

Factors of Job Satisfaction and Teacher Retention in the Department of Education

Joynelorn B. Veloso

Master of Arts in Teaching, Major in Social Studies, Graduate School Valencia Colleges (Bukidnon),
Inc. Purok 17-A, Hagkol, Valencia City, Bukidnon Philippines

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ABSTRACT

This study sought to identify the factors influencing job satisfaction and retention intentions among public school teachers in the San Fernando II District, Division of Bukidnon, during the 2025-2026 school year. Using a descriptive-correlational research design, data were collected from faculty members using an adapted survey questionnaire. Statistical tools, including the mean, standard deviation, Pearson r (Product-Moment Correlation), and Multiple Regression Analysis, were employed to analyze the relationships between administrative support, workload, compensation, professional growth, and school environment and teacher retention.

The findings revealed a very high level of job satisfaction across all domains and a high level of teacher retention. A significant positive relationship was established between job satisfaction and the intention to remain in the service. Regression analysis further identified administrative support, compensation, professional growth, and school environment as significant predictors of retention, with opportunities for professional advancement emerging as the primary driver.

The study concludes that a stable and resilient teaching workforce exists within the district, rooted in deep professional fulfillment and vocational purpose. The strong correlation between variables suggests that teacher loyalty is highly dependent on institutional support systems. Consequently, it is recommended that school administrators institutionalize flexible scheduling and wellness initiatives, while the Department of Education should strengthen policies linking career progression and competitive benefits to long-term retention strategies. Furthermore, teacher-education institutions are encouraged to integrate career mapping and leadership literacy into their curricula to prepare future educators for long-term commitment to the profession.

Keywords: Job Satisfaction, Teacher Retention, Professional Growth, Administrative Support, DepEd Bukidnon

INTRODUCTION

Teacher retention is of great importance to the stability and effectiveness of the Philippine basic education system. Low job satisfaction leads to high turnover, which in turn causes a ripple effect, resulting in inconsistencies in pedagogical practices and learners' academic achievement. This is because when experienced teachers leave DepEd, the accumulated institutional knowledge is lost, and new hires require extensive orientation, which disrupts the learning environment. This uncertainty undermines the flow of a curriculum and rapport between students and teachers, which do not promote student development. Consequently, the fundamental factors that drive teachers away or retain them must be explored to maintain a stable, high-quality teaching force. This study is essentially about preserving the quality of education to which all Filipino learners are entitled. Teachers are required in every school, and they are very valuable. According to Abarro (2018), they are the most relevant individuals associated with schools as they do numerous significant things that help children become useful members of society. However, most good teachers in the Philippines are leaving the profession because they are not satisfied with their work. Diliberti et al. (2021) claim that stress is one of the key reasons that compel teachers to leave public schools. The study by Kunano et al. (2018) on personnel retention strategies has shown that dissatisfaction with many job attributes influences teachers' decisions to stay in their jobs. Working conditions were the main cause of unhappiness, and positive interpersonal interactions were perceived as essential to retaining the teacher.

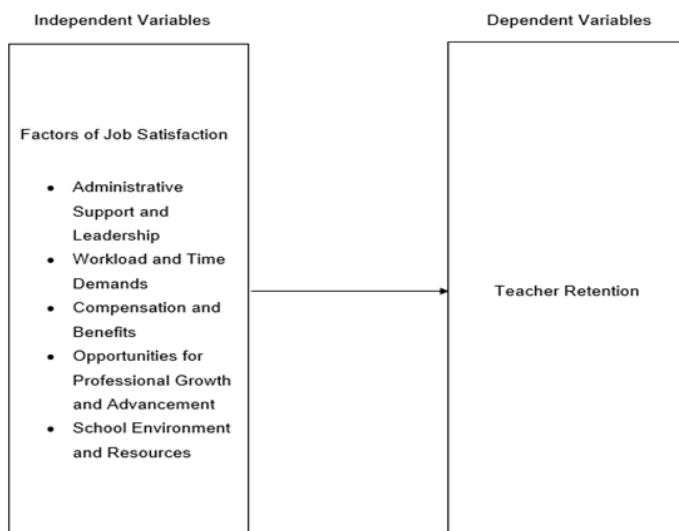
The Philippine Constitution, as outlined in Article XIV, section 1, provides the right to quality education to all citizens at all levels, which requires a competent and dedicated teaching force. To reinforce this, the Department of Education (DepEd) adopts policies, including provisions of Republic Act No. 9155, to enhance management and professionalism among teachers in schools. The retention-satisfaction nexus is well-established in the prior literature; in a study in the Philippine context by David and Naparan (2024), it was found that there was a strong connection among school commitment, job satisfaction, and retention. The general findings in the literature indicate that work conditions, administrative support, and workload are also the key determinants of job satisfaction and turnover intention globally (Toropova et al., 2021).

Although the correlation between satisfaction and retention is widely accepted in academic studies, creating localized, granular data applicable to the Department of Education remains a critical gap. The current literature typically generalizes the results to different types of schools, or it mainly focuses on intention to leave, which does not necessarily correlate perfectly with long-term retention behavior. Moreover, the interaction between certain extrinsic factors (e.g., overwork and inadequate administrative support) and intrinsic job satisfaction (e.g., a sense of achievement) within the particular operational and policy setting of the DepEd system should be explored with particular dedication and updated accordingly. This study meets this requirement by providing a comprehensive analysis of the key, up-to-date elements of retention motivation within the nation's largest public education system.

This study is important as it could provide evidence-based, prescriptive recommendations for human resource management at DepEd. High attrition rates among teachers are costly in terms of financial investment in teacher recruitment and training, as well as social losses. Teacher retention is a critical issue in the country. The top factors affecting retention, whether work-life balance policies, compensation, or school leadership, will be isolable, and therefore, through this research, a direct policy formation will be informed. The results will equip the DepEd authorities, especially at the regional and division levels, with practical information needed to formulate specific interventions, stabilize the teaching staff, and ultimately deliver quality education that is sustainable throughout the Philippines.

In this study, the Two-Factor Theory by Herzberg (1959) was used as its foundation, since it posits that two categories of job satisfaction and dissatisfaction exist. Extrinsic (Hygiene Factors), such as salary and working conditions, ensure one is not dissatisfied, and intrinsic (motivators), such as professional growth, lead to actual engagement. This framework is critically relevant in the Philippine system of public schools. At present, DepEd teachers experience hygiene crises; although the Salary Standardization Law is in place, salaries are frequently not increasing in line with rising prices, and teachers spend out of pocket on classroom decorations and supplies. This study identifies the Hygiene factors of Administrative Support, Workload, and Compensation to determine whether the current retention problems of the DepEd stem from a lack of these Hygiene factors or from failing to meet basic needs that prevent dissatisfaction and the lack of Professional Growth (Motivator) that would lead to long-term commitment.

Figure 1. Schematic Diagram of the Study



The purpose of this study was to identify the variables that influence job satisfaction and job retention intentions towards the Department of Education in the San Fernando II District, Division of Bukidnon, for School Year (SY) 2025-2026.

Specifically, this study aimed to answer the following questions:

1. What is the level of job satisfaction of the teachers in the public school in terms of a. administrative support and leadership, b. workload and time demands, c. compensation and benefits, d. opportunities for professional growth and advancement, and the school environment and resources?
2. What is the level of teacher retention in DepEd?
3. Is there a significant relationship between the level of job satisfaction of the teachers in the public school in terms of administrative support and leadership, workload and time demands, compensation and benefits, opportunities for professional growth and advancement, and school environment and resources, and the level of teacher retention?
4. What variables singly or in combination best predict the level of teacher retention?

Hypothesis of the Study

The hypothesis was tested at a 0.05 level of significance.

Ho1: There is no significant relationship between the level of job satisfaction of the teachers in the public school in terms of administrative support and leadership, workload and time demands, compensation and benefits, opportunities for professional growth and advancement, and school environment and resources, and the level of teacher retention.

Ho2: There are no variables singly or in combination that best predict the level of teacher retention.

METHODS

Research Design

This study employed a descriptive–correlational research design to examine the relationship between teachers’ job satisfaction and teacher retention in the Department of Education (DepEd) in San Fernando II District, Division of Bukidnon during the School Year 2025–2026. The design allowed the researcher to describe the current level of teachers’ job satisfaction and determine whether these factors were significantly associated with teacher retention. Data on job satisfaction and retention were collected using an adapted survey questionnaire.

Research Locale

The study was conducted in San Fernando II District, Division of Bukidnon, located in the Municipality of San Fernando, Bukidnon, in the Northern Mindanao Region (Region X), Philippines. San Fernando is a first-class municipality characterized by mountainous terrain, fertile agricultural land, and geographically dispersed communities. The municipality has a predominantly agricultural economy and a culturally diverse population that includes indigenous groups, particularly the Matigsalug tribe, as well as migrant communities.

These contextual characteristics influence the teaching environment, including school resources, infrastructure, and administrative conditions. The district serves several public elementary schools that operate under the supervision of the Department of Education. The schools included in this study were Mahayag Elementary School, Iglugsad Elementary School, Kibongkog Elementary School, Namnam Integrated School, Bonacao Elementary School, Bugca Elementary School, San Jose Elementary School, Dao Elementary School, Bulalang Elementary School, Palacpacan Elementary School, Cayaga Elementary School, Kalagangan Central Elementary School, Cabuling Elementary School, Matupe Elementary School, and Durian Elementary School. These schools were selected because they represent typical public school environments in rural districts, where teachers face various administrative and instructional challenges.

Respondents of the Study

The respondents of the study consisted of 159 teachers currently assigned in San Fernando II District, Division of Bukidnon during the School Year 2025–2026. These teachers provided information on their job satisfaction with administrative support and leadership, workload and time demands, compensation and benefits, opportunities for professional growth and advancement, and the school environment and resources. In addition, they evaluated their level of intention to remain in the Department of Education.

Sampling Procedure

This study utilized complete enumeration as the sampling technique. All 159 teachers in the San Fernando II District were included as respondents to obtain comprehensive representation of the population. The use of complete enumeration ensured that all perspectives within the district were captured and eliminated sampling error. Since the population size was manageable, this approach enabled the researcher to gather more accurate and reliable data to support meaningful analysis and recommendations for the district.

Research Instrument

The primary instrument used in this study was an adapted version of the Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1982). The questionnaire consisted of two main parts.

The first part measured teachers' job satisfaction across the following dimensions: administrative support and leadership, workload and time demands, compensation and benefits, opportunities for professional growth and advancement, and school environment and resources.

The second part measured teacher retention intentions, assessing the likelihood that teachers would remain in their current teaching positions and continue their service in the Department of Education. Responses were measured using a five-point Likert scale, where respondents selected the option that best represented their level of agreement with each statement

Data Gathering Procedure

Prior to data collection, the researcher secured an endorsement letter from the Dean of the Graduate School. The endorsement was then submitted to the Schools Division Superintendent of Bukidnon for approval. After obtaining permission, the researcher coordinated with the Public Schools District Supervisor of San Fernando II District and the principals of the participating schools.

Upon receiving approval, the questionnaires were distributed to the identified respondents. The respondents were given sufficient time to complete the questionnaires, after which the completed instruments were collected, coded, and prepared for statistical analysis.

Scoring Procedure

The responses were interpreted using a five-point Likert scale to measure teachers' job satisfaction and retention.

Scale	Range	Indicator	Qualitative Description
5	4.20–5.00	Strongly Agree	Very High
4	3.40–4.19	Agree	High
3	2.60–3.39	Neutral	Moderately High
2	1.80–2.59	Disagree	Low
1	1.00–1.79	Strongly Disagree	Very Low

Statistical Treatment of Data

Both descriptive and inferential statistics were used to analyze the data.

The mean and standard deviation were used to assess teachers’ job satisfaction across administrative support and leadership, workload and time demands, compensation and benefits, opportunities for professional growth and advancement, and school environment and resources. The same statistical measures were also used to determine the level of teacher retention. To determine whether a significant relationship existed between job satisfaction factors and teacher retention, the Pearson Product–Moment Correlation Coefficient (Pearson r) was utilized.

Furthermore, regression analysis was conducted to identify which job satisfaction variables significantly predicted teacher retention.

Ethical Consideration

Ethical principles were strictly observed throughout the study. Prior to data collection, permission was obtained from the Schools Division Office of Bukidnon, the district supervisor, and the school principals of the participating schools. All teacher respondents were informed about the purpose of the study, the procedures involved, and the voluntary nature of their participation.

Informed consent was obtained from all respondents before they completed the questionnaires. Participants were assured that their responses would remain confidential and anonymous, and codes were used instead of names to protect their identities. All collected data were securely stored and used solely for academic purposes.

The respondents were also informed that they had the right to withdraw from the study at any time without any penalty. The research procedures were conducted in accordance with institutional ethical standards to ensure the protection, dignity, and well-being of all participants.

RESULTS AND DISCUSSION

This section presents findings on job satisfaction among teachers in public schools and teacher retention in San Fernando II District, Division of Bukidnon, for School Year 2025–2026. The results include an analysis of job satisfaction across administrative support and leadership, workload and time demands, compensation and benefits, opportunities for professional growth and advancement, and the school environment and resources. In addition, the relationship between job satisfaction and teacher retention, as well as the predictors of teacher retention, is presented.

Level of Job Satisfaction of Teachers

Table 1 presents the overall level of job satisfaction among teachers in public schools in San Fernando II District.

Table 1. Overall Level of Job Satisfaction of Teachers in Public Schools

Job Satisfaction Variable	Mean	SD	Interpretation
Administrative Support and Leadership	4.37	0.476	Very High
Workload and Time Demands	4.23	0.541	Very High
Compensation and Benefits	3.89	0.702	High
Professional Growth and Advancement	4.19	0.551	High
School Environment and Resources	4.19	0.523	High

Table 1 shows that teachers in public schools reported a high to very high level of job satisfaction across different job satisfaction variables. Among the variables, administrative support and leadership obtained the highest mean ($M = 4.37$), while compensation and benefits obtained the lowest mean ($M = 3.89$). The high rating of administrative support and leadership indicates that teachers perceive strong guidance, support, and fairness from school administrators. This suggests that effective leadership practices contribute significantly to teachers’ job satisfaction and professional commitment. When administrators communicate clearly, provide support, and recognize teachers’ efforts, teachers are more motivated and satisfied with their work. On the other hand,

compensation and benefits received the lowest mean, though still considered high. This finding suggests that while teachers are generally satisfied with their salary and benefits, financial concerns and long-term economic security may still influence their perceptions of job satisfaction.

The results revealed that teachers in San Fernando II District reported a high to very high level of job satisfaction across all domains, with administrative support and leadership obtaining the highest mean. This finding suggests that effective leadership practices and supportive school management significantly contribute to teachers' positive perceptions of their work environment. When school administrators provide clear guidance, professional recognition, and consistent support, teachers are more likely to feel valued and motivated in their roles.

From the perspective of Herzberg's Two-Factor Theory (1959), administrative support and school leadership function as important hygiene factors that prevent job dissatisfaction and create a stable work environment. When these organizational conditions are favorable, teachers are more capable of focusing on their instructional responsibilities and professional growth.

The findings align with Baluyos et al. (2019), who emphasized that leadership support and workplace conditions significantly influence teachers' job satisfaction and professional commitment. Similarly, Toropova et al. (2021) found that supportive leadership, collaborative school climates, and opportunities for professional development have stronger effects on job satisfaction than financial incentives alone. In the context of public schools, administrative support often serves as the primary mechanism through which teachers experience professional recognition and institutional stability.

However, compensation and benefits obtained the lowest mean among the variables, although still interpreted as high. This result suggests that financial considerations remain a concern among teachers despite overall satisfaction with their professional roles. Teachers may perceive salary and benefits as insufficient relative to increasing living costs and the financial demands of teaching. This observation reflects the broader challenges faced by public school teachers in developing countries, where educators often invest personal resources to support classroom activities. Therefore, improving financial support systems may further enhance teachers' job satisfaction and long-term professional commitment.

Level of Teacher Retention

Table 2 shows the teacher's Retention in the Department of Education

Table 2. Overall Level of Teacher Retention in DepEd

Variable	Mean	SD	Interpretation
Teacher Retention	4.13	0.541	High

Table 2 shows that teachers demonstrate a high level of retention intention ($M = 4.13$). This finding implies that teachers remain committed to their profession despite the challenges associated with public school teaching. The high retention rate suggests that teachers value their professional roles and are motivated to continue serving in the Department of Education.

The results indicated that teachers demonstrated a high level of retention intention, suggesting that most educators in the district are committed to continuing their service in the Department of Education. This finding reflects a stable teaching workforce that values professional purpose and institutional belonging.

Teacher retention is strongly influenced by the perceived meaning and value of teaching as a profession. Many educators remain in the field not solely because of financial incentives but because of their commitment to student development and community service. Within the framework of Herzberg's Two-Factor Theory, retention can be viewed as a result of both adequate hygiene factors and the presence of motivators such as professional growth, recognition, and a sense of achievement.

The findings support Magulod Jr. (2017), who reported that teachers with higher levels of job satisfaction demonstrate stronger commitment to remain in the teaching profession. Likewise, Cadampog and Licaros (2024) emphasized that supportive school environments and effective leadership practices significantly contribute to teacher retention. When teachers experience positive relationships with administrators and colleagues, they are more likely to develop a sense of belonging and long-term professional loyalty.

The high retention level observed in the district suggests that the institutional environment of the participating schools supports teachers’ professional well-being. Maintaining this environment is essential for sustaining a stable teaching workforce capable of delivering consistent educational outcomes.

Relationship between Job Satisfaction and Teacher Retention

The following section presents and discusses the significant relationship between teachers' job satisfaction in public schools and teacher retention.

Table 3. Correlation Analysis between Job Satisfaction and Teacher Retention

Variable	r	p-value	Interpretation
Administrative Support and Leadership	.475	.000	Significant
Workload and Time Demands	.529	.000	Significant
Compensation and Benefits	.551	.000	Significant
Opportunities for Professional Growth and Advancement	.636	.000	Significant
School Environment and Resources	.498	.000	Significant
Overall	.676	.000	Significant

The results reveal a significant positive relationship between job satisfaction and teacher retention ($r = 0.676, p = .000$). This finding indicates that teachers with higher job satisfaction are more likely to remain in the teaching profession. When teachers feel supported by their administrators, receive fair compensation, and experience opportunities for professional development, they develop a stronger commitment to their profession.

This relationship supports the theoretical perspective that employee satisfaction influences organizational commitment and retention behavior. In educational settings, teachers who perceive their work environment as supportive and professionally rewarding are more likely to develop long-term loyalty to their institutions.

The findings are consistent with Ortan et al. (2021), who concluded that job satisfaction significantly influences teachers’ decisions to remain in the profession. Similarly, Baluyos et al. (2019) highlighted that improving working conditions and leadership support increases teachers’ professional commitment and reduces turnover intentions.

In practical terms, the results emphasize the importance of maintaining positive workplace conditions in schools. Administrative leaders play a crucial role in fostering professional satisfaction through supportive leadership, transparent communication, and recognition of teachers’ contributions. When these conditions are present, teachers are more likely to remain engaged in their profession and committed to the goals of the education system.

Regression Analysis of Job Satisfaction and Teacher Retention

The following sections present and discuss the identified variables, singly or in combination, that best predict teacher retention.

Table 4. Regression analysis on the best predictor of the level of teacher retention

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation	
	B	Std. Error	Beta				
(Constant)	.365	.330		1.104	.271		
Administrative Support and Leadership	.164	.076	.144	2.173	.031	S	
Workload and Time Demands	.137	.075	.137	1.838	.068	NS	
Compensation and Benefits	.141	.057	.183	2.493	.014	S	
Opportunities for Professional Growth and Advancement	.303	.079	.308	3.834	.000	S	
School Environment and Resources	.155	.073	.150	2.130	.035	S	
R Square = .513		SS = 23.899		MS = 4.780		F = 32.424	Sig. = .000

The regression analysis revealed that professional growth and advancement obtained the highest predictive value ($\beta = .308$), indicating that this variable is the strongest predictor of teacher retention. Meanwhile, workload and time demands showed the lowest predictive value ($\beta = .137$) and was not statistically significant.

This finding implies that opportunities for professional development and career advancement strongly influence teachers' decisions to remain in the profession. Teachers who perceive clear opportunities for career growth are more likely to remain committed to their profession and organization.

Professional growth represents a key motivator factor in Herzberg's Two-Factor Theory, which explains that opportunities for achievement, advancement, and recognition contribute to long-term job satisfaction and organizational commitment. When teachers perceive clear pathways for career progression and professional development, they are more likely to remain motivated and committed to their profession.

The findings support Prudente et al. (2024), who emphasized that professional development opportunities are among the strongest predictors of teacher retention in educational institutions. Similarly, Toropova et al. (2021) reported that opportunities for professional learning and career advancement significantly influence teachers' long-term commitment to their organizations.

Interestingly, workload and time demands did not emerge as a significant predictor in the regression model. This suggests that although teachers may experience heavy workloads, they may still remain committed to the profession when other motivational factors, such as professional growth and supportive leadership, are present. In other words, teachers may tolerate challenging workloads if they perceive meaningful career opportunities and institutional support.

These findings highlight the importance of implementing policies that support teachers' professional development, leadership training, and career advancement. By investing in teachers' growth and capacity-building, educational institutions can strengthen teacher retention and ensure the sustainability of the teaching workforce.

CONCLUSION

Based on the findings of the study, the following conclusions were drawn:

Public school teachers in the district experience exceptional job satisfaction across all professional domains, particularly through strong leadership and manageable workloads. This overall high satisfaction suggests that

existing administrative policies and supportive environments effectively meet teachers' needs. Consequently, the district possesses a solid foundation for maintaining a motivated, stable, and committed teaching workforce.

Public school teachers demonstrate a strong intention to remain within the Department of Education, reflecting a stable and resilient workforce. This high level of retention suggests that educators find sufficient meaning and purpose in their roles to justify staying. Ultimately, these results indicate that the current institutional environment successfully fosters professional loyalty despite the inherent challenges of the service.

A strong, positive correlation exists between all job satisfaction domains and teacher retention, confirming that teacher loyalty is deeply rooted in their professional fulfillment. Higher satisfaction with leadership, workload, and growth directly increases the likelihood that educators will stay. Therefore, school administrators must prioritize these satisfaction factors to ensure a stable and committed teaching force.

Opportunities for professional growth, administrative support, compensation, and the school environment collectively serve as powerful predictors of teacher retention. While all these factors contribute significantly, the desire for career advancement and skill development stands out as the primary driver. These findings imply that a holistic approach to teacher satisfaction is essential for securing long-term institutional commitment.

Implications for Policy and Practice

The findings of this study provide several implications for educational management and policy within the Department of Education. The strong relationship between job satisfaction and teacher retention highlights the importance of maintaining supportive school leadership and professional development opportunities. School administrators should prioritize strategies that strengthen administrative support, improve school environments, and recognize teachers' professional contributions.

Furthermore, the results suggest that opportunities for professional growth significantly influence teachers' decisions to remain in the profession. The Department of Education may consider strengthening professional development programs, leadership training, and career advancement pathways to enhance teacher motivation and long-term commitment.

Policies that promote teacher wellness, manageable workloads, and competitive compensation can further strengthen teacher satisfaction and retention. By addressing these factors, educational leaders can help maintain a stable and motivated teaching workforce capable of delivering quality education.

Limitations and Future Research

Although this study provides important insights into the relationship between job satisfaction and teacher retention, several limitations should be acknowledged. The study was limited to teachers in San Fernando II District, Division of Bukidnon; therefore, the findings may not fully represent other districts or regions in the Philippines.

Future research may expand the study to multiple districts or regions to improve the generalizability of the findings. Researchers may also incorporate qualitative methods, such as interviews or focus group discussions, to gain deeper insights into teachers' experiences related to job satisfaction and retention.

Additionally, future studies may explore emerging factors influencing teacher retention, such as teacher mental health support, digital literacy skills, and readiness for remote or technology-integrated teaching environments. These factors may provide further understanding of teacher retention in modern educational settings.

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