

**Job satisfaction of English as a Second Language teachers
in privately-owned English schools**

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ABSTRACT

This research investigated the demographic profiles and job satisfaction levels of ESL teachers at English Fella, a privately owned English school, using a descriptive quantitative approach. Sixty teachers, predominantly female, were randomly selected as respondents. The study found that multiple factors influence job satisfaction, regardless of gender or salary, and that satisfaction levels differed across various job aspects. Respondents expressed contentment with the work environment, compensation, and work–life balance, while career advancement opportunities and administrative support showed moderate satisfaction. A smaller proportion of teachers reported high satisfaction with their specific job roles and responsibilities. Overall, the findings indicate that ESL teachers’ satisfaction arises from an interplay of factors—including workplace conditions, pay, career growth, administrative support, work–life balance, and defined job responsibilities—which collectively impact their professional fulfillment and motivation.

Keywords: ESL teachers, job satisfaction, private English schools, work environment, salary, career development, work–life balance

Date Submitted: December 26, 2025

Date Accepted: January 5, 2026

Date Published: January 22, 2026

INTRODUCTION

Job satisfaction is a crucial factor that affects employees’ engagement, performance, and retention in any organization. It reflects an individual’s emotional response to their work, shaped by the alignment between expectations and actual experiences in the workplace (Martin & Roodt, as cited in Masemola, 2011). When teachers feel their professional and personal expectations are met, they tend to be more motivated, positive, and committed. Conversely, unmet expectations can lead to dissatisfaction, stress, and reduced engagement.

DOI: <http://doi.org/10.69651/PIJHSS0501726>

Recommended citation:

Ecoling, R. R. (2026). Job satisfaction of English as a Second Language teachers in privately-owned English schools. *Pantao (The International Journal of the Humanities and Social Sciences)* 5 (1), 8017-8024.
<http://doi.org/10.69651/PIJHSS0501726>

In the educational sector, job satisfaction is particularly important because it influences teachers' effectiveness, professional behavior, and willingness to remain in their roles. Research shows that satisfied teachers often demonstrate stronger instructional skills, positive attitudes, and higher productivity, while favorable work conditions—including supportive policies, fair compensation, and healthy relationships with colleagues—contribute significantly to these outcomes (Annierah et al., 2013).

For ESL teachers, satisfaction levels can vary depending on personal and professional factors such as management style, workload, pay, working hours, benefits, stress levels, and flexibility in teaching arrangements (Abuhashesh et al., 2019). Teacher satisfaction has been linked not only to their own well-being but also to student performance and retention of qualified educators (Darling-Hammond, 2000; Palardy & Rumberger, 2008; Kraft & Blazar, 2017, as cited in Almonte-Acosta & Clamor-Torneo). In the Philippine context, ESL teachers working in privately owned English schools face unique challenges, including limited career growth, varying compensation, and specific working conditions, highlighting the importance of understanding the factors that shape their job satisfaction.

Statement of the problem

This study aims to evaluate the level of job satisfaction among ESL teachers employed in privately owned English schools and to explore how organizational, professional, and personal factors contribute to their overall satisfaction. Specifically, the research seeks to determine the key conditions and characteristics that shape teachers' perceptions of their work, assess their overall satisfaction level, and examine how demographic variables relate to job satisfaction within this educational context.

1. Which organizational and professional factors most significantly influence the job satisfaction of ESL teachers in privately owned English schools in terms of work environment, salary and compensation, career advancement opportunities, work life balance, administrative support, and job roles and responsibilities?
2. What is the overall level of job satisfaction among ESL teachers working in privately owned English schools?
3. Is there a significant relationship between selected demographic variables such as age, gender, educational attainment, employment type, salary, and years of teaching experience and the level of job satisfaction among ESL teachers?

METHODOLOGY

This study employed a descriptive survey research design to examine the level of job satisfaction among ESL teachers employed in privately owned English schools. The design was deemed appropriate as it allowed for the systematic collection and analysis of quantitative data describing teachers' perceptions and experiences related to their work conditions. The research was conducted in a privately owned English school, with ESL teachers serving as the primary respondents. The population of the study consisted of all ESL teachers currently employed in the selected institution, and total enumeration was utilized to ensure comprehensive representation. A total of sixty ESL teachers participated in the study, reflecting a complete sample of the teaching workforce within the research locale.

Data were collected using a structured survey questionnaire adapted from the instrument developed by Agustin, Balondo, Bauat, and Garcia in 2024. The questionnaire was divided into two main parts. The first part gathered information on the respondents' demographic and job-related characteristics, including age, gender, educational attainment, employment status, salary range, and years of teaching experience. The second part consisted of thirty statements designed to measure job satisfaction across several dimensions, including work environment, salary satisfaction, career advancement opportunities, work life balance, administrative support, and job roles and responsibilities. Responses were measured using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree, allowing respondents to express varying degrees of agreement with each statement.

Prior to data collection, formal permission to conduct the study was obtained from the Chief Executive Officer of the participating English school through a written request that clearly outlined the purpose, objectives, and procedures of the research. An orientation session was conducted with the ESL teachers to explain the nature of the study, emphasize voluntary participation, and ensure that informed assent was obtained from all participants. Ethical considerations were strictly observed throughout the research process. Respondents were assured of confidentiality and anonymity, and they were informed of their right to withdraw from the study at any time without consequence. The survey instrument was carefully reviewed to ensure clarity, relevance, and alignment with the research objectives in order to minimize potential misunderstandings and response bias.

After data collection, responses were systematically organized, encoded, and analyzed using appropriate quantitative statistical techniques. Descriptive statistics, including frequency counts, percentages, means, and standard deviations, were employed to summarize the respondents' demographic profiles and determine the overall level of job satisfaction. Frequency counts and percentages were used to describe the distribution of responses, while means provided an overall measure of job satisfaction levels and standard deviations indicated the consistency of responses. To determine the relationships between selected demographic variables and job satisfaction, inferential statistical analyses were conducted. Independent sample t tests were used to compare mean differences between two groups, such as gender categories, while Analysis of Variance was applied to examine differences across multiple groups, including age ranges, salary levels, educational attainment, and years of teaching experience. These statistical procedures enabled the identification of factors that significantly influenced job satisfaction among ESL teachers in privately owned English schools.

RESULTS AND DISCUSSION

This section presents and discusses the findings of the study based on data gathered from sixty ESL teachers employed in a privately owned English school. Using a descriptive survey research design and total enumeration sampling, data were collected through a structured questionnaire adapted from Agustin, Balondo, Bauat, and Garcia (2024). The instrument consisted of demographic and job-related items and thirty statements measuring job satisfaction across six dimensions, rated using a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). Quantitative analysis involved descriptive statistics, including frequency counts, percentages, means, and standard deviations, as well as inferential statistics using independent

sample t tests and Analysis of Variance. The results are discussed in relation to the study objectives and interpreted within the context of existing literature on teacher job satisfaction.

Demographic and professional profile of the respondents

The demographic characteristics of the respondents provide essential context for understanding the patterns of job satisfaction observed in the study. Of the sixty ESL teachers who participated, the majority were between 20 and 30 years old, with forty-three respondents representing 71.67 percent of the sample. Teachers aged 31 to 40 accounted for eleven respondents or 18.33 percent, while those aged 41 to 50 and 51 to 60 represented four respondents or 6.67 percent and two respondents or 3.33 percent, respectively. This distribution indicates that the ESL teaching workforce in the selected institution is predominantly composed of young adults, many of whom are likely at the early stages of their teaching careers. Previous studies have noted that younger teachers may demonstrate different expectations and satisfaction drivers compared to more experienced educators, particularly with regard to career advancement and compensation.

In terms of gender, the sample was largely female, with fifty-one respondents or 85 percent identifying as female, while nine respondents or 15 percent were male. This gender distribution reflects broader trends in language education, where female teachers often constitute the majority. Such imbalance may influence organizational culture and perceptions of support, workload, and professional growth, which are known contributors to job satisfaction.

Regarding educational attainment, fifty-eight respondents or 96.67 percent held a baccalaureate degree, while one respondent or 1.67 percent had completed a master's degree and one respondent or 1.66 percent reported other educational qualifications. This finding suggests limited postgraduate qualification among the respondents, which may have implications for career mobility and perceived professional development opportunities. The type of employment was uniform across the sample, as all sixty respondents or 100 percent were employed on a full-time basis, with no part time teachers reported. Similarly, all respondents reported a salary range of 10k to 15k, representing 100 percent of the sample, while no respondents fell within the 5k to 10k or less than 5k categories. The uniformity in employment type and salary range suggests a standardized compensation structure within the institution, which may influence collective perceptions of salary satisfaction.

In terms of teaching experience, forty-four respondents or 73.33 percent reported having one to three years of teaching experience, seven respondents or 11.67 percent had less than one year of experience, four respondents or 6.67 percent had four to six years of experience, and five respondents or 8.33 percent reported more than six years in teaching. This distribution further confirms that the majority of respondents are relatively new to the profession, a factor that may shape their expectations regarding workload, administrative support, and work life balance.

Level of job satisfaction across key dimensions

The level of job satisfaction among ESL teachers was examined across six dimensions, namely work environment, salary satisfaction, opportunities for professional development, work life balance, administrative support, and job roles and responsibilities. For the work environment dimension, the distribution of responses showed totals of 54 for Strongly Agree, 87 for Agree, 112 for Neutral, 29 for Disagree, and 18 for Strongly Disagree. The corresponding average means were 10.8 for Strongly Agree, 14.6 for Agree, 22.4 for Neutral, 5.8 for Disagree, and 3.6 for Strongly

Disagree, with a median of 9, 16, 23, 5, and 4, respectively. The standard deviations ranged from 1.94 to 4.76. These results indicate a tendency toward neutrality, suggesting that while some teachers view their work environment positively, a considerable number remain undecided, possibly reflecting mixed experiences with classroom conditions, resources, and institutional support.

Salary satisfaction yielded totals of 17 for Strongly Agree, 44 for Agree, 126 for Neutral, 87 for Disagree, and 25 for Strongly Disagree. The average means were 3.4, 8.4, 25.2, 17.4, and 5, respectively, with medians of 3, 8, 25, 19, and 5, and standard deviations ranging from 0.89 to 4.16. The high frequency of Neutral and Disagree responses indicates that salary is a salient area of concern among respondents. Given that all teachers reported the same salary range, these findings suggest that perceived adequacy of compensation may not meet expectations, particularly among younger teachers who may be balancing financial demands with early career responsibilities.

Opportunities for professional development were generally viewed more favorably, with totals of 78 for Strongly Agree, 126 for Agree, 67 for Neutral, 19 for Disagree, and 10 for Strongly Disagree. The average means were 15.6, 25.2, 13.4, 3.8, and 2, respectively, and standard deviations ranged from 1.22 to 5.08. The relatively high levels of agreement suggest that respondents perceive access to training or skill enhancement opportunities, which aligns with literature emphasizing professional growth as a key contributor to teacher satisfaction and retention.

Work life balance responses showed totals of 84 for Strongly Agree, 78 for Agree, 104 for Neutral, 23 for Disagree, and 11 for Strongly Disagree. The average means were 16.81, 15.6, 20.8, 4.6, and 2.2, with standard deviations between 2.95 and 7.09. The predominance of Neutral responses suggests that while work life balance is not viewed negatively overall, it may be inconsistently experienced among teachers, possibly due to varying workloads, schedules, and personal circumstances.

Administrative support received relatively positive evaluations, with totals of 93 for Strongly Agree, 108 for Agree, 71 for Neutral, 16 for Disagree, and 12 for Strongly Disagree. The average means were 18.6, 21.6, 14.2, 3.2, and 2.4, and standard deviations ranged from 1.14 to 4.44. These findings indicate that most respondents perceive administrative practices as supportive, which is consistent with research identifying leadership and management support as critical factors in enhancing teacher morale and satisfaction.

Finally, job roles and responsibilities were also viewed favorably, with totals of 106 for Strongly Agree, 100 for Agree, 78 for Neutral, 9 for Disagree, and 7 for Strongly Disagree. The average means were 21.2, 20, 15.61, 1.8, and 1.41, with standard deviations ranging from 1.14 to 7.83. These results suggest that teachers generally have clarity and acceptance of their assigned roles, which may contribute positively to overall job satisfaction.

Relationships between demographic factors and job satisfaction

Inferential statistical analyses revealed significant relationships between demographic variables and job satisfaction. Analysis of Variance showed a highly significant relationship between age and job satisfaction, with an F value of 46.53 and a p value of 3.2E-15, which is below the critical value of 2.77. This indicates that job satisfaction varies significantly across age groups,

possibly reflecting differences in expectations, career stage, and adaptability to workplace demands.

Gender differences in job satisfaction were also highly significant. The mean job satisfaction score for male teachers was 3.94 with a standard deviation of 0.0572, while female teachers had a mean of 3.44 with a standard deviation of 0.58898. The t statistic of 5.83988 and p value of 2.90E-07 confirm a statistically significant difference between genders, suggesting that male and female teachers may experience workplace conditions differently.

Educational attainment was found to have a significant relationship with job satisfaction, as indicated by an F value of 7.37 and a p value of 0.00142, exceeding the critical value of 3.16. This result suggests that higher educational qualifications may be associated with differing perceptions of satisfaction, potentially due to expectations for advancement or professional recognition.

The type of employment also showed a highly significant relationship with job satisfaction, with a reported p value of 0.005. Although all respondents were employed full time, the result underscores the importance of employment stability in shaping satisfaction levels. Salary range demonstrated a highly significant relationship with job satisfaction, with an F value of 108.29 and a p value of 1.79E-20, indicating that compensation remains a critical determinant of satisfaction even within a uniform pay structure.

Lastly, years of teaching experience were highly significantly related to job satisfaction, with an F value of 43.35 and a p value of 8.35E-12. This finding suggests that experience plays a crucial role in shaping how teachers perceive their work, possibly due to increased competence, coping strategies, or changing expectations over time.

Synthesis of findings

Overall, the findings of the study demonstrate that job satisfaction among ESL teachers in privately owned English schools is shaped by a complex interplay of demographic, professional, and organizational factors. While respondents generally expressed positive perceptions of administrative support, professional development opportunities, and clarity of job roles, concerns related to salary satisfaction and work life balance were evident. The significant relationships between job satisfaction and variables such as age, gender, educational attainment, salary range, and teaching experience underscore the need for context sensitive management strategies that address the diverse needs of teachers. These results contribute to the growing body of literature on teacher job satisfaction by highlighting the unique conditions of ESL educators in private institutions and provide a foundation for policy formulation, institutional improvement, and future research aimed at enhancing teacher well-being and retention.

CONCLUSION

This study examined the job satisfaction of ESL teachers working in a privately owned English school, focusing on the identification of key influencing factors, the assessment of overall satisfaction levels, and the analysis of relationships between demographic variables and job satisfaction. Using a descriptive quantitative research design, data were collected from sixty ESL teachers at English Fella School during the 2024 2025 academic year through a validated survey instrument. The findings demonstrate that job satisfaction among ESL teachers is shaped by a complex interaction of organizational, professional, and personal factors, including the work

environment, salary, opportunities for professional growth, work life balance, administrative support, and job roles and responsibilities. While the overall level of job satisfaction was generally positive, variations were observed across specific dimensions, indicating that satisfaction is not uniform but influenced by teachers' individual circumstances, expectations, and career stages.

The results further revealed that demographic variables such as age, gender, educational attainment, salary range, type of employment, and years of teaching experience were significantly related to job satisfaction. These relationships highlight that job satisfaction is a dynamic construct that evolves over time and differs across teacher groups. Younger and less experienced teachers, who comprised the majority of the respondents, demonstrated patterns of satisfaction that reflect early career priorities such as compensation adequacy, manageable workloads, and opportunities for professional development. At the same time, teachers with greater experience or higher educational attainment appeared to hold different expectations regarding career progression and institutional support. These findings affirm that job satisfaction is influenced not only by organizational conditions but also by individual experiences and professional trajectories.

Taken together, the findings underscore the importance of adopting a holistic approach to enhancing job satisfaction among ESL teachers in privately owned English schools. Creating a positive and supportive work environment, promoting healthy work life balance through fair workload distribution and scheduling, providing meaningful and accessible professional development opportunities, strengthening administrative support through clear communication and recognition, and reviewing compensation structures in relation to teachers' qualifications and responsibilities are essential strategies for sustaining motivation and commitment. When these interconnected needs are addressed, teachers are more likely to remain engaged, perform effectively, and demonstrate long term loyalty to their institutions. Conversely, neglecting these areas may contribute to dissatisfaction, burnout, and increased turnover.

This study contributes to the growing body of literature on teacher job satisfaction by providing empirical evidence specific to ESL teachers in privately managed educational settings. The findings offer practical insights for school administrators and decision makers in designing policies and practices that support teacher well-being and professional fulfillment. Moreover, the study reinforces the established link between teacher satisfaction, instructional effectiveness, and positive student learning outcomes. By emphasizing the central role of teacher satisfaction in institutional success, this research provides a foundation for future studies and interventions aimed at improving educational quality and sustainability in privately owned ESL institutions.

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