



AN ASSESSMENT OF EMPLOYEE SATISFACTION AND ITS IMPACT ON EMPLOYEE MOTIVATION AMONG SECONDARY-LEVEL TEACHERS

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ABSTRACT

In a world where the workplace of employees is constantly changing and innovating, it is important to maintain a current understanding of employees' experiences, especially in terms of their overall satisfaction and motivation at work. This is particularly true when it comes to the workplace of teachers, as these professionals pave the way for our future generations, making it crucial to ensure that they are satisfied with their work environment. Despite the extensive research in employee motivation and satisfaction, limited evidence has tackled these constructs among secondary-level teachers, particularly in a private Chinese school in the city of Manila. This study, which concluded in May 2026, applied a quantitative correlational research design. A research-developed survey was used to examine the factors affecting employee satisfaction and motivation among secondary-level teachers. Data were collected from 76 secondary-level teachers, selected through simple random sampling, ensuring that all participating teachers had an equal chance of selection. The findings indicate that workplace relationships are more meaningful in terms of employee satisfaction. Additionally, peer and administrator recognition and student growth and development are also highly valued in terms of employee motivation. Overall, employee satisfaction showed a strong positive correlation with employee motivation ($r = 0.759$, $p \leq 0.001$), indicating that secondary-level teachers who are generally more satisfied with their work tend to also experience higher levels of motivation in performing their duties and responsibilities. Far beyond a mere improvement in workplace conditions, prioritizing teacher satisfaction not only helps students become who they are truly meant to be, but also contributes to the development of a disciplined, highly skilled, and adaptable workforce capable of working collectively toward shared goals, an essential foundation for national competitiveness, sustainable economic growth, and long-term societal advancement.

Keywords: *Employee Satisfaction, Employee Motivation, Workplace Relationships, Educational Leadership, Educational Management, Teacher Well-Being*

INTRODUCTION

The workspace is a place where both the people and its environment are constantly changing, whether it is due to economic shifts, technological advancements, or workforce demographics. Given these constant changes, it is important to understand how employees experience their work and what keeps them motivated. Every individual in an establishment is vital, and it is essential to maintain employee satisfaction not only to retain these employees within the organization, but also so that their motivation towards work will not diminish. If the motivation of employees is depleted, it can negatively affect the workforce and both its effectiveness and productivity, which in turn will affect the satisfaction of consumers indulging in the company's goods or services.

A good example of how taking care of employees' satisfaction can benefit employees' motivation, which in turn boosts productivity and livelihood, is what the Chief Executive Officer (CEO) of Gravity Payments did to improve employee satisfaction. According to CBS Mornings (2021), in 2015, Dan Price reduced his own salary by \$1 million to give his employees a pay raise, making the salaries of every employee, including himself, set to \$70,000 a year. Many experts critiqued Price on his idea, claiming that it was a big risk on his part. However, not only did the company's employee retention and satisfaction increase by a large margin, but they also doubled their employees and tripled their business. Many employees were able to live more comfortably thanks to the pay raise that Price gave to everyone. The employees of this business were able to afford homes and start families thanks to Price's generosity.

In today's society, particularly against the background of fierce nationwide employment competition, high staff turnover rates, and job shortages, an increasing number of enterprises are beginning to prioritize employee job satisfaction. However, as highlighted in Trujillo's (2025) article, the latest data indicate that only 18% of employees report being highly satisfied with their work, one of the lowest satisfaction levels recorded in over a decade. Integrating job satisfaction with motivation not only enhances productivity but also strengthens employees' sense of belonging and recognition of the value their work provides.

For the sake of addressing the issue of employee motivation, the researchers have proposed a study to analyze the variables influencing employee satisfaction and motivation. Specifically, this study seeks to discover and understand the satisfaction levels of secondary-level teachers in a private Chinese school and examine their influence on their motivation at work. It aims to expound on specific factors of employee satisfaction, namely: Availability of Instructional Resources, Workplace Relationships, Fairness and Timeliness of Compensation, and Workload Management, and how this affects their motivation levels, which will be measured by the following factors: Opportunities for Professional Development, Peer/Administrators Recognition,

Monetary/Non-Monetary Rewards, and Student Growth and Development. The data obtained from this research will be used to analyze the factors most frequently affecting the employees' satisfaction level, which may help in enhancing employee motivation in their work life. This study is expected to provide useful insights that can guide the school in making improvements for the benefit of the employees.

The main purpose of this research is to assess how employee satisfaction influences the motivation of secondary-level teachers in a private Chinese school. Specifically, it aims to examine how satisfaction affects their ability to deliver quality teaching, remain committed to their profession, and contribute to the institution's long-term goals. By exploring the relationship between satisfaction and motivation, the study seeks to provide insights that will help administrators develop policies and programs that foster a more empowering workplace, strengthen employee commitment, and ultimately enhance both staff performance and student learning outcomes. This study is significant because it examines the relationship between employee satisfaction and motivation, particularly in the High School Department of the selected private Chinese school. Understanding what makes employees satisfied and motivated is very important, especially in an environment that involves teaching and engaging with the future generation. By focusing on the high school employees, this study hopes to understand and learn what affects their satisfaction and how it connects to their motivation at work.

Review of Related Literature

Expectancy Theory

Pilat and Krastev (2021) explain that this theory has three main components: expectancy, which is the belief that if you try hard, you can succeed; instrumentality, which is the belief that succeeding will eventually earn you a reward; and valence, which is the value placed on the rewards. This theory was developed by Victor Vroom and highlights how people are motivated when they believe that their effort will lead to successful performance and that success will be recognized with rewards they find valuable. In short, individuals act in a certain way based on the expectation of achieving a desired outcome. This article connects the expectancy theory to employees, showing how their performance is ultimately influenced by their personality, past experiences, confidence, skills, and knowledge. At the same time, it relates to how managers could use this theory to better understand their employees by understanding what their factors for motivation are. In relation to the research problem, the expectancy theory explains how employee satisfaction affects motivation, showing that when employees see a clear link between effort, performance, and rewards, they are more motivated.

Herzberg's Two-Factor Theory

Kurt (2022) explains that human motivation is influenced by two factors: motivators and hygiene factors. Herzberg's Two-Factor Theory highlights these as key determinants of employee motivation and job satisfaction. Motivators are intrinsic factors such as achievement, recognition, and advancement, while hygiene factors are extrinsic

conditions like salary, workplace policies, and relationships with peers. Hygiene factors prevent dissatisfaction but do not create satisfaction, whereas motivators drive higher performance. The absence of hygiene factors can lead to dissatisfaction, which may be addressed through effective communication between managers and employees. In relation to the study, the theory suggests that a lack of both motivators and hygiene factors may reduce employee satisfaction and motivation, affecting overall performance.

These theories are relevant to this study because they directly examine how satisfaction influences teachers' motivation. It provided a framework for understanding the relationships between workplace factors, individual perceptions, and performance. The use in similar studies further supports their relevance and applicability to this research.

Employee Satisfaction

According to Memon et al. (2023), job satisfaction and employee performance are two of the most powerful tools that an organization can use to further improve the overall organizational outcomes for both employees and employers. In today's environment, characterized by intense global competition and constant change, job satisfaction is often overlooked despite being a key factor in organizational success that helps increase employee productivity. As a result of increased productivity, this article suggests that employees with high job satisfaction can maximize their performance in achieving organizational goals. In the context of secondary high school teachers, this can be used to further explore and strengthen strategies that promote job satisfaction, ultimately improving teaching effectiveness and enhancing student outcomes.

Factors of Employee Satisfaction

Availability of Instructional Resources. Abad and Hattie (2025) emphasize that teaching materials have received limited attention despite their strong influence on teachers' professional growth. They further state that high-quality instructional materials shape both teaching practices and professional development. To support their claim, they conducted a large-scale survey involving teachers from Germany (82.4%), Austria (8.8%), Switzerland (4.7%), Western Europe (2.7%), Eastern Europe (0.4%), and other European regions using an educational platform called Eduki. Eduki is an online marketplace where educators can access teaching-related materials. The survey covered material usage, instructional impact, professional growth, and classroom confidence. Findings revealed that instructional impact was highest among trainee teachers ($M = 3.55$), while professional growth increased with experience. Teacher-generated resources were considered most beneficial (90.1%), and most teachers (94.1%) reported considerable freedom to choose and adapt materials. Overall, 96.8% of teachers stated that the platform improved their teaching quality.

Workplace Relationships. The study by Abun and Basilio (2023) shows a significant correlation between workplace relationships and employee job satisfaction. Interactions among colleagues, as well as relationships between employees and

supervisors, directly affect employees' morale and attitudes. Positive workplace relationships are a key factor that employers cannot overlook, as strong interpersonal connections play a central role in enhancing employee satisfaction and productivity. Therefore, cultivating positive workplace relationships is an important foundation for improving job satisfaction, performance, and overall productivity.

Fairness and Timeliness of Compensation. A study by Marman et al. (2021) emphasizes that education plays a vital role in people's lives and that high teacher performance is essential. Teachers who are passionate about their work tend to exert greater effort in teaching, and incentives such as bonuses and recognition can enhance motivation. These rewards acknowledge teachers' efforts and encourage them to maintain and improve their performance.

Workload Management. According to Yazid et al. (2024), who conducted research in Indonesia among PT Bank Capital employees, excessive workload is a key cause of job dissatisfaction. When workload is perceived as unbalanced, it increases stress and reduces both productivity and job satisfaction. The findings show a negative relationship between workload and job satisfaction, meaning higher workload leads to lower satisfaction. Although the study is set in banking institutions, it reflects a broader issue across workplaces. In education, heavy tasks such as lesson planning and grading may similarly reduce teachers' job satisfaction and affect performance.

Employee Motivation

In organizational settings, employee motivation can drive individuals to go beyond their usual limits, where they may develop stronger commitment and dedication to achieving excellence in their roles. In the study of Layek and Koodamara (2024), the effects of intrinsic and extrinsic motivation were examined in relation to employee performance, with a particular focus on comparing teacher performance in private and government academic institutions based on their motivation levels. Utilizing a quantitative approach, the study gathered data from 250 teachers in West Bengal, India, through a structured questionnaire. The results revealed a positive relationship between both intrinsic and extrinsic motivation and teacher performance in both types of institutions. However, work experience was found to moderate the relationship between intrinsic motivation and performance in both sectors, while it had no significant effect on the relationship between extrinsic motivation and performance in private academic institutions. In short, these results suggest that while both forms of motivation are important, intrinsic motivation interacts more strongly with work experience in shaping employee performance.

Factors of Employee Motivation

Opportunities for Professional Development. Based on Srivastava and Gupta (2025), there is a positive link between secondary school teachers' job satisfaction and career development. Opportunities for continuous learning, skill enhancement, and clear career pathways are key factors in strengthening teachers' sense of achievement and

professional identity. High-quality professional development programs improve teachers' expertise, confidence, and motivation. When schools actively support professional growth, teachers tend to feel more valued and more committed to the school's mission. Overall, investing in professional development promotes both individual growth and a more effective and dynamic teaching workforce.

Peer/Administrators Recognition. Peer recognition systems are increasingly used to enhance employee engagement and promote a collaborative workplace culture. However, Black et al. (2024) found that such systems may also have unintended negative effects. Employees reported a reduced sense of being recognized, as public recognition sometimes made them feel their own contributions were overlooked, while others were highlighted. It also encouraged social comparison, which influenced how employees evaluated themselves and others. This suggests that although peer recognition aims to improve engagement, poorly designed systems may reduce their effectiveness.

Monetary/Non-Monetary Rewards. Ercegović (2025) found that non-financial reward systems significantly influence employee motivation and productivity. Monetary rewards provide immediate improvements in performance, while non-monetary rewards have stronger long-term effects by enhancing loyalty, belonging, and overall satisfaction, leading to more stable motivation. Although financial compensation remains highly valued, employees may become accustomed to it over time, which can reduce its motivational impact. This may weaken long-term engagement and commitment.

Student Growth and Development. Kusmawan et al. (2025) conducted a correlational study involving 120 elementary school teachers and students to examine the relationship between teacher participation in curriculum design and student academic performance. The results showed a significant positive correlation, indicating that teachers who are more actively involved in curriculum development tend to have students with better academic outcomes. The study concludes that teacher involvement in curriculum design plays an important role in improving student learning.

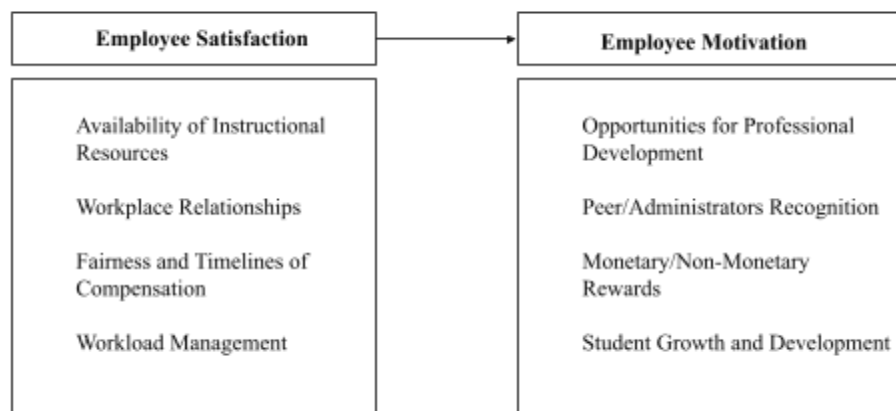
Employee Satisfaction and Employee Motivation. Kanwal et al. (2023), conducted in Pakistan, found that teachers' workload significantly affects both teaching efficiency and students' academic achievement. Heavy workloads, large class sizes, and pressure to meet targets often lead to stress, exhaustion, and burnout, especially in public schools. This reduces teaching effectiveness and negatively impacts student learning. The study also highlights the need for adequate training, resources, and support to improve teaching quality while reducing teacher stress.

The review of related literature shows that the five factors of employee satisfaction, availability of instructional resources, workplace relationships, fairness and timeliness of compensation, and workload management can have both significant and insignificant effects on employee motivation. Employee motivation is measured through opportunities for professional development, peer/administrator recognition, monetary and non-monetary rewards, and student growth and development. A common pattern observed is that all factors show mixed effects on employees, depending on their

presence, quality, or mismanagement. However, limitations were noted, particularly for fairness and timeliness of compensation, as most studies focus on either fairness or timeliness separately rather than both together. Studies combining both often involve unrelated variables, creating a research gap. By identifying these patterns and gaps, the present study provides a clearer understanding of employee satisfaction and its influence on employee motivation.

Conceptual Framework

Figure 1
Conceptual Framework of the Study



This study focuses on how employee satisfaction affects the motivation of secondary-level teachers in a private Chinese school. The framework illustrates the relationship between the two major variables of the study, employee satisfaction as the independent variable and employee motivation as the dependent variable. Employee satisfaction encompasses several dimensions such as administrative support, opportunities for professional growth, fair and timely compensation, and recognition through bonuses, awards, or incentives. When these factors are adequately addressed, teachers are more likely to experience higher levels of satisfaction in their work environment. Consequently, this satisfaction enhances their motivation, enabling them to perform their teaching responsibilities more effectively, demonstrate greater commitment, and contribute positively to institutional goals. Therefore, this conceptual framework demonstrates that improving employee satisfaction leads to increased motivation, productivity, and overall performance. By identifying and examining the factors that influence satisfaction and their corresponding impact on motivation, the study aims to provide a structured understanding that can guide administrators in formulating policies and programs that foster a supportive and motivating work environment.

Research Questions

In our modern world, employee satisfaction is a critical factor that shapes the motivation, productivity, and overall performance of school employees. The level of satisfaction among high school employees directly influences their ability to deliver quality teaching, fulfill professional responsibilities, and contribute effectively to institutional goals. However, factors such as administrative support, opportunities for professional growth, fair and timely compensation, and recognition through bonuses, awards, or incentives may significantly affect their overall satisfaction and, in turn, their motivation. This study sought to assess the level of satisfaction among high school employees and examine its impact on their motivation.

1. What is the level of employee satisfaction among secondary-level teachers in a private Chinese school in terms of:
 - A. Availability of Instructional Resources
 - B. Workplace Relationships
 - C. Fairness and Timeliness of Compensation
 - D. Workload Management?
2. What is the level of work motivation among secondary-level teachers in a private Chinese school in terms of:
 - A. Opportunities for Professional Development
 - B. Peer/Administrators Recognition
 - C. Monetary/Non-Monetary Rewards
 - D. Student Growth and Development?
3. What is the impact of employee satisfaction and employee motivation?
4. Based on the study's findings, what recommendations can be made to increase the satisfaction and motivation of secondary-level teachers in the selected private Chinese school?

METHODOLOGY

The current study aimed to assess and measure the impact of employee satisfaction on employee motivation among secondary-level teachers. To obtain the most objective and accurate results, the study was conducted using the quantitative method to analyze the impact of employee satisfaction on employee motivation. This ensured that the data collected from the current study was unbiased and credible. Additionally, since the research focused on analyzing the influence of employee satisfaction on employee motivation, the research design that aligned the most with the proposed study was the correlational research design, where variables are not manipulated, and the relationship between the two variables is thoroughly analyzed. This helped the researchers not only understand the connection between the two variables, but also helped discover and recognize any recurring patterns or trends from the data gathered. This method allowed researchers to measure the degree of influence one variable has on the other through statistical methods, which is why the proposed research makes use of this specific method. Several of the previous studies in the review of related literature

have applied the same correlational research design of analyzing data to understand the relationship between similar variables and factors. For example, a study by Kusmawan et al. (2025) utilized the quantitative correlational research design to analyze the relationship between teacher involvement and student learning outcomes. By adopting a correlational research design, the current research can have an accurate and unbiased collection of data, which helps in better understanding the relationship between the two variables and their factors.

Research Participants and Sampling Technique

The target population of the proposed study was selected based on specific criteria and characteristics relevant to the research objectives. They consist of secondary-level teachers currently employed at a private Chinese school in Tondo, Manila during the Academic Year 2025–2026, which includes both English and Chinese teachers coming from the two campuses of the selected private Chinese school. These individuals were chosen because they possess direct experience and knowledge related to the school's academic environment, teaching practices, and institutional policies. The study employed a simple random sampling technique within the probability sampling framework to ensure that every member of the population had an equal chance of being selected and heard. Utilizing Raosoft, a sample size calculator, 76 respondents were determined out of the population of 93 to represent an adequate sample size, corresponding to a 5% margin of error and a 95% confidence level. This method ensured both proper representation and reliability of data, while also allowing the researchers to administer and collect responses from the target population efficiently.

Setting of the Study

The study was conducted in 2026 at a selected private Chinese school, located in Manila, Philippines. The school has two campuses, and both campuses were selected as the research sites to obtain a comprehensive assessment of employee satisfaction and motivation among secondary-level teachers. These locations were chosen due to their accessibility and convenience for the Grade 12 student researchers. Furthermore, they provide an opportunity to collect data from reliable teachers whose professional experiences can support their responses. The selected school promotes diversity, including the employment of both Filipino and Chinese teachers, wherein they offer a rich and representative data set for examining the factors that influence teacher satisfaction and motivation. As members of the educational community, the researchers may have already established a relationship and trust with the secondary-level teachers, which may encourage more accurate responses, as well as enhance the validity of the collected data. Conducting the study within the school premises also facilitates coordination with respondents and ensures systematic and efficient data collection. For the purpose of this study, the researchers administered survey questionnaires to secondary-level teachers from both campuses to gather relevant data on employee satisfaction and its influence on employee motivation.

Research Instrument

The proposed research utilized a survey to gather data from secondary-level teachers. The researchers created a questionnaire catering to the specific inquiries and questions that the current study is trying to answer, which was then distributed to the HS teachers, consisting of junior high school and senior high school teachers. The questionnaire was constructed using the studies from the review of related literature as inspiration and reference for the creation of the questions. The entire questionnaire is composed of forty-two (42) questions and is split into two parts. The first half of the questionnaire consists of twenty-one (21) questions focused on measuring the level of satisfaction perceived by secondary-level teachers, while the second half also contains twenty-one (21) questions dedicated to measuring the employee motivation of the same teachers. The questions for employee satisfaction were created using the specific studies used for reference, namely the studies of Abad and Hattie (2025), Abun and Basilio (2023), Bella (2023), An and Lasi (2024), Kopolas (2025), and Yazid et al. (2024). Conversely, employee motivation was measured using questions created with reference to studies like Mallari (2024), Black (2023), Wilson (2025), and Mesler et al. (2021).

Content Validity and Test of Reliability

The questionnaire used in this study was validated by three experts in the fields of business management and psychology. These experts reviewed the instrument to ensure its accuracy, coherence, and overall suitability for measuring employee satisfaction and employee motivation among secondary-level teachers. Furthermore, the questionnaire was tested for reliability using Cronbach's alpha and obtained an overall score of 0.948, which is interpreted as satisfactory since the acceptable range for Cronbach's alpha is between 0.70 and 0.99. This result indicates that the items in the instrument consistently measured the constructs of employee satisfaction and employee motivation. The factors under employee satisfaction include availability of instructional resources, workplace relationships, fairness and timeliness of compensation, and workload management. These factors obtained reliability scores of 0.875, 0.753, 0.737, and 0.859, respectively. Meanwhile, the factors under employee motivation include opportunities for professional development, peer and administrator recognition, monetary and non-monetary rewards, and student growth and development, which obtained Cronbach's alpha values of 0.775, 0.875, 0.874, and 0.878, respectively.

Data Analysis

In this study, the researchers used basic statistical methods to analyze data collected through Google Forms. Responses were cleaned to remove incomplete or invalid entries, ensuring accuracy and reliability. Descriptive statistics, including weighted mean and standard deviation, were used to summarize participant responses and identify general trends. The weighted mean determined the average levels of employee satisfaction and motivation, while the standard deviation measured the variability of the data. These measures helped identify patterns and factors that influence respondents positively or negatively. Additionally, the study adopted a 4-point Likert scale, as used by

Regala et al. (2025), due to its simplicity and effectiveness in providing clear, unbiased responses without a neutral option.

Since the study follows a correlational quantitative research design, inferential statistical procedures were also applied to examine the relationships between the variables. The Pearson correlation coefficient was computed to determine the strength and direction of the relationships between the two variables and their respective factors. This statistical measurement helps in establishing whether the relationship is direct or inverse, as well as the degree to which the variables are correlated.

Data Gathering Procedure

For the data gathering procedure, the researchers distributed questionnaires through the use of Google Forms to the secondary-level teachers within both campuses located in Manila. This includes teachers from the junior high school and senior high school departments. A pure quantitative approach was used due to its simplicity and reliability for objective results compared to mixed or qualitative methods. The researchers obtained primary and secondary sources to be used as a reference for the creation of the questionnaire. The questionnaire was then validated by three experts to ensure its appropriateness and usability for the study. After the questionnaire was developed, a pilot test was conducted to check the effectiveness of the questionnaire. After this, the questionnaire was given to the senior high school coordinator to measure the validity of the questions using Cronbach's Alpha Test. Once the questionnaire was validated, the actual survey was conducted, and the questionnaire was distributed to the chosen respondents. Data collection commenced on January 19, 2026, and was estimated to take approximately two to three weeks to complete and obtain the required number of respondents.

Limitations of the study

This study relied solely on self-reported data collected from questionnaire surveys of High School (HS) employees. Such data may have been subjected to limitations, including overestimation or underestimation of experience, exaggeration or minimization by respondents, and the inclusion of subjective interpretations. Moreover, the data collection was conducted during a timeframe wherein the target respondents were severely occupied with their workload, hindering the progress of the data collection. Furthermore, the software used for data gathering lacked certain features that limited the ease of handling data. For example, the participants could not edit their answers for questions that were not added prior to the creation of the questionnaire, but were added at a later date.

Additionally, the number of respondents as well as their demographic background may have affected the results. For example, there are fewer Chinese-subject teachers compared to English-subject teachers, so the responses might have reflected English teachers' experiences more than those of Chinese teachers. Furthermore, there is a reduced number of senior high school teachers compared to junior high school teachers,

so the responses could have been potentially more biased towards the junior high school department. The study also relied on self-reported data collected through surveys, which may be influenced by personal biases, subjectivity, or incomplete responses. Furthermore, the data collection was conducted only at a specific point in time, which may not fully capture the long-term changes in employee satisfaction and motivation.

RESULTS

Research Question 1: What is the level of employee satisfaction among secondary-level teachers in a private Chinese school in terms of: A.) Availability of Instructional Resources, B.) Workplace Relationships, C.) Fairness and Timeliness of Compensation, and D.) Workload Management

Table 1
Satisfaction Level of Secondary-Level Teachers

Factors	Mean	Standard Deviation	Description
Availability of Instructional Resources	3.57	0.48	Strongly Agree
Workplace Relationships	3.65	0.469	Strongly Agree
Fairness and Timeliness of Compensation	3.29	0.58	Strongly Agree
Workload Management	3.31	0.58	Strongly Agree
TOTAL	3.46	0.43	Strongly Agree

Legend: ($3.25 \leq x \leq 4.00$) Strongly Agree, ($2.50 \leq x \leq 3.24$) Agree, ($1.75 \leq x \leq 2.49$) Disagree, ($1.00 \leq x \leq 1.74$) Strongly Disagree

Table 1 relates to the satisfaction level of secondary-level teachers. Among the following factors, Workplace Relationships ($\bar{x} = 3.65$, $SD = 0.469$) obtained the highest weighted mean among the given factors. This indicates that workplace relationships make the greatest contribution to the overall satisfaction of secondary-level teachers, as they are given more importance by the employees compared to the other factors presented. Furthermore, this indicates that secondary-level teachers place significant value on fostering positive relationships with their superiors, subordinates, and co-workers within a supportive environment, leading to more united and content employees.

Afterwards, this is followed by Availability of Instructional Resources ($\bar{x} = 3.57$, $SD = 0.48$), which received the second-highest weighted mean among the four factors. This indicates that the availability of instructional resources is another important factor affecting the overall satisfaction of secondary-level teachers, wherein having sufficient and high-quality instructional resources available for the teachers to use can lead to an increase in employee satisfaction with work.

Workload Management ($\bar{x} = 3.31$, $SD = 0.58$) ranked third among the four factors, having a lower impact as compared to workplace relationships and availability of instructional resources. Moreover, this suggests that when the workload of secondary-level teachers is reasonable and relatively manageable, it has a significant impact on the improvement of employees' work satisfaction.

Lastly, Fairness and Timeliness of Compensation ($\bar{x} = 3.29$, $SD = 0.58$) obtained the lowest weighted mean among the four factors of employee satisfaction. This indicates that despite receiving fairness and timeliness of compensation, it does not fully meet the expectations of some secondary-level teachers, suggesting that the monetary and non-monetary benefits may be seen as insufficient or not adequately rewarding their efforts.

Overall, the results indicated a very high level of satisfaction among the respondents across the measured factors, all of which are interpreted as Strongly Agree based on the total weighted mean ($\bar{x} = 3.46$, $SD = 0.43$), suggesting that the secondary-level teachers are generally satisfied with their working conditions and the institutional support provided to them.

Research Question 2: What is the level of employee motivation among secondary-level teachers in a private Chinese school in terms of: A.) Opportunities for Professional Development, B.) Peer/Administrators Recognition, C.) Monetary/Non-Monetary Rewards, and D.) Student Growth and Development

Table 2
Secondary-Level Teachers' Level of Work Motivation

Factors	Mean	Standard Deviation	Description
Opportunities for Professional Development	3.53	0.44	Strongly Agree
Peer/Administrators Recognition	3.66	0.48	Strongly Agree
Monetary/Non-Monetary Rewards	3.61	0.49	Strongly Agree

Student Growth and Development	3.66	0.44	Strongly Agree
TOTAL	3.61	0.40	Strongly Agree

Legend: $(3.25 \leq x \leq 4.00)$ Strongly Agree, $(2.50 \leq x \leq 3.24)$ Agree, $(1.75 \leq x \leq 2.49)$ Disagree, $(1.00 \leq x \leq 1.74)$ Strongly Disagree

Table 2 relates to the assessment of secondary-level teachers toward their level of work motivation. Among the following factors, Peer/Administrators Recognition ($\bar{x} = 3.66$, $SD = 0.48$) and Student Growth and Development ($\bar{x} = 3.66$, $SD = 0.44$) obtained the highest weighted means among the given factors. This indicates that these two factors are not only perceived as equally important, but they also make the greatest contribution to the overall work motivation of secondary-level teachers. Furthermore, this suggests that teachers experience a higher level of motivation when their efforts are appreciated by their peers and administrators, as well as when they see that their work is not going to waste by witnessing their students' academic and personal growth, giving them a sense of fulfillment in their profession.

Afterwards, this is followed by Monetary/Non-Monetary Rewards ($\bar{x} = 3.61$, $SD = 0.49$), which received the second-highest weighted mean among the four factors. This indicates that incentives and benefits also play an important role in enhancing the motivation of secondary-level teachers, as when their efforts are appropriately rewarded, they are more likely to continue fulfilling and remaining committed to their respective duties.

Lastly, Opportunities for Professional Development ($\bar{x} = 3.53$, $SD = 0.44$) obtained the lowest weighted mean among the four factors of employee motivation. This indicates that despite having opportunities for professional development to further increase their motivation, it does not have the same high impact as receiving recognition, observing student development, and obtaining monetary or non-monetary benefits, suggesting that teachers may experience a higher sense of motivation from immediate appreciation by peers and administrators, as well as from tangible rewards.

Overall, the results indicated a very high level of work motivation among the respondents across the measured factors, all of which are interpreted as Strongly Agree based on the total weighted mean ($\bar{x} = 3.61$, $SD = 0.40$), suggesting that the secondary-level teachers are mostly motivated in their work in terms of recognition, student progress, and supportive institutional practices that foster both personal and professional growth.

Research Question 3: What is the impact of employee satisfaction and employee motivation?

Table 3
Relationship between Employee Satisfaction and Employee Motivation

Correlation Between	r-value	Description	p-value	Remark
Employee Satisfaction and Employee Motivation	0.759	High	$\leq .001$	Significant

Legend: .00 to .30(.00 to -.30) Negligible correlation, .30 to .50(-.30 to -.50) Low positive(negative) correlation, .50 to .70(-.50 to -.70) Moderate positive(negative) correlation, .70 to .90(-.70 to -.90) High positive(negative) correlation, .90 to 1.00(-.90 to -1.00) Very high positive (negative) correlation

Table 3 presents the relationship between employee satisfaction and employee motivation among the high school teaching personnel. The results showed a strong correlation between employee satisfaction and employee motivation, with an r-value (0.759), which is interpreted as high. This indicates that as the level of employee satisfaction increases, the level of employee motivation also increases proportionally, suggesting that secondary-level teachers who are generally more satisfied with their work tend to also experience higher levels of motivation in performing their duties and responsibilities. Furthermore, the computed p-value ($\leq .001$) indicates that the relationship between employee satisfaction and employee motivation is statistically significant. Since the p-value is less than the assumed level of significance (0.05), the null hypothesis “Ho — The employee satisfaction appears to have no notable impact on employee motivation.” is rejected. This indicates that the observed correlation is not based on random factors, suggesting that employee satisfaction has a meaningful and reliable influence on the motivation levels of secondary-level teachers. Overall, the results show that both employee satisfaction and employee motivation play significant roles and are closely associated with one another.

DISCUSSION

Based on the findings of the study, Workplace Relationships received the highest mean score out of all the factors of employee satisfaction, suggesting that teachers give higher importance to being able to form genuine, long-lasting relationships with their peers and supervisors. Additionally, Peer/Administrators Recognition and Student Growth and Development received the highest scores among the factors of employee motivation, implying that teachers highly value receiving praise and acknowledgement from their coworkers and supervisors, as well as witnessing the growth and improvement of their students’ academics and self-development. Furthermore, these factors that received the highest recognition among high school teachers have a recurring theme, that being, they emphasized the importance of teamwork, collaboration, and communication. Each factor highlighted the importance of building strong relationships with one another, whether it be your peers, supervisors, or students. To apply this in actual practice, academic institutions can implement more refined education systems and team bonding activities that can foster relationships among teachers.

Moreover, the relationship between employee satisfaction and employee motivation was shown to have a significant and positive relationship based on the data obtained, signifying that teachers who are content with the work environment they are in will, in turn, have better drive and motivation towards their work, increasing productivity and teaching quality. Although the relationship of the two variables was shown to be strong, it also showed that there was room for improvement in the strength of the relationship. In practice, schools can use these findings to implement feedback systems, whether it be for the students, teachers, or the administration, to further understand the behavior of these people and improve the specific systems or teaching practices accordingly.

Conclusions

Secondary-level teachers in a private Chinese school generally have a high satisfaction level towards their jobs, especially in terms of relationships with coworkers and other peers, highlighting the value employees have towards mutual bonds. Additionally, they also have similarly high levels of motivation towards working, particularly when receiving praise or recognition from peers or supervisors and when witnessing the growth and development of their students academically and holistically, showing the importance of encouragement within the work environment. Finally, secondary-level teachers display a significant connection between an employee's satisfaction and their work motivation, emphasizing the importance of a more sustainable, encouraging, and supportive work environment.

Recommendations for Future Researchers

Future researchers are encouraged to explore additional factors that may influence employee satisfaction and motivation, such as cultural differences, institutional goals, and leadership support. They may also refine or modify how variables are measured to improve clarity and reliability, as the current study provides valuable insights but is not sufficient to fully establish validity.

Moreover, future studies can expand the scope by including different educational institutions beyond Filipino-Chinese schools and exploring other industries such as manufacturing and the private sector. Increasing sample size and narrowing the focus may also enhance the accuracy and depth of findings.

Researchers are also encouraged to adopt alternative research designs, such as mixed methods, to gain both in-depth qualitative insights and objective quantitative data. Additionally, the timing of data collection should be carefully considered, as conducting surveys during high-demand periods (e.g., exam season) may affect response quality.

Finally, future studies may conduct comparative analyses across subgroups, such as junior vs. senior high school teachers or subject areas, to better understand how different contexts influence employee satisfaction and motivation

Compliance with Ethical Standards

To ensure that the study remained aligned with ethical research standards, the researchers strictly observed all ethical protocols throughout the process of conducting the study titled “An Assessment of Employee Satisfaction and Its Impact on Employee Motivation Among Secondary-Level Teachers.” The researchers ensured that falsification, manipulation, and deception were not practiced and were avoided at all costs during the course of the entire research. All data gathered from the respondents were recorded honestly and accurately without altering, exaggerating, or misrepresenting results. Informed consent was also properly obtained from all research participants prior to answering the following questions from the survey. The respondents were fully informed of the purpose of the study, their voluntary participation, and the extent of their involvement. A clear explanation of how data will be used, stored, and interpreted was provided. The anonymity and confidentiality of the research participants were strictly maintained to protect the identities of senior high school secondary-level teachers. No personal identifiers, names, positions, or any employment-related information were revealed in any part of the research. All collected data were treated with utmost care and were only used for academic, scholarly, and research purposes. Furthermore, all sources that were gathered during this research were properly cited and given credit to the authors, avoiding plagiarism.

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