

Job Satisfaction and Social Media Utilization of Public Secondary Teachers in Pangasinan II

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Abstract— This study investigates the social media usage patterns of 196 public secondary school teachers in Pangasinan II and explores its impact on their job satisfaction. Employing a descriptive-correlation research design and utilizing a questionnaire, the study revealed that the teaching profession in the 5th District of Pangasinan was predominantly female, with most falling into the lower-middle income class. Laptops were the primary devices used for social media activities, with teachers dedicating one to three hours online for educational purposes. Most respondents held the rank of Teacher 1. The study found extensive social media usage among teachers, encompassing engagement, exposure to social networks, and general use. There was a consensus that female teachers used social networking sites more frequently for social connections, and younger teachers were more active users. Overall, teachers expressed a high level of job satisfaction, significantly correlated with their social media exposure. The study recommends further investigation into teaching performance, enhancement of technical and social media proficiency, provision of contextualized lesson plans, promotion of resourceful social media usage, encouragement of positive leadership practices, implementation of career planning strategies, and alignment of career goals with job requirements during the selection process. This research sheds light on the intricate relationship between social media usage and job satisfaction among public secondary teachers, emphasizing the need for targeted support and training in this digital age.

Keywords— **Social Media, Public Secondary Teachers, Job Satisfaction, Teacher Engagement, Job Satisfaction**

I. Introduction

Today's world is celebrating the improvements in communication technology, which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern communication technology has turned the world into a "Global village."

Technology has both positive and negative sides. It helps people be better informed, enlightened, and abreast of world developments, and it exposes humanity to a better way of doing things. Social networking sites like Twitter, Facebook Messenger, WhatsApp, Skype, Google Messenger, and others are used by people to interact with old and new friends (Asemah & Edegoh, 2012). The evolution of technology has changed the world rapidly, making it the best medium to explore a wide area of knowledge.

Using the Internet has simplified work, offering people numerous opportunities in various areas, including labor, career, and business. It aids in information preservation, worldwide education, online collaboration, and communication, enhancing learning interest and enabling boundary-free communication. Researchers find practically all required results through internet searches, thanks to the evolution of Web 1.0 and the increased emphasis on Web 2.0 and social media.

Two-thirds of the world's internet population visit social networking or blogging sites, serving as communication and connection tools. Social networking sites (SNSs) are online communities of Internet users who want to communicate about areas of mutual interest, whether from a personal, business, or academic perspective (William et al., 2009). Millions of social networking sites have transformed the idea of a global village into a reality where billions of people communicate.

The Covid-19 pandemic drastically altered education, affecting 90% of enrolled school and university students worldwide (Bozkurt & Sharma, 2020; UNESCO, 2020). Teachers had to employ new tools, methods, and practices with little training, adapting to emergency online learning (Schultz & Demers, 2020). During the pandemic, education continued with teachers utilizing available media, including social media, developing learning innovations to ensure teaching and learning activities continued at home (Zulherman, 2020).

Working from home emerged as a popular method of work flexibility due to the pandemic. Educational institutions introduced online classes and distance learning to compensate for the decline in student body attendance. Working from home has changed the workplace and impacted job satisfaction (Gurleen, 2020). Teachers face challenges that impact their job satisfaction, but motivated teachers report higher levels of job satisfaction, contributing to school success.

Social media is an electronic platform for interaction, communication, and information exchange (Zerfass et al., 2014; Criado et al., 2013; Song & Lee, 2016). It has transformed how people interact socially online and provides various platforms for collaboration. Social media's connectivity feature is crucial for learning, allowing students to engage and find information. However, students primarily use social media for personal reasons, highlighting the need to motivate them to use it for educational purposes.

Studies have examined how social media can be used for teaching and learning. For example, Gikas (2013) explored mobile computing devices in higher education and found that

social media can enhance learning experiences. Social media use at work can improve knowledge, skills, and job satisfaction (Fusi & Feeney, 2016). It also impacts organizational outcomes by promoting transparency and accountability and boosting innovation (Gutierrez-Martinez & Luna-Reyes, 2013; Mergel, 2016).

Using social media in education has shown multiple benefits, including retention, socialization, collaborative learning, and student engagement (Hoffman, 2019). Richardson (2016) linked web tools to deep student learning and engagement, highlighting the movement toward acquiring new competencies.

Mason and Rennie (2008) noted that user-generated content on social networking sites has profound educational implications but cautioned against using new technology to drive activity design.

Teachers' use of social media varies locally. Studies in the Philippines revealed high job satisfaction related to maintenance/hygiene factors and satisfiers/motivation factors. Satisfied teachers, often with a Master's degree and significant teaching experience, strongly agree with university practices that encourage innovation and continuous improvement. Understanding job satisfaction factors is crucial for retaining qualified teachers and enhancing education quality (Kumari, 2018).

The Philippines has lost many teachers to other countries due to job dissatisfaction. Factors such as pay levels, opportunities for growth, and work environments influence job satisfaction. Addressing these issues is vital for maintaining a high-quality teaching staff and achieving educational goals. The role of teachers extends beyond the classroom, impacting the entire community and future generations. Ensuring teachers' job satisfaction is essential for better teaching performance and organizational commitment.

Literature Review

Accordingly, the workforce's capacity is increased by social media use at work (Fusi & Feeney, 2016). Employees gain more knowledge and improve their abilities connected to their work by using social media because they utilize it for personal and professional work activities. Moreover, Fusi and Feeney (2016) found that integrating social media into the workplace decreased workload and improved the value of social media. This benefit encourages businesses to learn more about social media platforms and maximize their use of them (Betsy et al., 2015)

According to research, social media use affects organizational outcomes. It encourages the openness and accountability of government operations and could lessen corruption (Gutierrez-Martinez, & Luna-Reyes, 2013). Social media can also boost technological innovation and adoption in public-sector enterprises (Mergel, 2016). Using social media for business objectives improves customer happiness, employee engagement, and responsiveness (Sharma & Bhatnagar, 2016).

The usage of various social media platforms in the classroom is described by Alexander (2006). However, he also urged the public to consider the "complex, incoherent mix of openness and restriction, public involvement and cloistering" that higher education teachers today advocate (p. 42). According to Duffy and Bruns (2006), how social software tools like blogs, wikis, and RSS feeds might be used in educational settings should reflect the "social" and "mobile" world in which students will be living once they have earned their degrees. They said that educational institutions owe it to their students to develop their collaborative communication skills to prepare them for the best future (Duffy & Bruns, 2016).

Moreover, Richardson (2016) explored teacher-specific adaptations of online tools to stimulate deep student learning and active participation in the knowledge that makes up the web. His discussion establishes a link between these actual instances and the pedagogy they support, highlighting the current movement in educational priorities toward acquiring new competencies. Some examples include using open educational content, relevant knowledge constructs, and a 24/7 learning environment.

According to Mason and Rennie (2018), the central feature of social networking sites—the inclusion of UGC—has "potentially profound consequences for education" (p. 4) since it enables course designers to enhance learning and give students more control. However, they caution against using new technology to drive activity design; rather, they should only be used to assist educational results.

There has been enough testing in the classroom that studies investigating the pedagogy and practical usefulness of Web 2.0 tools have now been published, including some discussions of the results (Grover & Stewart, 2020) evaluated collaborative learning by students who use a wiki to create user-generated content for their learning experience. Notwithstanding students' reticence to generate work in a public forum or to work as a group and the constraints of judging individual contributions, they still felt the tool had significant potential to improve education. They underlined that cooperation or extending involvement outside of the classroom is the tool's main value, and they counseled teachers to take only the role of facilitators or moderators in this setting.

By examining faculty members' knowledge and opinions of the tools, Aijan and Hartshorne (2008) examined how faculty members used Web 2.0 applications. They also took into account elements that affect acceptance during real use. Their evaluation of the literature included a discussion of pedagogy and some of the benefits of the tools. While most faculty members were aware of the educational advantages these technologies can provide, the results showed a mismatch regarding actual use or future intentions to include them in their instruction. In addition, they discovered that their attitudes substantially influenced whether or not faculty members adopted a new approach. Administrators were urged by their recommendations to encourage the use of new social software, highlighting its gradual learning curve and compatibility with present procedures. They also recommend initiatives to increase educators' general comfort and confidence with new technology (Aijan & Hartshorne, 2018).

Hemmi, Bayne, and Land (2019) conducted in-depth case studies of three different classrooms using occurrences to examine from a pedagogical perspective how higher education has been integrating these technologies in quest of real empirical data from student and teacher use of social technology. They concluded that instructors and students are using new tools and methodologies cautiously. They explained this by pointing to academia's natural resistance to change and slowness to abandoning established paradigms. Although this is the case, the researchers were delighted that educational institutions had acknowledged social media's enormous potential (Hemmi et al., 2019).

In order to understand how the use of a particular tool, Twitter, has affected student involvement and altered student grades, Junco, Heiberger, and Loken (2020) undertook an experimental study. By having students participate in panel discussions, post responses to readings, and share their service work observations, Twitter expanded debate beyond the classroom. In addition, they were required to respond to other kids' tweets in addition to their own. The researchers employed a control group that did not use Twitter and an experimental group that used Twitter as part of assignments and training. Using Twitter, students "had a considerably greater increase in engagement than the control group, as well as higher semester grade point averages," according to their statistics (p. 1). The results provide significant evidence for the educational value of the tool and social media as a strategy for improving educational outcomes.

Using technology to support students' various learning preferences has been introduced previously. The advantage of social media applications is that they provide various tools that students can combine to suit their learning preferences and improve their academic success (Grover & Stewart, 2019). Furthermore, these technologies often have a low learning curve, are publicly available, and are simple to adopt. Learning environments can become more personalized by leveraging tools to extend class involvement outside of scheduled class time and boost the quality and quantity of participation in online courses, and teachers can improve their pedagogical skills (Grover & Stewart, 2019).

The limits and proprietary nature of campus learning management systems continue to upset some faculty members, who still need to learn to adopt them (Dalsgaard, 2016). As the number of courses, and even entire programs, being taught online has increased, educators have been forced to develop innovative delivery strategies that go beyond "read and click" and improve the learning of all students. In the opinion of proponents, the widespread use of social networking sites outside of the educational setting creates a congruity that is easily transferable to community building in e-learning, which can revolutionize education as a whole (Hoffman, 2019).

Additionally, according to Hoffman (2019), case studies show "multiple benefits for using SNS [social networking software], including retention, socialization, collaborative learning, student engagement, sense of control and ownership" (p. 3), in addition to a long list of other advantages for both students and teachers.

Richardson (2016) looked at how teachers might use web tools to encourage deep student learning and engaged engagement in the body of knowledge that is the Internet. His discussion establishes a link between these actual instances and the pedagogy they support, highlighting the current movement in educational priorities toward acquiring new competencies. These examples include the 24/7 learning environment, open educational resources, and meaningful knowledge constructs.

According to Mason and Rennie (2008), the central component of social networking sites—the inclusion of UGC—has "potentially profound consequences for education" (p. 4) since it enables course designers to enhance learning and give students more control. However, they caution against using new technology to drive activity design; rather, they should only be used to assist educational results.

Locally, teachers' use of social media in relation to their job satisfaction may vary. In a study conducted in 2021, results revealed a high level of job satisfaction in terms of maintenance/hygiene factors and satisfiers/motivation factors. In addition, there was a significant relationship between hygiene and motivation factors based on the level of job satisfaction of teaching and non-teaching staff.

Another study in the Philippines revealed that teachers satisfied with their teaching assignments or jobs were predominantly female, equipped with a Master's degree, and with an average teaching experience of nine years. In addition, the employees strongly agreed with university practices such as setting clear goals, encouraging innovation for organizational effectiveness, and continuous improvement through a quality management system.

However, educational attainment and experience are the most important factors for predicting success as a higher-education administrator. Therefore, job enrichment must include not only the knowledge, experience, and skills of administrators but also the context and working conditions of employees.

Kadtong's (2017) study entitled 'Teaching Performance and Job Satisfaction among Teachers At Region XI' also examined teachers' job satisfaction levels. In particular, the teaching performance ratings of instructors were calculated on the seven categories of the competency-based performance appraisal system for teachers to identify the relationship between teaching performance and work satisfaction among teachers in DepEd Region XII. The degree to which teachers were satisfied with their jobs across ten categories was also examined. It was also shown that personal characteristics and job happiness were associated. Two hundred elementary public school teachers were chosen as study participants, and a descriptive correlation design was employed to examine the correlations between the study's components. According to the study's findings, the majority of respondents are female, married, have a master's degree, have 11 to 15 years of work experience, and fall within the age range of 31 to 40. The evaluation of the teacher's performance was quite positive. According to the seven categories of the competency-based

appraisal system for teachers, teachers exhibit a high level of performance-related skills, abilities, initiative, and productivity, often exceeding standards in many areas of teaching performance. However, most teachers report being relatively content with their jobs regarding school policy, supervision, interpersonal relationships, chances for advancement and growth, working conditions, the actual work they do, achievement, recognition, and responsibility. This suggests that a happy instructor is also productive in their work. Also, if teachers are happy in their jobs, they will perform at a high level and keep it up. As a result, the teaching and learning processes are improved, which may result in highly competitive students.

Another Calaguas (2015) study revealed that the link between teachers' subjective well-being and job satisfaction was considerable, with job satisfaction significantly predicting subjective well-being. Consequently, having a job you enjoy is important for your participants' subjective well-being. This was another contribution to the growing body of information on positive psychology, particularly given the prevalence of studies on subjective well-being and work satisfaction.

Tanucan, Negrido, and Malaga (2022) looked at the digital leadership of school administrators as a predictor of teachers' job satisfaction in the Philippines during the pandemic. During March and May 2022, 520 public school teachers from all 16 regions of the nation responded to the validated online survey questionnaires. The study reveals that school heads have a good level of digital leadership, as viewed by their instructors using the descriptive-predictive research methodology, descriptive statistics, and regression analysis. This conclusion implies that Filipino school leaders can assist their institutions in undergoing a digital transformation to stay flexible and competitive in the quickly evolving social media and digital scene. Furthermore, Filipino teachers reported being satisfied with their jobs during the pandemic, suggesting they could manage and adjust to the new work and educational changes despite the numerous difficulties and transitions. The study also found a correlation between school leaders' digital leadership and teachers' work happiness. Employee satisfaction increases when leaders can set an example and lead in the digital era. As a result, programs for educating school leaders in digital leadership are required to increase the job satisfaction of their instructors, especially given the substantial role that technology plays in various educational activities.

To note, job satisfaction, with a focus on employees, is a sign of emotional well-being, or what some people would refer to as psychological health (Spector, 2017). It is an emotional state linked to satisfaction and can boost attitudes at work and performance (Wicker, 2019). Therefore, it is crucial to comprehend how people's well-being is affected at work (Romle, 2016). Highly satisfied employees display positive attitudes, while unsatisfied employees display negative attitudes.

Given that a person's level of job satisfaction is directly related to how they feel about their work, mindsets, and attitudes impact how employees behave and perform, affecting how projects are managed and how they react to different situations (Wicker, 2019). Work satisfaction is a

measure of how content people are with their work, and it can be increased by altering either people's attitudes or their settings (MacDonald, 2017). Because job satisfaction is linked to well-being, it is crucial to understand it.

Regardless of the learning platform, teachers' job satisfaction is a critical factor influencing the completion of various curricula (Li & Yu, 2022). Also, it is essential for schools to achieve their goals and advance generally (Devi & Soni, 2013) and for students' overall learning (Jun 2015; Sahito & Vaisanen, 2020).

Due to their complex professional tasks, poor job satisfaction, and lack of digital literacy during the pandemic, teachers' situations are more difficult compared to traditional face-to-face instruction (Li & Yu, 2022). Therefore, the determinants, factors, and levels of job satisfaction have been the focus of some recent research looking at teachers' job satisfaction (e.g., Gómez-Leal et al., 2022; Hewett & La Paro, 2020; Richards et al., 2019).

II. Methodology

This study employs a descriptive research design to describe the public secondary teachers' social media use and its impact on their job satisfaction. Descriptive research is suitable for providing an in-depth understanding of a phenomenon or population, making it an appropriate choice for examining the trends and correlations within the target group of teachers (Bhasin, 2019). The study specifically focuses on Senior High School teachers, analyzing how their engagement with social media correlates with their satisfaction in their teaching careers.

The target respondents for this study were Senior High School teachers from the 5th district of Pangasinan II during the School Year 2022-2023. From a total population of 397 teachers, a sample size of 196 was determined using an online calculator set to a 5% margin of error and a 95% confidence level. The study employed convenience sampling, a non-probability sampling method that selects respondents who are easy to contact or reach. Data collection was facilitated through Google Forms, ensuring quick and easy access to respondents across various municipalities.

Data were collected using two primary instruments: the Teacher Job Satisfaction Questionnaire (TJSQ) and the Teacher's Social Media Engagement Questionnaire (TSMEQ). The TJSQ, adapted from Meres and Rogowska (2022), includes sections for personal data and job satisfaction levels, using a four-point Likert scale. The TSMEQ, adapted from Stewart et al. (2011), measures teachers' engagement with social media across cognitive, affective, and psychomotor domains. Both instruments were validated for reliability and accuracy by experts, including school heads and master teachers, ensuring they were tailored to the online teaching-learning setup.

Following the approval of the research proposal, formal communication was made with institutional authorities to detail the nature, extent, and ethical considerations of the data collection. The study provided respondents with the option to complete the survey online via Google Forms or through paper surveys. The procedures were clearly explained to the concerned authorities and teachers, ensuring transparency and adherence to ethical standards throughout the data collection process.

To ensure the validity and reliability of the study's results, various statistical tools were employed. Frequency counts and percentages were used to summarize the teachers' profiles, including sex, income, gadgets used, internet access, and time spent on social media. Weighted Mean was used to determine the satisfaction levels and the extent of social media use. Correlation analyses, including Spearman Rho and Fisher's Exact Test, were utilized to explore the relationships between respondents' profiles and their social media engagement. A t-test was conducted to assess the relationship between job satisfaction levels and social media use. Based on these findings, capacity intervention programs were designed to improve teachers' job satisfaction and commitment through the strategic use of social media.

III. Results and Discussion

Socio-Demographic Profile of the Respondents

The personal profile of the respondents includes information as to their sex, monthly income, gadgets used for browsing social media sites, time spent in social media and current position.

Table 1.a. Frequency and percentage distribution of the respondents as to their sex

N = 196

Profile Variables	Frequency	Percentage
Sex		
Male	89	45.4%
Female	107	54.6%

In terms of the sex of the secondary school teachers, it is dominated by the female group. It can be deduced from the table that 54.6% of them (107 out of 196) are female respondents while the remaining 45.4% (89 out of 196) belonged to the male group. Therefore, according to this data, female teachers are predominating the teaching profession (specifically in Pangasinan II).

The above findings are supported by the World Bank report. In 2020, 68.19% of secondary school teachers in Thailand were female, compared to 55.36% of primary school teachers in India for the same year. Likewise, the British Educational Suppliers Association (BESA) reported that

530,172 teachers in total were employed in England in 2019–2020, with 30.5% of them being men and 69.5% of them women. At the elementary school level, a startling 82.4% of teachers were female. In the years between 2017 and 2018, the National Centre for Education Statistics in the USA reported that 24% of public school teachers were men and 76% were women. Male teachers made up only 11% of the teaching staff in elementary schools, but this percentage rose to 36% in secondary schools (Mohandas 2022).

Mohandas 2022 stressed strong support for the above findings that since many women are perceived as being more nurturing, they naturally gravitate toward the emotional climate in the classroom. In a same vein, a recent UNSECO (2020) study on female teachers of SHS students found that these teachers can manage male students with ease because of their maternal instinct. According to the report, female SHS teachers go into greater detail when explaining concepts than male teachers. Moreover, females are a better choice for instructors in schools because they are better able to grasp the mental and emotional demands of their charges, according to Justo's research (2020), which emphasized significant support for the recently discovered fact.

Table 1-b. Frequency and percentage distribution of the respondents as to their monthly income

N = 196

Profile Variables	Frequency	Percentage
Monthly Family Income		
P21,915-P43,828 monthly income	97	49.5%
P43,829- P76,668 monthly income	92	46.9%
P76,669 - P131,484 monthly income	7	3.6%

As to the monthly family income, 97 out of 196 respondents (49.5%) states that they earn P21,915-P43,828 monthly. On the other hand, 46.9% (92 out of 196) declare that they earn P43,829- P76,668 monthly. And, a small portion of the respondents (3.6) declare that their monthly family income ranges from P76,669 - P131,484. Generally, the secondary teachers fall under the lower-middle income class based from the Philippine Statistics Authority's classification of socio-economic classes.

Table 1-c. Frequency And Percentage Distribution Of The Respondents As To The Gadgets They Use For Browsing Social Media Sites

N = 196

Profile Variables	Frequency	Percentage
Gadgets used for browsing SM sites		
Laptop	168	85.7%
Desktop	28	14.3%

In terms of gadgets that the respondents use in studying and making presentations for their lessons, a majority of them 85.7% (168 out of 296) use their laptops. Only a few percentages (14.3%) uses a desktop for their lesson preparation.

Table 1-d. Frequency and Percentage Distribution of the Respondents as to the Time they Spend on Social Media to Prepare their Lesson Plans, Activities, and Agenda

N = 196

Profile Variables	Frequency	Percentage
Time spent on social media (prepare lesson plans/activities/agenda)		
1-3 hours	182	92.9%
4-7 hours	14	7.1%

As to the time spent on social media (prepare lesson plans/activities/agenda) by the respondents, a majority (92.9%) of them spend one to three hours while only 7.1% state that they spend four to seven hours using social media to prepare their lessons.

The study of Greenhow et. al (2020) affirms this as their study reveals that social media tools are advantageous for teachers' professional development in both structured and unstructured learning environments.

For instance, studies on the incorporation of social networking sites like Facebook in higher education suggest their affordances for interaction, collaboration, information, and resource sharing; promoting participation and critical thinking (Ajjan & Hartshorne, 2018; Mason & Rennie, 2016); and increased peer support and communication about course content and assessment (Mazman & Usluel, 2020).

Table 1-E. Frequency and Percentage Distribution of the Respondents as to their Current Rank/Position

N = 196

Profile Variables	Frequency	Percentage
Rank/Position		
T1	61	31.1%
T2	48	24.5%
T3	40	20.4%
MT 1	28	14.3%
MT 2	19	9.7%

Regarding the position or rank of the respondents, majority (31.1%) of them are Teacher 1 while minority (9.7%) of them are Master Teacher 2. The description of a rank or position in the teaching service suggests that the majority of the secondary teachers are still in their early years or are relatively new to the profession.

Extent of Social Media Use of the Respondents

The responses of the secondary teachers with regards to the extent of their social media use is presented in Tables 2-A to 2-E.

Table 6-A. Extent of the Respondents' Social Media Use in terms of Teacher Engagement to Social Network

	INDICATORS	WEIGHTED MEAN	DESCRIPTIVE RATING
1	Engagement to online social networks affects my academic life.	3.51	Strongly Agree
2	Online social networks help me with my teaching preparation.	3.78	Strongly Agree
3	Hours spent online can never be compared to the number of hours I spend in preparing for my lessons.	3.48	Agree
4	There has been an improvement in my class since I became engaged in social networking sites.	3.66	Strongly Agree
	Average Weighted Mean	3.61	Strongly Agree

In terms of the extent of respondents' social media use in terms of Teacher Engagement to Social Network, it can be gleaned from the table that the respondents strongly agree that their engagement to online social networks affects their academic life (AWM-3.51); online social networks help them with their teaching preparation (AWM-3.78); and there has been an improvement in their class since they became engaged in social networking sites (AWM-3.66). Overall, the extent for extent of respondents' social media use in terms of Teacher Engagement to Social Network is very high as evident by the average weighted mean of 3.61.

Greenhow et al. (2020) agrees with these results as their study found out that teachers who use social media can gain professional advantages from just-in-time teaching tools and social or emotional support from outside of their own school or district.

Moreover, beyond using social media in the classroom, teachers are using it for their own professional development. After analyzing teachers' use of social media for professional development, Homan (2014) came to the conclusion that new technologies are also influencing how teacher professional networks are maintained as connections move to online spaces that are perhaps not typically thought of as professional, like Facebook or Twitter. What it means to be a teacher in the twenty-first century is changing along with the technology environment.

Table 2-B. Extent of the Respondents' Exposure to Social Media Network

	INDICATORS	WEIGHTED MEAN	DESCRIPTIVE RATING
5	My limited access to social media affects my teaching performance.	2.69	Neutral
6	My engagement in academic discussion through social media has improved my teaching performance.	3.82	Strongly Agree
7	I make use of social media to disseminate knowledge to my students.	3.71	Strongly Agree
8	I solely rely on information taken from social media to execute my lessons without consulting other sources.	1.88	Strongly Disagree
	Average Weighted Mean	3.02	Agree

As it can be seen from the table above, the respondents agree that their exposure to social media networks help them in teaching. Also, this could mean that their extent of engagement to exposure to social media network is 'high' as seen from the average weighted mean of 3.02.

Based on the table above, even though the respondents have high extent of engaging in academic discussion through social media because it improves their teaching performance (AWM-3.82), they still do not solely rely on information taken from social media to execute their lessons without consulting other sources (AWM-1.88).

These results are in sync with the results of the study of Blankenship (2020). According to him, in order to enable teachers of all ages to use social media on an equal footing, he addresses the advantages of integrating all social media platforms into educational initiatives.

According to the report, "80 percent of 1,000 instructors nationwide asked acknowledged they utilize social media in some form as a part of their teaching". The use of interactive community focus platforms like Skype, YouTube, Facebook, and Twitter is widespread among both new and seasoned educators. Nonetheless, many were able to broaden how their courses were taught as a result of increased exposure to other social tools.

Philippines may have lagged behind its neighbors in the ASEAN area in terms of internet speed, but Filipino tenacity may be to blame for the way they are now a global leader in social networking, specifically Facebook usage (Javier 2021) to support the current findings.

Table 6-C. Extent of the Respondents' Use of Social Media

	INDICATORS	WEIGHTED MEAN	DESCRIPTIVE RATING
9	The use of social media for research has helped me improve my performance as teacher	3.68	Strongly Agree
10	Engaging in academic forums enhances my understanding towards the teaching profession.	3.71	Strongly Agree
11	I use materials taken from blogging and vlogging sites to complement what the class learned from my lessons.	3.9	Strongly Agree
12	The use of social media improves my competence/performance in class.	3.87	Strongly Agree
	Average Weighted Mean	3.79	Strongly Agree

The data from the table above reveals that the respondents have 'very high' extent of social media use as evident from the average weighted mean of 3.79. Four out of four indicators got a descriptive equivalent of 'strongly agree'. Specifically, most of the respondents strongly agree that they use materials taken from blogging and vlogging sites to complement what the class learned from their lessons garnering a weighted mean of 3.9.

True enough, one of the main purposes of these environments is to provide teachers with the chance to interact with peers who share their interests, knowledge of the same subject area, and/or educational philosophies.

According to Carpenter & Krutka (2015), the use of social media for professional learning that teachers self-generate through their online personal learning networks has become ingrained in many teachers' daily routines, improving their teaching methods and their own comprehension of the pertinent subject or pedagogy.

Moreover, Huei-Tse Hou, Kuo-En Chang, and Yao-Ting Sung's research from 2019 also found out that teachers' implicit professional knowledge can become more explicit when they write about various topics on their own blogs and gradually build up their instructional knowledge. This helped the teacher community's members build their expertise as well. Additionally, instructors claimed that blogging gave them a new platform to examine academic concepts and allowed them to reconsider their identity as public intellectuals, according to Carpenter and Krutka (2015).

Javier 2021 emphasized again the advantages of using digital teaching and learning tools for teachers. Following "Students are engaging in the class" and "Students become proactive and creative," is the statement that "it makes the teaching and learning exciting." This suggests that while incorporating digital learning aids into instruction fulfilled the function of the teacher, it also increased student engagement.

Employee engagement could rise when employees utilize social media for both work-related and social-related goals, according to research by Men et. al. 2020. It's more open, builds trust, and binds employees. Zoonen et.al. 2014 emphasized the use of social media even more. Through enhanced accessibility and effective communication, it has a favorable impact on

employee engagement. The use of social media is mostly closely related in sharing information about work and building social relationships between employees.

Social media have improved innovation, knowledge sharing, and cooperation while also facilitating communication (Ali-Hassan, et.al. 2015). Zhang et.al 2019 supported these findings when he had observed that social media was used in virtual communities to create, share and exchange information, and plan meetings.

Additionally, according to Men’s 2020 research, the more that employees interact with content on social media by liking, sharing, and commenting on posts as well as by having one-on-one group conversations or discussions, the more engaged, attentive, and committed they feel to the company.

With the help of social media, educators can broaden their networks to include more coworkers who engage with each other in a more self-directed way than might be typical of a traditional PLC that meets at a school (Krutka, Carpenter, & Trust, 2017).

Twitter can be an additional resource for emotional support, encouragement, and community for new teachers. We have discovered that educators who use Twitter tend to be the passionate, engaged, and growth-oriented people with whom we want our candidates associating, despite the fact that social media is known to foster radical viewpoints and even hate speech. The generally upbeat and empowered atmosphere on educator Twitter can act as an antidote to the demoralizing remarks candidates occasionally hear in the hallways or faculty lounge at their field placements regarding students, schools, professional development, or the teaching profession (Carpenter, 2015; Carpenter & Krutka, 2015). We advise particular educators, groups, hashtags, and chats to our kids in order to guarantee the interactions are of a high caliber.

Table 2-D. Extent of the Respondents’ Gender Use of Social Media

	INDICATORS	WEIGHTED MEAN	DESCRIPTIVE RATING
13	Male and female teachers use social media networks differently.	3.17	Agree
14	Female teachers use social networking sites more to explicitly foster social connections.	3.12	Agree
15	Gender determines the level of social network usage.	2.16	Neutral
16	Males are more effective at using social networking sites for academic purposes.	2.48	Neural
	Average Weighted Mean	2.73	Neutral

When it comes to gender use of social media, most of the respondents were neutral (AWM-2.73). On the other hand, the respondents ‘agree’ that female teachers use social networking sites more to explicitly foster social connections (AWM-3.12).

These results are in accordance with the study of Karatsoli and Nathanail (2020) which revealed that gender does not affect how people use social media. Also, according to Perrin (2015) men and women use social media at similar rates.

Table 2-E. Extent of the Respondents' Age Use of Social Media

	INDICATORS	WEIGHTED MEAN	DESCRIPTIVE RATING
17	Age has an impact on the use of social media.	3.58	Strongly Agree
18	Social media becomes boring as I grow older.	2.59	Neutral
19	Social media is not relevant to people of the older generation.	2.31	Neutral
20	The younger generation are the most active users of social media.	3.93	Strongly Agree
	Average Weighted Mean	3.10	Agree

Table 2-E above reveals that data on the extent of the respondents' age use of social media. The respondents 'agree' (AWM-3.10) that there is a difference between the age use of social media. Specifically, they 'strongly agree' that the younger generation are the most active users of social media.

These findings are similar with the findings of Perrin (2015) which states that the majority of young adults (aged 18 to 29) utilize social media, with 90% of them doing so. Yet, since 2010, when 11% of people 65 and older utilized social media, utilization has increased by more than threefold. Compared to just 2% in 2005, 35% of people 65 and older report using social media now.

Level of Job Satisfaction of the Respondents

The responses of the secondary teachers with regard to the how satisfied they are with their job is reflected in Table 3.

INDICATOR	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. Teaching provides me with an opportunity to advance professionally.	3.75	Strongly Agree
2. Teacher income is adequate for normal expenses.	3.67	Strongly Agree
3. Teaching provides an opportunity to use a variety of skills.	3.9	Strongly Agree
4. Insufficient income keeps me from living the way I want to live.	2.76	Neutral
5. My immediate supervisor turns one teacher against another.	1.54	Strongly Disagree
6. No one tells me that I am a good teacher.	1.18	Strongly Disagree
7. The work of a teacher consists of routine activities.	3.65	Strongly Agree
8. I am not getting ahead in my present teaching position.	1.19	Strongly Disagree
9. Working conditions in my school can be improved.	2.89	Agree
10. I receive recognition from my immediate supervisor.	3.46	Agree
11. I do not have the freedom to make my own decisions.	1.9	Strongly Disagree
12. My immediate supervisor offers suggestions to improve my teaching.	3.88	Strongly Agree
13. Teaching provides for a secure future.	3.76	Strongly Agree
14. I receive full recognition for my successful teaching.	3.81	Strongly Agree
15. I get along well with my colleagues.	3.94	Strongly Agree
16. The administration in my school does not clearly define its policies.	1.54	Strongly Disagree
17. My immediate supervisor gives me assistance when I need help.	3.97	Strongly Agree

18. Working conditions in my school are comfortable.	3.98	Strongly Agree
19. Teaching provides me the opportunity to help my students learn.	3.91	Strongly Agree
20. I like the people with whom I work.	3.82	Strongly Agree
21. Teaching provides limited opportunities for advancement.	1.16	Strongly Disagree
22. My students respect me as a teacher.	3.86	Strongly Agree
23. I am afraid of losing my teaching job.	3.62	Strongly Agree
24. My immediate supervisor does not back me up.	1.00	Strongly Disagree
25. Teaching is very interesting work.	3.75	Strongly Agree
26. Working conditions in my school could not be worse.	2.04	Neutral
27. Teaching discourages originality.	1.13	Strongly Disagree
28. The administration in my school communicates its policies well.	3.73	Strongly Agree
29. I never feel secure in my teaching job.	2.17	Neutral
30. Teaching does not provide me the chance to develop new methods.	1.00	Strongly Disagree
31. My immediate supervisor treats everyone equitably.	3.16	Agree
32. My colleagues stimulate me to do better work.	3.46	Agree
33. Teaching provides an opportunity for promotion.	3.91	Strongly Agree
34. I am responsible for planning my daily lessons.	3.97	Strongly Agree
35. Physical surroundings in my school are unpleasant.	1.2	Strongly Disagree
36. I am well paid in proportion to my ability.	3.46	Agree
37. My colleagues are highly critical of one another.	1.65	Strongly Disagree
38. I do have responsibility for my teaching.	3.89	Strongly Agree
39. My colleagues provide me with suggestions or feedback about my teaching.	2.98	Agree
40. My immediate supervisor provides assistance for improving instruction.	3.88	Strongly Agree
41. I do not get cooperation from the people I work with.	2.01	Neutral
42. Teaching encourages me to be creative.	3.88	Strongly Agree
43. My immediate supervisor is not willing to listen to suggestions.	1.26	Strongly Disagree
44. Teacher income is barely enough to live on.	2.59	Neutral
45. I am indifferent toward teaching.	1.43	Strongly Disagree
46. The work of a teacher is very pleasant.	3.93	Agree
47. I receive too many meaningless instructions from my immediate supervisor.	1.00	Strongly Disagree
48. I dislike the people with whom I work.	1.15	Strongly Disagree
49. I receive too little recognition.	1.07	Strongly Disagree
50. Teaching provides a good opportunity for advancement.	3.72	Strongly Agree
51. My interests are similar to those of my colleagues.	3.69	Strongly Agree
52. I am not responsible for my actions.	1.26	Strongly Disagree
53. My immediate supervisor makes available the material I need to do my best.	3.65	Strongly Agree
54. I have made lasting friendships among my colleagues.	3.87	Strongly Agree
55. Working conditions in my school are good.	3.21	Agree
56. My immediate supervisor makes me feel uncomfortable.	1.00	Strongly Disagree
57. Teacher income is less than I deserve.	2.15	Neutral

58. I try to be aware of the policies of my school.	3.49	Agree
59. When I teach a good lesson, my immediate supervisor notices.	3.44	Agree
60. My immediate supervisor explains what is expected of me.	3.86	Strongly Agree
61. Teaching provides me with financial security.	3.45	Agree
62. My immediate supervisor praises good teaching.	3.69	Strongly Agree
63. I am not interested in the policies of my school.	1.00	Strongly Disagree
64. I get along well with my students.	3.91	Strongly Agree
65. Pay compares with similar jobs in other school districts.	3.78	Strongly Agree
66. My colleagues seem unreasonable to me.	1.18	Strongly Disagree
Average Weighted Mean:	2.82	Agree

The table above reveals the level of job satisfaction of the secondary teachers. Generally, the teachers ‘agree’ that they are satisfied with their current teaching job.

Consequently, the fact that the teachers have high levels of job satisfaction has a beneficial impact on the success of educational goals. It is assumed that a school with contented teachers will provide a high-quality education and raise successful children. Teachers who have a high level of job satisfaction can make significant advances by working in a balanced way with administrators, students, and parents.

This is in line with the study of Abdullah et. al (2019) where they stated that (1) the principal's upbeat outlook significantly enhances teachers' job satisfaction; (2) career development and planning have been acknowledged as one of the most important elements in improving the job satisfaction of teachers; and (3) the job satisfaction of teachers is varied and organized. All parties concerned must work together to raise it, especially the principal, the school's administration, government institutions, etc.

Correlation

The following tables below show the correlation between the respondents’ profile variables to their perception in the use of social media, and the relationship between the respondents’ job satisfaction and the extent of influence of social media use.

Table 3-A. Correlation Between the Respondents’ Profile Variables to their Perception in the Use of Social Media

Indicator	r	p	N	H ₀
Sex	-.148	.560	196	Accept
Monthly income	0.44	.678	196	Accept
Gadgets used for browsing social media sites	.319	.190	196	Accept
Time spent in social media	.581	.089	196	Accept
Current position	0.49	.713	196	Accept

Table 3-A presents the correlation between the respondents' profile variables to their perception in the use of social media. The table above states that there is no significant correlation between the five indicators of socio-demographic profile of the respondents (sex, monthly income, gadgets used for browsing social media sites, time spent in social media and current position).

In terms of the respondents' sex, there is a negative negligible correlation ($r = -.148, p = .560$). This means that the female teachers are more likely to use social media than male teachers. However, this correlation is found to be weak and negligible only.

In terms of the respondents' monthly income, it can be depicted that there is a positive moderate linear correlation ($r = .044, p = .678$) between the variables. Therefore, this means that as the monthly income of teachers increases, their usage of social media also increases.

In gadgets used, there is a low positive correlation ($r = .319, p = .190$) between the variables. This means that as the number of gadgets used increases, the teachers' use of social media also increases.

For the time spent in social media, there is a positive moderate correlation between the two variables. This means that the more the teacher uses social media, the more he/she is more likely to devote his/her time using it.

Lastly, when it comes to the teachers' current position, the table reveals that there is a positive low correlation between the two variables. This means that as the teachers' rank increases, the more he/she is likely to use social media for educational purposes. However, this correlation is also found to be low.

Nonetheless, these relationships were found to be not significant at 0.05 level of significance ($p > .05$). Therefore, the hypothesis which states that there is no significant relationship between the respondents' profile variables to their perception in the use of social media is accepted.

Table 3-B. Correlation Between the Respondents' Extent of Exposure to Social Media with the Level of their Job Satisfaction

Indicator	r	p	N	H ₀
Exposure to social media network	.426	.047	196	Reject
Use of social media	.648	.008	196	Reject
Gender usage of social media	-.357	.769	196	Accept
Age usage of social media	-.446	.950	196	Accept

Table 3-B reveals the correlation between the respondents' extent of exposure to social media with the level of their job satisfaction.

The table above states that there is a significant correlation between exposure to social media network, and the use of social media to the respondents' level of job satisfaction. This entails

that as these two indicators increases, the level of job satisfaction of the secondary teachers also increases.

There, the null hypothesis which states that there is no significant relationship between the extent of exposure to social media with the level of their job satisfaction is rejected (specifically in terms of exposure to social media network, and the use of social media).

Moreover, the data reveals that there is a low negative correlation between the variables gender usage of social media ($r = -.357, p = .769$) and age usage of social media ($r = -.446, p = .950$). This means gender and age in using social media does not affect the job satisfaction of the respondents.

Capacity Intervention Program

The capacity intervention program outlined below aims to enhance teachers' job satisfaction and work commitment by addressing various aspects of their professional development, work environment, and support systems. The program is designed to provide targeted procedures and strategies to meet the specific needs of teachers, fostering their growth and creating a positive and fulfilling teaching experience. The matrix includes objectives, strategies or procedures, the period of implementation, and funding considerations for each component of the program. By implementing this comprehensive approach, schools and educational institutions can effectively support their teachers' professional growth and well-being, ultimately leading to increased job satisfaction and commitment to their work.

Table 8. Capacity Intervention Program to Enhance Teachers' Job Satisfaction and Work Commitment

Components of Capacity Intervention Program	Objectives	Strategies/Procedures	Funding Considerations
1. Individualized Professional Development	1. Enhance teachers' knowledge and skills.	Provide access to professional development opportunities, such as workshops, conferences, and online courses.	Allocate budget for professional development
	2. Support teachers in achieving their career goals.	Offer mentoring programs and career development guidance.	Allocate budget for mentoring and career support
	3. Promote a culture of continuous learning.	Encourage teachers to participate in action research projects and	Allocate budget for research and

		attend professional learning communities.	community activities
2. Teacher Empowerment	1. Foster a sense of ownership and commitment.	- Involve teachers in decision-making processes and school committees.	Allocate budget for teacher involvement and leadership
	2. Value teachers' expertise and contributions.	- Establish recognition programs for exceptional teaching practices and achievements.	Allocate budget for recognition initiatives
	3. Promote a collaborative and supportive culture.	- Facilitate regular team-building activities and promote a culture of peer collaboration and support.	Allocate budget for team-building and collaboration
3. Collaborative Learning Communities	1. Enhance professional collaboration and networking.	- Establish subject-specific or grade-level learning communities for teachers to share resources and ideas.	Allocate budget for community meetings and resources
	2. Foster a culture of sharing and innovation.	- Organize workshops and conferences where teachers can present innovative teaching strategies and research.	Allocate budget for workshops and conferences
	3. Promote a supportive and inclusive environment.	- Provide resources and support for inclusive practices and professional learning on diversity and inclusion.	Allocate budget for inclusive education initiatives
4. Work-Life Balance	1. Support teachers in achieving work-life balance.	- Provide workshops on time management and stress reduction techniques.	Allocate budget for workshops and wellness programs
	2. Promote self-care and well-being.	- Offer wellness activities, such as yoga classes or mindfulness sessions.	Allocate budget for wellness activities
	3. Enhance job satisfaction and job retention.	- Implement flexible work arrangements and policies that support work-life balance, where feasible.	Allocate budget for work-life balance initiatives
5. Recognition and Rewards	1. Acknowledge and appreciate teachers' efforts.	- Establish a recognition program for outstanding achievements, such as awards or certificates.	Allocate budget for recognition initiatives
	2. Motivate and inspire teachers.	- Provide opportunities for career advancement, such as leadership training or promotions.	Allocate budget for career advancement initiatives
	3. Foster a positive and supportive work culture.	- Encourage peer recognition and appreciation among teachers through informal recognition programs.	Allocate budget for peer recognition initiatives

IV. Conclusion

Based on the data gathered, several measures are proposed to enhance the job satisfaction of secondary school teachers through social media use. These measures identify areas for improvement, strategies to be used, and specific activities to implement. Conduct thorough evaluations of teaching performance and philosophy. Improve teachers' technical and social media skills to enhance the contextualization of teachings across various subjects. Provide ready-to-use, social media-available lesson plans to expand teaching resources. Encourage teachers to use social media to connect with stakeholders for support in facilities, equipment, teaching materials, and professional services. School principals should adopt a constructive and respectful management approach to enhance job satisfaction. Implement career planning and development strategies to boost job satisfaction among teachers. Ensure that candidates' career goals align with the teaching profession during the selection process to prevent job dissatisfaction. Allow teachers to teach subjects they enjoy to enhance their job satisfaction and benefit students. It is recommended that the findings of this study be distributed to relevant educational institutions and that further research on similar topics be conducted to continue improving the professional experiences of teachers.

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