School with 14 (16.9%). The participation of teachers from different schools provided perspectives on workplace experiences, recognition, and job satisfaction across the selected institutions. Although respondent distribution varied, all four schools were represented, allowing the study to examine teachers' perceptions within different school settings.

3.1.3 Years of Service

Years of Service	Frequency	Percentage (%)
Less than 1 year	2	2.4
1-5 years	32	38.6
6-10 years	14	16.9
11-15 years	13	15.7
16-20 years	18	21.7
21 years and above	4	4.8
Total	83	100.0

Table 3
Demographic Profile of Respondents in Terms of Years of Service

The largest group of respondents had 1–5 years of teaching experience, comprising 32 teachers (38.6%), followed by those with 16–20 years of service at 18 (21.7%). Meanwhile, 14 teachers (16.9%) had served for 6–10 years, 13 (15.7%) for 11–15 years, 4 (4.8%) for 21 years and above, and 2 (2.4%) for less than one year. These findings indicate that respondents represented different stages of professional experience, with a considerable proportion in the early years of teaching. The inclusion of beginning and experienced teachers provided perspectives on workplace conditions, administrative practices, and job satisfaction across varying lengths of service.

3.2 Level of Job Satisfaction of Teachers

3.2.1 Work and Workplace

Work and Workplace Indicators	Weighted Mean	Interpretation
I can participate in trainings, classes, talks, and outreach activities that enhance my professional growth.	3.67	Strongly Agree
I clearly understand my duties and responsibilities at work.	3.84	Strongly Agree
I am provided with the tools, knowledge, and materials necessary to perform my job effectively.	3.25	Strongly Agree
The school provides a safe and conducive workplace.	3.61	Strongly Agree
I enjoy working with people in the school.	3.67	Strongly Agree
Overall Mean	**3.61**	**Strongly Agree**

Table 4
Level of Job Satisfaction in Terms of Work and Workplace

The findings revealed an overall weighted mean of 3.61, interpreted as Strongly Agree, indicating generally positive assessments of work and workplace conditions. Understanding duties and responsibilities received the highest weighted mean of 3.84, followed by participation in professional development activities and enjoyment of working with colleagues, both at 3.67. Workplace safety obtained a weighted mean of 3.61, while the availability of tools, knowledge, and materials received the lowest weighted mean of 3.25. These findings suggest that teachers generally experienced clear responsibilities, positive professional relationships, and opportunities for professional growth. However, the comparatively lower assessment of instructional resources indicates an area for improvement. The findings are consistent with Toropova et al. (2021), who emphasized the association between working conditions, teacher cooperation, professional development, and job satisfaction. Similarly, Ker et al. (2022) highlighted the importance of supportive working environments and professional development opportunities in teachers' satisfaction and teaching effectiveness. The comparatively lower assessment of instructional resources may also be considered in relation to recent research on occupational demands and teacher well-being. Creagh et al. (2025) emphasized that workload pressures and limited professional time could affect teachers' capacity to fulfill educational responsibilities, while Nwoko et al. (2023) identified workplace-related demands as relevant to occupational well-being. These findings provide additional context for the present study's identification of instructional resources as an area requiring continued institutional attention.

3.2.2 Benefits and Rewards

Benefits and Rewards Indicators	Weighted Mean	Interpretation
I believe that the salary I receive is fair for the work that I do.	3.13	Agree
I am satisfied with my current work schedule and workload.	3.47	Agree
I am satisfied with the social and wellness activities organized by the school.	3.31	Agree
Employees in the school receive adequate rewards for their efforts and contributions.	3.30	Agree
I am satisfied with the benefits I receive from the school.	3.08	Agree

Table 5
Level of Job Satisfaction in Terms of Benefits and Rewards

Teachers generally expressed satisfaction with benefits and rewards, as all indicators were interpreted as Agree. Satisfaction with work schedules and workload obtained the highest weighted mean of 3.47, followed by social and wellness activities at 3.31 and rewards for employees' contributions at 3.30. Salary fairness received 3.13, while satisfaction with school benefits obtained the lowest mean of 3.08. The findings indicate that teachers were relatively satisfied with their work arrangements but expressed comparatively lower satisfaction with compensation and benefits. These results emphasize the importance of adequate rewards and organizational support in maintaining job satisfaction. According to the two-factor theory of Herzberg et al. (1959), salary, working conditions, and organizational policies are hygiene factors that influence employees' satisfaction and dissatisfaction. Improving these aspects may therefore help address teachers' concerns regarding compensation and institutional support. The comparatively lower ratings for salary fairness and institutional benefits were consistent with broader research identifying compensation as an important dimension of teacher job satisfaction. Glaveli et al. (2024) identified salary and income as relevant concerns within teachers' overall assessments of their working environments. This correspondence suggests that attention to institutional benefits and perceived compensation fairness remains important even when teachers report generally favorable satisfaction with other employment conditions.

3.2.3 Recognition

Recognition Indicators	Weighted Mean	Interpretation
I feel that my efforts and contributions are valued by the school.	3.43	Agree
I receive useful feedback regarding my job performance.	2.88	Agree
The school acknowledges employees' achievements and milestones.	3.40	Agree
School management recognizes and appreciates my contributions.	3.34	Agree
My accomplishments are recognized by school administrators.	3.34	Agree
Overall Mean	**3.28**	**Agree**

Table 6
Level of Job Satisfaction in Terms of Recognition

The findings revealed an overall weighted mean of 3.28, interpreted as Agree, indicating that teachers generally felt recognized and appreciated. Feeling that their efforts and contributions were valued received the highest mean of 3.43, followed by acknowledgment of achievements and milestones at 3.40. Recognition from school management and administrators both obtained 3.34, while receiving useful performance feedback recorded the lowest mean of 2.88. These findings suggest that teachers appreciated institutional acknowledgment but identified performance feedback as an area requiring improvement. The two-factor theory of Herzberg et al. (1959) identifies recognition and achievement as motivational factors contributing to job satisfaction. Similarly, Spector (1997) emphasized the importance of appreciation, recognition, and feedback in understanding employees' workplace experiences. Providing regular and constructive feedback may strengthen teachers' professional motivation and sense of appreciation. The comparatively lower rating for useful performance feedback highlights the importance of extending recognition beyond acknowledgment of accomplishments. Dreer-Göthe (2025) identified positive associations between perceived professional appreciation and teachers' job satisfaction, while the Organisation for Economic Co-operation and Development (OECD, 2025) reported relationships between supportive school leadership, useful feedback, and higher teacher job satisfaction across participating education systems. These findings support the study's recommendation to strengthen constructive feedback and equitable recognition practices as part of school-level job satisfaction enhancement initiatives.

3.3 Differences in Teachers' Job Satisfaction According to Demographic Profile

3.3.1 Differences in Work and Workplace Satisfaction

Work and Workplace Indicators	Gender (p)	Years of Service (p)	School (p)
I can participate in trainings, classes, talks, and outreach activities that enhance my professional growth.	0.507 (NS)	0.765 (NS)	0.829 (NS)
I clearly understand my duties and responsibilities at work.	0.800 (NS)	0.545 (NS)	0.842 (NS)
I am provided with the tools, knowledge, and materials necessary to perform my job effectively.	0.640 (NS)	0.422 (NS)	0.336 (NS)
The school provides a safe and conducive workplace.	0.579 (NS)	0.228 (NS)	0.786 (NS)
I enjoy working with people in the school.	0.693 (NS)	0.596 (NS)	0.893 (NS)

Table 7

Differences in Work and Workplace Satisfaction According to Demographic Profile

The findings revealed that all computed p-values for work and workplace satisfaction exceeded the 0.05 significance level when respondents were grouped according to gender, years of service, and school. Across the five indicators, p-values ranged from 0.507 to 0.800 for gender, 0.228 to 0.765 for years of service, and 0.336 to 0.893 for school. These results indicated no statistically significant differences in teachers' assessments of professional development opportunities, clarity of responsibilities, instructional resources, workplace safety, and relationships with colleagues. The absence of significant differences suggests that teachers generally shared similar workplace perceptions regardless of their demographic and professional backgrounds. This finding is consistent with Toropova, Myrberg, and Johansson (2021), who emphasized the importance of school working conditions in understanding teachers' job satisfaction. The results highlight the relevance of maintaining supportive, safe, and conducive working environments for all teachers.

3.3.2 Differences in Benefits and Rewards Satisfaction

Benefits and Rewards Indicators	Gender (p)	Years of Service (p)	School (p)
I believe that the salary I receive is fair for the work that I do.	0.730 (NS)	0.573 (NS)	0.967 (NS)
I am satisfied with my current work schedule and workload.	0.435 (NS)	0.539 (NS)	0.616 (NS)
I am satisfied with the social and wellness activities organized by the school.	0.646 (NS)	0.549 (NS)	0.806 (NS)
Employees in the school receive adequate rewards for their efforts and contributions.	0.709 (NS)	0.261 (NS)	0.857 (NS)
I am satisfied with the benefits I receive from the school.	0.598 (NS)	0.500 (NS)	0.301 (NS)

Table 8

Differences in Benefits and Rewards Satisfaction According to Demographic Profile

The findings showed no statistically significant differences in teachers' satisfaction with benefits and rewards when grouped according to gender, years of service, and school. All computed p-values exceeded the 0.05 significance level, ranging from 0.435 to 0.730 for gender, 0.261 to 0.573 for years of service, and 0.301 to 0.967 for school. These results did not identify statistically significant differences across respondent groups in assessments of salary fairness, workload, wellness activities, employee rewards, and institutional benefits. The findings suggest that concerns regarding compensation and rewards were relatively consistent among teachers regardless of their personal and professional characteristics. This interpretation aligns with Herzberg's Two-Factor Theory (1959), which identifies salary, benefits, and working conditions as hygiene factors affecting job satisfaction. The results indicate that improving benefits and rewards remains relevant across the participating schools rather than being limited to particular demographic groups.

3.3.3 Differences in Recognition

Recognition Indicators	Gender (p)	Years of Service (p)	School (p)
I feel that my efforts and contributions are valued by the school.	0.865 (NS)	0.960 (NS)	0.589 (NS)
I receive useful feedback regarding my job performance.	0.935 (NS)	0.875 (NS)	0.866 (NS)
The school acknowledges employees' achievements and milestones.	0.671 (NS)	0.180 (NS)	0.956 (NS)
School management recognizes and appreciates my contributions.	0.797 (NS)	0.008 (S)	0.801 (NS)
My accomplishments are recognized by school administrators.	0.797 (NS)	0.008 (S)	0.801 (NS)

Table 9
Differences in Recognition According to Demographic Profile

The findings revealed that most recognition indicators showed no statistically significant differences when respondents were grouped according to gender, years of service, and school. However, significant differences were identified according to years of service in school management's recognition and appreciation of teachers' contributions ($p = 0.008$) and administrators' recognition of teachers' accomplishments ($p = 0.008$). These values were below the 0.05 significance level, indicating that perceptions of recognition differed across years-of-service groups for these two indicators. These findings suggest that teachers generally experienced similar recognition across gender groups and schools, while length of service was associated with differences in perceptions of administrative appreciation and acknowledgment. Herzberg's Two-Factor Theory (1959) identifies recognition and achievement as important motivational factors contributing to job satisfaction. The results emphasize the importance of consistent and equitable recognition practices that acknowledge teachers' contributions regardless of their length of service.

3.4 Measures to Improve Teachers' Job Satisfaction

3.4.1 Strengthening Professional Development and Workplace Support

The findings indicated that teachers generally expressed positive assessments of their work and workplace, particularly regarding clarity of responsibilities and professional development opportunities. However, the availability of teaching resources received the lowest assessment within this dimension, indicating an area for institutional improvement. School administrators may continue providing relevant training, seminars, workshops, and professional development activities for both beginning and experienced teachers. Strengthening access to teaching materials, encouraging collaboration, maintaining workplace safety, and promoting open communication may further support teachers' effectiveness and professional satisfaction.

3.4.2 Improving Benefits and Rewards

The findings showed that teachers generally agreed with the adequacy of benefits and rewards, although satisfaction with institutional benefits and salary fairness received comparatively lower ratings. These results identified compensation and organizational support as areas requiring continued attention. School administrators may review existing rewards, wellness activities, and recognition practices while providing opportunities for teachers to communicate concerns regarding workload, compensation, and benefits. Appropriate incentives and institutional support may help address the identified concerns and promote greater satisfaction with employment conditions.

3.4.3 Establishing Consistent Recognition and Performance Feedback

The findings revealed generally positive perceptions of recognition, although receiving useful performance feedback obtained the lowest weighted mean within this dimension. Significant differences in administrative

recognition according to years of service were also identified, suggesting variations in how teachers experienced acknowledgment and appreciation. School administrators may establish consistent recognition and feedback practices that acknowledge teachers' accomplishments, initiatives, and professional contributions. Regular, constructive performance feedback and equitable acknowledgment of both beginning and experienced teachers may help strengthen professional motivation and workplace appreciation.

3.4.4 Promoting Inclusive Support and Regular Job Satisfaction Assessment

The findings generally showed no statistically significant differences in job satisfaction across gender, years of service, and school, except for two recognition indicators associated with years of service. These results suggest that teachers shared common workplace concerns while experiencing some differences in administrative acknowledgment. School administrators may implement inclusive initiatives addressing teachers' shared professional needs while considering differences associated with career experience. Periodic job satisfaction surveys, consultations, and feedback sessions may help identify emerging concerns and guide school-level improvements in working conditions, professional growth, motivation, and teacher well-being.

4. Conclusion & Recommendations

The study concluded that teachers from selected secondary schools in the West District of Cauayan City were generally satisfied with their jobs, particularly their work and workplace conditions and understanding of their duties and responsibilities. Although benefits, rewards, and recognition received favorable evaluations, improvements were needed in constructive feedback and adequate benefits. No significant differences in job satisfaction were found across gender, years of service, and school in terms of work and workplace, benefits and rewards, and most recognition indicators. However, two recognition indicators showed significant differences based on years of service. These findings highlighted the importance of supportive leadership, fair recognition, and effective communication in maintaining teacher satisfaction and a positive school environment.

The study recommended strengthening supportive school leadership, promoting fair and consistent recognition, and maintaining open communication to enhance teachers' job satisfaction. School administrators should provide constructive feedback, address concerns regarding benefits and rewards, and continuously consider teachers' professional needs. Particular attention should be given to recognition practices that may affect teachers differently according to their years of service. These recommended measures address the areas identified for improvement in teachers' reported workplace satisfaction and institutional support.

The study was limited to teachers from selected secondary schools in the West District of Cauayan City. Its findings focused on job satisfaction concerning work and workplace conditions, benefits and rewards, and recognition, with comparisons based on gender, years of service, and school. Consequently, the conclusions should be interpreted within the specific educational setting and dimensions examined. The findings primarily reflected the experiences and perceptions of teachers in the selected schools and should not be generalized beyond the study's scope without further investigation.

5. Compliance with Ethical Standards

The researchers upheld ethical standards by protecting the rights, privacy, and welfare of respondents. Permission was obtained from the concerned school authorities before data collection. Participation was voluntary, confidentiality was maintained, and personal information was protected from disclosure. All collected data were used exclusively for academic purposes, and findings were presented honestly and accurately.

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