

**Multidimensional roles and professional contentment of teachers  
in Ilagan City North District**

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**ABSTRACT**

This study is situated within the broader discourse on teacher well-being, recognizing that teachers' multidimensional roles significantly influence instructional quality, professional effectiveness, and educational outcomes in Philippine public schools. However, despite existing national policies supporting teacher welfare, limited localized evidence explains how teachers in Ilagan City North District experience and sustain contentment in performing these complex roles. Employing a descriptive-normative design, the research examined the demographic profile, personality traits, perceived importance, extent of multidimensional roles, challenges encountered, and effectiveness of interventions among sixteen elementary teachers during School Year 2025–2026. Findings revealed a predominantly young, early-career, and academically qualified workforce demonstrating very high contentment, particularly in domains involving respectful pupils, supportive leadership, structured time management, and conducive facilities. Intrinsic traits such as passion, dedication, and professional dignity strongly shaped fulfillment. Moderate challenges included mental fatigue and self-doubt; however, gratitude practices, spirituality, and collegial support were perceived as highly effective coping mechanisms. Overall, teacher contentment emerged as multifactorial, shaped by institutional support, interpersonal relationships, and internal motivation, underscoring the need for sustained professional development, technological enhancement, and well-being-centered leadership initiatives.

**Keywords:** Teacher contentment, multidimensional roles, job satisfaction, professional well-being, instructional effectiveness

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**INTRODUCTION**

Teachers' multidimensional roles constitute a crucial yet multifaceted aspect of the educational landscape. These roles significantly influence not only teachers' personal well-being but also their professional effectiveness and the overall quality of education delivered to students. In this study, multidimensional roles refer to teachers' sense of satisfaction,

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acceptance, and fulfillment in carrying out their various responsibilities as educators (Diener, 2000). Unlike fleeting happiness, teachers' sense of fulfillment reflects a stable appreciation of their contributions and achievements, fostering motivation, resilience, and positive classroom environments (Lazarus & Folkman, 1984).

In the Philippines, the teaching profession is widely recognized as demanding and emotionally taxing, requiring resilience, dedication, and patience (Ingersoll, 2001). Despite the vital role teachers play, many Filipino educators report dissatisfaction due to heavy workloads, inadequate compensation, and limited support systems, leading to burnout and high attrition rates. Research indicates that stress, burnout, and anxiety remain persistent concerns for teachers globally, affecting their occupational well-being and overall mental health (Agyapong et al, 2022).

The COVID-19 pandemic further intensified these challenges, disrupting traditional instructional methods and increasing stress levels among teachers, who had to adapt rapidly to remote and blended learning modalities. Systematic reviews of teacher well-being research show that global educational disruptions during and after the pandemic significantly impacted workloads, stress, and emotional fatigue among teachers (Rabacal, Oducado, & Tamdang, 2020).

A 2020 study in the Philippines found that Filipino teachers experienced a moderate impact of the COVID-19 pandemic on their quality of life and psychological well-being, highlighting a need for stronger support systems as teachers continued to adapt to new teaching modalities (Rabacal, Oducado, & Tamdang, 2020).

The Philippine government has established legal and policy frameworks to safeguard teachers' rights and promote their well-being. Notably, Republic Act No. 4670, known as the Magna Carta for Public School Teachers, enshrines teachers' rights to professional development, fair remuneration, and conducive working conditions. Moreover, DepEd Order No. 40, s. 2012, provides guidelines for the conduct of annual performance reviews, emphasizing recognition of teachers' efforts to boost morale and job satisfaction. Additionally, DepEd Order No. 66, s. 2017, highlights programs aimed at enhancing teacher welfare and motivation. These policies reflect a national commitment to improving teachers' work environments and acknowledging their critical role in nation-building.

Despite these supportive policies, there remains a gap in understanding what truly contributes to teachers' fulfillment within specific institutional and community contexts. The lived experiences of teachers—how they perceive their roles, challenges, and support systems—are essential in understanding the dynamics of their satisfaction and how these influence their performance and student outcomes. This study focuses on teachers in Ilagan City North District, Isabela, aiming to explore their perceptions of contentment, the factors influencing their satisfaction, and the implications for their professional practice.

Understanding teachers' multidimensional roles is essential because these directly affect motivation, classroom management, and ultimately, student learning. Teachers who feel fulfilled and supported are more likely to demonstrate commitment, resilience, and positive engagement in their work. Conversely, dissatisfaction and burnout can undermine educational quality and increase turnover rates, challenges faced not only in the Philippines but globally (Aziku & Zhang, 2024).

By examining the experiences of teachers in a Philippine educational setting, this research seeks to contribute valuable insights into the interplay among institutional policies, personal factors, and the work environment in shaping teacher satisfaction. The findings may inform future policy formulation and institutional practices aimed at fostering a supportive and fulfilling environment for educators, consistent with legal mandates that uphold teachers' rights and well-being.

This study is guided by several key theories that explain factors contributing to teachers' contentment in performing their multidimensional roles.

First, Social Exchange Theory (SET) posits that individuals experience satisfaction when they perceive positive interactions and rewards, such as recognition, achievement, and personal growth (Blau, 1964). In the teaching context, when educators perceive that their efforts are valued and their relationships with colleagues and administrators are supportive, they are more likely to feel satisfied with their work. This aligns with DepEd policies promoting supportive environments, such as DepEd Order No. 66, s. 2017, which encourages teacher welfare programs.

Second, Self-Determination Theory (SDT) emphasizes that individuals are motivated when their basic psychological needs for autonomy, competence, and relatedness are fulfilled (Deci & Ryan, 1985). For teachers, autonomy in instructional strategies, competence in pedagogical skills, and meaningful connections with students and colleagues enhance job satisfaction. The Magna Carta for Public School Teachers also supports professional autonomy and development.

Third, the Job Demands–Resources (JD-R) Model explains that job stressors, such as heavy workload, may reduce satisfaction; however, access to resources such as administrative support, constructive feedback, and professional autonomy enhances well-being (Demerouti et al., 2001). Policies such as DepEd Order No. 40, s. 2012, which guides performance reviews and professional support mechanisms, contributes to these resources.

Lastly, the Interpersonal Theory of Emotions (ITE) suggests that individuals' emotions are shaped by their social interactions. Positive relationships with colleagues and students can foster fulfillment and positive affect in the workplace.

By integrating these theoretical perspectives, this study examines how job satisfaction, collegial and administrative support, autonomy, and interpersonal relationships influence teachers' multidimensional roles in Ilagan City North District. Understanding these determinants may help improve teacher satisfaction and retention, consistent with national legal and policy frameworks prioritizing teacher well-being.

#### Statement of the problem

The primary aim of this research was to explore and understand the experiences of teachers in Ilagan City North District, with particular emphasis on assessing their levels of multidimensional roles and the factors influencing their professional satisfaction.

Specifically, the study sought to answer the following questions:

1. What are the demographic profiles of the respondents in terms of age, gender, civil status, highest educational attainment, latest performance rating, present position, number of years in teaching, and highest level of seminars attended relevant to their functions?
2. What is the extent of subscription to the personality traits associated with teachers who are contented in the teaching profession?
3. How are multidimensional roles described in terms of their importance and the extent of multidimensional roles across selected components?
4. What are the most common challenges faced by teachers who are content in their profession, and how do these challenges affect job satisfaction?
5. How effective are the interventions implemented to address the challenges encountered in teachers' multidimensional roles?

## METHODOLOGY

This study employed a descriptive-normative research design to examine the multidimensional roles of elementary school teachers in the North District of Ilagan City during the school year 2025–2026. The descriptive-normative approach is appropriate for investigating existing conditions within a defined population and for determining the extent to which particular characteristics, perceptions, and experiences are present. The design enabled the researcher to systematically describe teachers' professional roles, levels of satisfaction, perceived challenges, and the interventions they employ in their work contexts.

The study was conducted in selected public elementary schools under the Schools Division of Ilagan City, Isabela, specifically within the North District. The locale was selected due to ongoing initiatives aimed at strengthening teachers' multidimensional roles, particularly in the elementary level, and the need to assess how these roles influence professional satisfaction and effectiveness. The district provides a relevant context for examining teacher experiences within a public basic education setting.

The participants of the study consisted of sixteen (16) elementary school teachers from Kindergarten to Grade 6. Respondents were selected regardless of position or length of service to capture a broad representation of teaching experiences across grade levels. The inclusion of teachers from different grade assignments allowed for a comprehensive examination of multidimensional roles across the elementary curriculum.

Data were collected primarily through a structured questionnaire developed after an extensive review of related literature and empirical studies. The instrument was organized into several sections: (1) respondent profile; (2) personality traits associated with contented teachers performing multidimensional roles; (3) perceived importance of multidimensional roles; (4) extent of multidimensional roles across selected professional components; (5) challenges encountered in performing these roles; and (6) interventions employed to address identified challenges.

To supplement and validate the survey data, unstructured interviews were conducted with selected participants. These interviews provided qualitative insights that enriched the quantitative findings and helped clarify emerging themes. Documentary analysis was also undertaken, particularly with respect to participants' latest performance ratings, subject to proper authorization.

The questionnaire underwent pilot testing among teachers who were not included in the final sample. Feedback from the pilot participants was used to refine the clarity, structure, and relevance of the items. The revised instrument was reviewed by the research adviser and the Dean of the Graduate Studies School to ensure content validity and alignment with the research objectives. Their recommendations were incorporated prior to the final administration of the instrument.

Before data gathering, formal permission was obtained from the Office of the Schools Division Superintendent and from the respective school heads of participating schools. Questionnaires were distributed both in person and through online platforms to ensure accessibility and convenience for respondents. Participants were informed of the purpose of the study and assured that their responses would remain confidential and used solely for academic purposes.

Unstructured interviews were conducted either face-to-face or through online communication platforms such as Google Meet and Messenger. These interviews were carried out during the distribution and retrieval of questionnaires to facilitate validation and deeper exploration of responses.

Collected data were organized, tabulated, and analyzed using descriptive statistical techniques. These procedures were employed to summarize the demographic characteristics of

the respondents and to determine the extent of their multidimensional roles, the challenges they encountered, and the perceived effectiveness of interventions implemented. The results were interpreted to provide a comprehensive understanding of teachers' experiences within the North District of Ilagan City.

## RESULTS AND DISCUSSION

### Demographic characteristics of the respondents

The findings revealed that the teaching workforce in the study was predominantly young and early in their careers. Most respondents (93.75%) were between 21 and 35 years old, with only 6.25% aged 36–40 and none above 40 years old. This age distribution suggests limited representation of highly experienced or senior educators. The dominance of early-career teachers may influence perceptions of multidimensional roles, as younger teachers often demonstrate high enthusiasm and adaptability but may still be developing professional identity and resilience.

In terms of gender, 81.25% of respondents were female, while 18.75% were male, reflecting the feminization trend commonly observed in elementary education. This demographic pattern aligns with global workforce trends in primary education and may influence perspectives on emotional engagement and professional roles.

A majority of respondents (68.75%) were married, indicating that most teachers balanced professional responsibilities with family obligations. Regarding educational attainment, 68.75% held a Master's degree, while 31.25% possessed a Bachelor's degree. The absence of doctoral degree holders suggests that while the group was academically qualified, advanced research-level training was limited.

Performance ratings were notably high, with 75% receiving an "Outstanding" rating and 25% rated "Very Satisfactory." Additionally, most teachers (62.5%) had between one and five years of service, confirming that the sample largely consisted of novice to early-career educators. Professional development exposure was primarily school-based, with fewer teachers participating in division, regional, or national seminars, and none attending international training. This localized training exposure may influence professional growth and perspectives on multidimensional roles.

### Personality traits associated with multidimensional roles

Respondents demonstrated strong agreement with personality traits associated with contented teachers, with an overall mean of 4.67, interpreted as fully subscribed. The highest-rated traits were passion for education (4.86), dedication (4.82), and professional dignity (4.79). These findings suggest that intrinsic motivation and professional identity are central to teacher contentment. Teachers perceived commitment and moral integrity as foundational to fulfilling their multidimensional responsibilities.

Lower-rated traits, such as extraversion and neuroticism, although still positively endorsed, suggest that while sociability is valued, emotional stability and commitment hold greater importance in sustaining satisfaction. These findings reinforce the argument that internal dispositions significantly influence teachers' professional well-being.

### Perceived importance of multidimensional roles

Multidimensional roles were perceived as highly important, with an overall mean of 4.60. The highest-rated item emphasized peace of mind and positivity that facilitate growth and self-improvement (4.93), indicating that teachers view contentment as essential for personal and professional development. Happiness, emotional stability, and social harmony were also strongly endorsed.

The findings suggest that teachers conceptualize multidimensional roles not merely as job-related functions but as holistic contributors to psychological well-being and societal development. This perspective underscores the interconnection between individual fulfillment and broader social impact.

### Multidimensional roles across key domains

Teachers reported very high contentment in relation to pupils' characteristics (mean = 4.76). Respect emerged as the most valued attribute (4.93), followed by honesty and positive attitude (4.89 each). Interestingly, personal virtues were prioritized over purely academic performance indicators. This finding highlights the importance of character development in shaping teacher satisfaction and suggests that relational harmony contributes more significantly to contentment than performance outcomes alone.

Contentment regarding parental involvement was comparatively lower (mean = 3.88), interpreted as contented. Teachers most valued parents who recognized and respected their children's individuality (4.36). However, participation in school events and consistent reinforcement of educational values at home received lower ratings. These results indicate that while moral and emotional support from parents is appreciated, more active engagement in school-based activities could further enhance teacher satisfaction.

Management practices were rated very positively (mean = 4.59). The most valued leadership behavior was proactive planning for employee growth (4.93), followed by recognition of achievements (4.89). These findings emphasize the importance of visionary leadership and appreciation in fostering teacher satisfaction. Personalized communication and awareness of teachers' strengths also contributed substantially to positive perceptions of management.

Teachers expressed strong satisfaction with instructional materials (mean = 4.27). Teacher-made materials (4.79) and localized resources (4.75) were most highly valued, suggesting that contextual relevance enhances professional fulfillment. Electronic interactive materials received relatively lower ratings, indicating potential challenges in technological integration.

Contentment with physical facilities was high (mean = 4.42). A conducive classroom environment (4.61) and clean drinking water (4.57) were the most valued facilities. Specialized facilities such as laboratories and libraries received comparatively lower ratings, suggesting areas for infrastructural improvement.

Time management practices were rated very highly (mean = 4.73). Structured planning, delegation, and organized instructional time (each 4.82) were considered essential for effective teaching. These findings underscore the centrality of organizational skills in promoting instructional effectiveness and reducing stress.

Professional conduct received strong endorsement (mean = 4.67). Regular communication with stakeholders (4.93), providing excellence (4.82), and maintaining professional image (4.82) were the most valued aspects. These results highlight the role of transparency, accountability, and ethical standards in strengthening teacher contentment.

### Challenges encountered

Challenges were rated as moderately difficult overall (mean = 2.87). Mental fatigue and doubt (both 2.96) were the most significant difficulties identified. Social comparison and restlessness also contributed moderately to perceived strain. These findings indicate that psychological and cognitive stressors pose greater challenges than material dissatisfaction. Despite these difficulties, the moderate rating suggests that teachers generally maintain resilience in managing professional demands.

### Effectiveness of interventions

Interventions were perceived as very effective (mean = 4.76). The highest-rated strategy was practicing gratitude (4.96), followed by prayer and spiritual practices (4.93), and focusing on present positives (4.89). These findings suggest that spiritual coping, mindfulness, and gratitude practices serve as powerful mechanisms in mitigating stress and enhancing contentment. Relational support and reflective practices were also strongly endorsed.

The results portray a predominantly young, academically qualified, and high-performing teaching workforce that places strong value on intrinsic motivation, respect-based relationships, proactive leadership, and structured time management. While moderate psychological challenges such as mental fatigue and doubt exist, teachers rely heavily on gratitude, spirituality, and relational support to sustain their multidimensional roles.

The findings suggest that teacher contentment is multifactorial, shaped by personal dispositions, student behavior, parental involvement, institutional leadership, instructional resources, and coping mechanisms. Strengthening leadership practices, expanding professional development opportunities, enhancing parental engagement, and addressing mental fatigue may further promote teacher well-being and retention.

### CONCLUSION

This study examined the extent of teacher contentment in relation to their multidimensional roles in the North District of Ilagan City and found that teachers were generally very much contented in their professional roles and work environment. The respondents were predominantly young (21–35 years old), female, early-career educators, with most holding master's degrees and receiving high performance ratings. This profile reflects a dynamic and academically prepared workforce that values professional growth and stability. Contentment was strongly associated with intrinsic personality traits such as passion for education, dedication, and professional dignity, indicating that internal motivation and professional identity are central to sustaining fulfillment in teaching. Teachers viewed contentment not merely as job satisfaction but as a holistic state that promotes peace of mind, happiness, and personal growth, underscoring the connection between psychological well-being and professional effectiveness.

High levels of satisfaction were observed in domains involving respectful and value-oriented pupils, supportive and proactive school leadership, effective time management practices, and conducive physical environments. Respect, honesty, and positive student attitudes were particularly valued, suggesting that relational harmony contributes significantly to teacher fulfillment. Similarly, proactive leadership, recognition of achievements, and open communication were perceived as strong drivers of professional satisfaction, reinforcing the importance of supportive management in fostering teacher engagement. Instructional materials, especially teacher-made and localized resources, were highly appreciated for their

contextual relevance and flexibility. However, lower ratings for electronic interactive materials indicate gaps in technology integration, suggesting a need for stronger digital training and infrastructure support. Although overall contentment was high, teachers reported moderate challenges related to mental fatigue, self-doubt, and social comparison, reflecting the emotional and cognitive pressures inherent in teaching, particularly among early-career professionals. Encouragingly, interventions such as gratitude practices, mindfulness, spiritual engagement, and supportive relationships were perceived as highly effective in mitigating these challenges and sustaining resilience.

In light of these findings, strengthening teacher contentment requires a comprehensive and sustained approach that integrates professional growth, technological support, well-being initiatives, and collaborative leadership. Schools should prioritize continuous professional development that combines pedagogy enhancement with resilience-building and mental health support. Structured peer coaching, mentoring, and recognition systems can reinforce professional identity and motivation. Investment in technology integration—through hands-on training, digital resource banks, and improved connectivity—can enhance instructional efficiency and reduce workload strain. Upgrading facilities, particularly laboratories and libraries, will further support quality instruction. Embedding time management supports, protected planning periods, and culturally responsive material development can optimize teacher performance. Moreover, implementing a whole-school well-being framework that includes mindfulness activities, gratitude practices, and access to counseling services can proactively address mental fatigue and emotional stress.

Finally, future research should expand to include broader variables such as workload, autonomy, leadership style, school climate, and burnout using mixed and longitudinal designs to inform evidence-based interventions. Overall, teacher contentment in the North District of Ilagan City is multifaceted and largely positive, but sustained institutional commitment to professional growth, technological advancement, and psychosocial well-being will be essential to ensure long-term teacher satisfaction, retention, and educational quality.

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