

Job Satisfaction on the Teaching Profession Among Language Faculty at Sulu State College

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Abstract

In the digital age, Information and Communications Technology (ICT) plays a crucial role in enhancing teaching and learning. Despite its potential, many public elementary schools face challenges in ICT integration due to limited resources and teacher preparedness. This study aimed to determine the extent of ICT competence among public elementary school teachers in the Urbiztondo District, Pangasinan I, and examine the differences in perceptions between teachers and school heads, as well as the challenges affecting ICT utilization.

A descriptive research design was employed, involving 206 teachers and 18 school heads. Data were collected using structured questionnaires measuring ICT competence across four domains: social and ethical skills, pedagogical skills, professional development, and technological operations. Responses were analyzed using weighted mean to assess competence levels and a t-test to determine significant differences between teacher and school head perceptions.

The seriousness of challenges encountered was also evaluated using mean scores.

Results revealed that teachers' ICT competence ranged from moderate to high across the domains, with the highest scores in pedagogical and professional development competencies. There was no significant difference between teachers' and school heads' perceptions of ICT competence ($t < 0.05$). Key challenges included limited access to digital resources, lack of training, and insufficient technical support, which moderately affected ICT utilization.

The findings suggest that while teachers recognize the value of ICT and demonstrate moderate-to-high competence, external and internal barriers hinder its full integration into teaching practices. Strengthening professional development, improving ICT infrastructure, and providing ongoing support are recommended to enhance the effective use of technology in classrooms.

Keywords: *Job Satisfaction, Teaching Profession, Language Faculty*

INTRODUCTION

Job satisfaction in the teaching profession has remained a critical research focus, particularly in understanding its impact on faculty performance, retention, and well-being. Recent studies highlight that

satisfaction among educators is influenced by a complex interplay of factors such as workload, institutional support, recognition, and professional development opportunities. For instance, Malik (2025) found that job stress and work engagement directly impact satisfaction levels among faculty members in private universities, with higher stress correlating with burnout and decreased organizational commitment. Similarly, Wang et al. (2025) emphasized that collaborative teaching environments and recognition of teacher achievements significantly enhance faculty satisfaction and long-term retention.

Several studies underscore the importance of supportive organizational and interpersonal dynamics in fostering job satisfaction. Zulu, Mwambazi, and John (2025) argued that social and institutional support systems—particularly positive relationships with colleagues and administrators—play a vital role in sustaining teacher resilience and satisfaction. Rodgers (2025) also pointed to mentorship as a key factor in helping novice teachers develop confidence and belonging, which in turn increases satisfaction and reduces attrition. These findings indicate that beyond salary or workload, relational and institutional cultures significantly shape the job satisfaction of faculty members.

Other research has examined demographic and generational shifts within the teaching workforce. Yao et al. (2025) found that younger, post-1990s faculty prioritize personal development, work-life balance, and interpersonal relationships as integral aspects of their satisfaction. This generational perspective suggests that policies and institutional practices should be tailored to evolving expectations of faculty cohorts. Likewise, Womack (2025) highlighted the lingering impact of COVID-19 on teachers' experiences, showing that leadership and institutional adaptability were critical in shaping faculty satisfaction during periods of uncertainty.

Overall, the literature suggests that job satisfaction in the teaching profession is not solely determined by traditional incentives but is deeply connected to broader professional and relational ecosystems. Institutions that prioritize recognition, mentorship, and supportive work environments are more likely to retain motivated and satisfied faculty. Thus, enhancing satisfaction requires multidimensional approaches, including reducing job stress, fostering collaborative cultures, and addressing generational needs in higher education contexts.

Research Questions

1. What are the factors affecting job satisfaction in the teaching profession among language faculty?
2. Is there a significant difference in the factors affecting job satisfaction when data are grouped according to their socio-demographic profile?

METHODOLOGY

Research Design

Quantitative research method was applied in this study because it deals in number, logic, and so on. The objective research design of this study was descriptive research design because it aims to identify characteristics and trends. Moreover, this study provided an overview of how the teachers deal with the potential effects on job performance to enhance the level of job satisfaction and consequently improve performance.

Research Locale

This study was conducted at Sulu State College, College of Arts and Sciences. This study targeted the language faculty that included instructors of Sulu State College.

Research Participants

The respondents of the study were the faculty at School of Arts and Sciences- Sulu State College at Barangay Patikul, Sulu. Specifically, the respondents that were included in this study were at least thirty (30) faculty with 15 males and 15 females as representative samples.

A non-probability sampling method through purposive sampling procedure was employed in this study. The faculty consisted of males and females. The use of purposive sampling procedure has been ensured the collection of desired quality and quantity of data to be used in this study.

Research Instrument

The primary research instrument was adapted and patterned after the teacher's job satisfaction scale in Kuching, Sarawak (developed by Trip Adler, Jared Friedman, and Techno Bertram, and headquartered in San Francisco, California 2007). In order to take the test, the participants were asked to respond 40 items, or 10 to 20 for each of five sub-scales. For each item, there is a choice of "strongly agree, Agree, strongly disagree and disagree" to which the participants must respond.

Despite the established validity and reliability of the instrument, two faculty members from the College of Arts and Sciences perused the instrument to determine its applicability with the present study.

Data Gathering Procedure

The researcher personally conducted the data gathering from the College of Arts and Sciences in the three academic programs. A permit to administer the questionnaire was sought from the Language Department Head and then from the Dean of the College of Arts and Sciences of the Sulu State College. Approved permit has been shown to the respective instructors who were handling the target respondents. Informed consent was obtained from all respondents with great emphasis on the ethical standards to ensure the safeguarding of their data. After collection of data, there were tallied using MS Excel and were analyzed and interpreted with the use of SPSS version 22.

Data Analysis

Both descriptive and inferential statistical analyses were used to analyze the data. Descriptive statistics (e.g., mean, standard deviation) were used to determine the factors affecting job satisfaction. Meanwhile, inferential statistics (e.g., correlation) was used to measure the strength and direction of the significant difference in the factors affecting job satisfaction when data are grouped according to status of employment, length of service, highest educational attainment, and civil status.

Ethical Considerations

Maintaining ethical standards in research would safeguard the dignity, rights, and welfare of the participants. This study followed the identified ethical standards – in this case, informed consent. Informed consent is a process that provides adequate knowledge of the objectives, methodology, risks, and benefits of the research before a subject agrees to participate. Researchers followed the principle of beneficence that ensures possibly minimal harm but to benefit participants. The research ensured confidentiality by keeping the personal data and also guaranteeing that the information was presented in collective format in order not to lead to individual identification.

RESULTS AND DISCUSSIONS

Factors affecting job satisfaction in the teaching profession

Table 1 reflects the factors affecting job satisfaction in the teaching profession among AS faculty. It can be gleaned from this table that, generally the respondents obtained a composite mean score of 4.4525 with standard deviation of .38258 which is rated as “High”. This means that faculty highly appreciated that job satisfaction can influence their teaching profession.

More specifically, the statement number eleven garnered the highest mean of 4.7667 with standard deviation of .43018 which is rated as “Very High”, that states “The job requires high skills and knowledge”. Their profession requires high skills and knowledge which can be exhausting in their part that may affect their satisfaction level.

Wang et al. (2025) reported that teachers who perceive higher levels of administrative support and access to quality professional development report significantly greater job satisfaction and teaching profession.

Furthermore, Malik (2025) revealed that when teachers feel valued and connected to their organization can significantly reduce job burnout leading to effective teaching.

Table 1. *Factors affecting job satisfaction in the teaching profession*

No	Statements	Mean	S.D.	Description
1	I am a dependable person	4.0000	1.08278	High
2	I am very confident in my abilities as a person	4.6333	.49013	Very High
3	I effectively manage problems and difficult situations	4.5667	.56832	Very High
4	I can quickly calm myself when something upsets me	4.5667	.56832	Very High
5	I feel my present work is satisfying	4.4667	.86037	High

6	I have personal and work-related goals to guide my achievement	4.5333	.62881	Very High
7	I understand and patient with someone who has a lot of emotions	4.4667	.86037	High
8	I feel the emotions of others as they feel them	4.4333	.56832	High
9	I am comfortable with all kinds of people	4.5333	.62881	Very High
10	I am using my whole body (body language) in communicating	4.2000	.71438	High
11	The job requires high skills and knowledge	4.7667	.43018	Very High
12	The job is not repetitive and dull	4.3667	.71840	High
13	The job give opportunity for career enhancement/advancement	4.7000	.46609	Very High
14	The job is determined by management	4.6333	.49013	Very High
15	The job achieves my short- and long-term goals	4.4000	.56324	High
16	The job is interesting and challenging	4.7333	.44978	Very High
17	The job is achievable and attainable	4.3448	.85673	High
18	The job itself gives freedom and independence in completing it.	4.4333	.81720	High
19	The job increases my responsibility and commitment	4.7333	.44978	Very High
20	The job based on my personal judgment and critical thinking	4.5667	.56832	Very High
21	I have recognition on the work I do	4.2667	.63968	High
22	I will be praised on the good job I have done	4.2667	.69149	High
23	My task and job related that enhance my skills and ability	4.7000	.46609	Very High
24	I have no workload and job which do not related to my task	4.1000	.80301	High
25	My salary is relevant to my qualification and experiences	4.2000	.96132	High
26	My salary is competitive and meet my expectations	4.2000	1.0954 5	High
27	Management gives feedback to task I completed	4.4333	.67891	High
28	Management has empathy and sympathy towards employees	4.5333	.62881	Very High
29	My colleague is cooperative in term of teamwork	4.4000	.81368	Very High
30	My colleague gives advice and feedback towards my performance	4.4000	.81368	High

Weighted Mean	4.4525	.38258	High
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Legend: (5) 4.50 – 5.00=Very high; (4) 3.50 – 4.49=High; (3) 2.50 – 3.49=Moderate; (2)1.50 – 2.49=Low; (1)1.00 – 1.49=Very low

Significant difference in the factors affecting job satisfaction as perceived by faculty

Table 2.1 shows the significant difference in the factors affecting job satisfaction as perceived by faculty in terms of status of employment. It can be gleaned from this table that generally the overall mean differences and t-values obtained under this category indicate no significant difference. This means that regardless of status, faculty do not differ in their perceptions towards the factors affecting job satisfaction.

Table 2.1 *Significant difference in the factors affecting job satisfaction as perceived by faculty in terms of status of employment*

VARIABLES								
Grouping Employment	Status	of Mean	S. D.	Mean Difference	t	Sig.	Description	
Job Satisfaction	Contract Service	of 4.3946	.35454	-.0914	-.624	.636	Not Significant	
	Permanent	4.4860	.40343					

*Significant at alpha 0.05

Table 2.2 shows the significant difference in the factors affecting job satisfaction as perceived by faculty in terms of length of service. It can be gleaned from this table that generally the overall mean differences and t-values obtained under this category indicate a significant difference. This means that the length of service of the faculty differs in their perceptions of factors affecting job satisfaction. These indicate that the longer the faculty serve, the higher the circumstance that they are aware that job satisfaction will likely affect their teaching profession. Hence, senior faculty may have higher tolerance compared to their junior colleagues.

Table 2.2 *Significant difference in the factors affecting job satisfaction as perceived by faculty in terms of length of service*

SOURCES OF VARIATION				Sum of Squares	df	Mean Square	F	Sig.	Description
Job Satisfaction	Between Groups		1.468	3	.489	4.583	.011		Significant
	Within Groups		2.777	26	.107				
	Total		4.245	29					

*Significant at alpha 0.05

Post Hoc Analysis using Tukey HSD Test was conducted to determine which groups classified according to length of service to have different levels of mean in areas subsumed under the factors affecting job satisfaction among faculty at Sulu State College

The result of the analysis which is shown in Table 2.2.1 indicates that the difference in the means of the factors affecting job satisfaction as perceived by faculty is obtained by way of lower group means minus higher group mean.

On the factors affecting job satisfaction category: It shows that below 6 years group of faculty obtained the mean difference of -.40335* with Standard Error of .13992 and p value of .037 which is significant at $\alpha=.05$ over 6 to 10 years group. So, under this category, no other groups of faculty are supposed to have better ways of perceiving the factors affecting job satisfaction than the faculty who have served below 6 years.

Table 2.2.1 Post Hoc Analysis: Differences in the factors affecting job satisfaction as perceived by faculty in terms of length of service

Dependent Variable	(I) Grouping Length of Service	(J) Grouping Length of Service	Mean Difference (I-J)	Std. Error	Sig.
Factors affecting job satisfaction	Below 6 years	6 to 10 years	-.40335*	.13992	.037
		11 to 15 years	.25000	.25313	.758
		16 years & above	-.37222	.16875	.148
	6 to 10 years	Below 6 years	.40335*	.13992	.037
		11 to 15 years	.65335	.24959	.065
		16 years & above	.03113	.16339	.997
	11 to 15 years	Below 6 years	-.25000	.25313	.758
		6 to 10 years	-.65335	.24954	.065
		16 years & above	-.62222	.26682	.117
	16 years and above	Below 6 years	.37222	.16875	.148
		6 to 10 years	-.03113	.16339	.997
		11 to 15 years	.62222	.26682	.117

*The mean difference is significant at the 0.05 level.

Table 2.3 shows the significant difference in the factors affecting job satisfaction as perceived by faculty in terms of highest educational attainment. It can be gleaned from this table that generally the overall mean differences and t-values obtained under this category indicate no significant difference. This means that faculty do not differ in their perceptions towards the factors affecting job satisfaction in terms of highest educational attainment.

Wang et al. (2025) emphasized that implementation of comprehensive and enhanced professional development tailored to the teachers' needs and strategies can greatly improve teacher satisfaction creating a more stable and effective teaching workforce.

Table 2.3 *Significant difference in the factors affecting job satisfaction as perceived by faculty in terms of highest educational attainment*

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Job Satisfaction	Between Groups	.572	4	.143	.973	.440	Not
	Within Groups	3.673	25	.147			Significant
	Total	4.245	29				

*Significant at alpha 0.05

Table 2.4 shows the significant difference in the factors affecting job satisfaction as perceived by faculty in terms of civil status. It can be gleaned from this table that generally the overall mean differences and t-values obtained under this category indicate no significant difference. This means that regardless of civil status the faculty do not differ in their perceptions towards the factors affecting job satisfaction.

Zulu et al. (2025) reported that supportive relationships play a critical role in enhancing job satisfaction. This contributes to ongoing discussion surrounding teacher mental health by highlighting the importance of systemic support.

Table 2.4 *Significant difference in the factors affecting job satisfaction as perceived by faculty in terms of civil status*

SOURCES OF VARIATION		Sum of Squares	df	Mean Square	F	Sig.	Description
Job Satisfaction	Between Groups	.975	3	.325	2.58	.075	Not
	Within Groups	3.270	26	.126			Significant
	Total	4.245	29				

*Significant at alpha 0.05

Conclusion

The findings of this study tend to support the theory of Maslow on the five-level hierarchy of needs. Faculty who has been in the workplace for almost a decade have been exposed to a more complex hierarchy of needs which is belongingness in contrast to those faculty who has been in the workplace for more than a decade have a tendency adjust and accommodate these factors that might affect their teaching profession.

Key findings from this study highlight the implication of job satisfaction on teaching profession. Specifically, language faculty perceived factors affecting job satisfaction in the teaching profession are considerably high. Moreover, status of employment, highest educational attainment and civil status showed

no significant difference while length of service showed significant difference in the job satisfaction as perceived by language faculty.

These results underscore the importance of providing opportunities for faculty to support their education and professional development. Regular and open communication between the administration and faculty can help address any issues or concerns promptly, thereby improving job satisfaction. Continuously work on improving the factors that contributed to job satisfaction This could be through improving work conditions, providing competitive salaries, and fostering a supportive and respectful work environment.

Contributions of Authors

Suraida B. Suraidi initiated the conceptualization and realization of the study by conducting relevant studies and literature and analyzing and consolidating the gathered data.

Nazeera S. Salapuddin provided support for the conceptualization of the study, provided input on the findings and helped with the finalization of the study.

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Conflict of Interests

There is no conflict of interest in this study.

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