

TEACHING PREFERENCES AND JOB SATISFACTION OF FILIPINO ENGLISH TEACHERS IN MONGOLIA

Richard Marinelle Andrew A. Dandan
Joventina Madriaga

Graduate School, FEU Roosevelt, Cainta, Rizal, Philippines

Corresponding author's email: richardmarinelle@gmail.com

ABSTRACT

This study aimed to determine the relationship between Filipino English teachers' preferences to teach in Mongolia and their levels of job satisfaction, and to propose an output to address the factors that influence both variables. Grounded by the Person-Environment Fit Theory, this research examined various domains to discover if the Filipino English teachers' teaching preferences and job satisfaction align which reveals how they fit in Mongolia. Quantitative correlational research design was employed in the data collected from sixty-nine (69) respondents that were selected through non-probability purposive convenience sampling. The results revealed a moderate preference to teach in Mongolia (Grand Mean = 3.37) and a moderate job satisfaction (Grand Mean = 3.22). The computed Pearson r value is 0.067 which indicates a very low correlation, while the p value is 0.586 which reveals that there is no significant relationship between the two variables. The study concludes that a mismatch exists between the teaching preferences of Filipino English teachers in Mongolia and what satisfies them in their jobs. While the respondents are motivated by financial stability, professional development and personal growth, they are mostly satisfied with workplace-related factors such as collegial relationship and the nature of their job as a teacher. A directory of international schools in Ulaanbaatar, Mongolia is proposed to bridge this gap and help Filipino English teachers make informed decisions based on what they value and what will satisfy them in the long run.

Keywords: *Teaching Preferences, Job Satisfaction, Filipino English teachers, Mongolia*

INTRODUCTION

The English language is considered as the world's most prominent lingua franca is closely tied with modernisation. As the language is present in every facet of people's

lives, it also serves as means of communication between countries and a connection between cultures (Al-Mutairi, 2020). Its established prominence and reputation were a result of a variety of interrelated factors that are geographical-historical and socio-cultural in nature (Dobrić et al., 2025).

Historically, the growth of the English language is attributed to the emergence of the two known superpowers in the modern world: the British Empire and the United States of America (Hejné & Wakden, 2022). It began from the era of Queen Elizabeth I (Crystal, 2023) when the English settlers left for what they called the New World and their interaction with the natives resulted to the spread of the language. Canada, which was once a French-speaking country, had already adopted English together with other countries such as Australia, New Zealand, and South Africa.

The English language also made its way to Southeast Asia mainly due to the increased influence of the United States due to colonisation which contributed to the Philippines to boasting 80 million English speakers as of 2002 (Hejné & Wakden, 2022). Similarly, countries such as Hong Kong, Singapore, and the Malaysian state of Malacca had been under the influence of the British Empire (Crystal, 2003).

It did not take long until the English language became a symbol of prestige and authority mainly due to the British education system being adapted among the colonies. This led to the establishment of English-speaking schools in Singapore and the Malay region (Low & Pakir, 2018). Initially, English was only viewed as a tool of communication between the British and the locals; however, people in the colonies discovered the benefits of learning the language such as opportunities for higher education (de Oliveira, 2023) and employment (Edinburgh College, 2025).

Despite the collapse of the British Empire, the prominence of the English language continues as evidenced in the adoption of English as a medium of instruction in many countries in Asia (Bolton et al., 2023) especially on preferences for native English speakers with schoolteachers (Dos Santos, 2022). Additionally, teaching English as a second language is mandatory in Asian countries except for Indonesia (Liddicoat & Kirkpatrick, 2020).

Consequently, the demand for learning English have been consistently high which contributed to the ongoing need for international teachers. This is not only because they teach the language to students whose native language is not English, but also because they use the language in teaching other areas of discipline. Due to this demand, some countries have adapted national policies that support outsourcing of English teachers in their classrooms to address shortages (Symeonidis, Guberman, & Cooper, 2025). Furthermore, another reason for the growing demand of English language teachers is not only geographical in nature, but also due to the competence they possess in teaching international programs and curriculum (Dos Santos, 2022). When international schools employ teachers who speak English competently, children are exposed to an environment that nurture their language development.

In a different standpoint, the movement of English teachers around the world can also be attributed to the benefits they get when teaching abroad. As they assimilate themselves in a foreign country, they do not only attain better financial status but also acquire professional growth, personal development, and cultural understanding through multiple perspectives (Ospina & Medina (2020). They become independent, economically stable, and more competent as they acquire international experience.

Asian countries are a particularly common destinations of English language teachers especially Thailand and Japan, mainly due to the demand to using English as a medium of instruction (Derrah et al., 2024). This demand stemmed from the multitude of benefits that learners can experience when learning the language which include developing communicative competence and social skills (Lei & Hu, 2023) which is only possible through direct exposure to English speakers (Zhang & Meriales, 2024). As a result, many schools in Asia pursued internalization of their programs and curriculum which also utilize the English language.

The growing surge of international teachers is also evident in the central Asian country of Mongolia where an increased number of Filipino English teachers has been observed. There are twenty-five (25) registered international schools in the country that offer the Cambridge Assessment International Education (International School Search, 2025) which are different from other institutions that employ different programs such as the International Baccalaureate, International Primary Curriculum (IPC), the Common Core Standards, among others. As the number of international schools increased over time, the demand for English language teachers has also amplified.

Since Mongolia is a country where Filipino English teachers are not commonly employed, this study aims to discover the factors that drive Filipino English teachers to teach in the country and their job satisfaction upon employment. It intends to bridge the research gap by being the first research that explores the potential relationship between Filipino English teachers' teaching preferences and their levels of job satisfaction in the said central Asian nation.

Attitudes towards Teaching Internationally

Dos Santos (2022) revealed that teachers' attitudes on working in a foreign country is influenced by their personal desire to experience an international environment, which is seen as a special pathway in their lives. As they pursue opportunities abroad, they immerse themselves in a new culture that can encompass their immediate professional and/or social environment. Consequently, the level of interest they have in the culture of their host country has a direct impact on their motivation to work (Dos Santos, 2022).

While some individuals choose to pursue an international career voluntarily, others do so through other people's recommendations which is similar as to how they decided to pursue teaching (Thomson et al., 2012). This suggests that the most effective form of marketing is the word of mouth, and this principle is proven to be true when deciding whether one should work in a foreign country.

It is common knowledge that some nationalities have more advantages over others when it comes to teaching internationally, which can also affect teachers' attitudes when working in a foreign country. Dos Santos (2022) revealed that South Korea has high preference on native English speakers when hiring teachers. In fact, countries such as Australia, Canada, Ireland, New Zealand, South Africa, the United Kingdom, and the United States have better visa classifications compared to other nationalities that work in the popular East Asian country. While this situation may be advantageous to the native English teachers (Kiczowski, 2024), it is considered a challenge for those who come from non-native English-speaking countries such as the Philippines, as this preference can result to discrimination and biases (Maganaka, 2023).

Aside from the personal and professional development, international teachers are further encouraged to work abroad due to various internal and external motivators. Perwitasari & Sundari (2022) highlighted that international teachers receive a variety of advantages such as as furthering professional development, acquiring unique international experiences, getting a higher salary, and being able to travel abroad.

Overseas Filipino Workers

The Philippines is widely known to produce Filipino migrant workers across the globe, with jobs varying from household duties and construction work to educational and medical services. These migrant workers, more commonly known as Overseas Filipino Workers (OFWs), left the comfort of their home country mainly because of their desire to provide for their family, which is significantly hindered due to poverty (Camendan et al., 2022) and income inequalities (Lapid et al., 2022).

Becoming an OFW entails a difficult path and a life without glamour. Although Filipinos are known for their resilience and work ethic, the marketability of OFWs is determined by different factors, which can positively and negatively affect them. According to Ganuelas (2021), marketability is the “expected market appeal of a product.” In the case of overseas employment, OFWs' marketability could depend on varying factors such as age, sex, civil status, educational attainment, and salary package. Among all these factors, it was discovered that educational attainment influences the marketability of OFWs the most (Ganuelas, 2021).

As the marketable Filipinos succeed in obtaining overseas employment, they experience their fair share of rewards and challenges. Working abroad is revealed to be beneficial for OFWs as they receive better salaries (Camendan et al., 2022), higher household income (Albert et al., 2023), and better-quality lives (Loyola & Delos Santos, 2021). Albert et al. (2023) revealed that families of Overseas Filipino Workers (OFWs) received at least 150% more than those households that do not have an OFW member. The increased income allows the families of OFWs to spend, not only to satisfy their needs but also to acquire their wants. In this case, the remittances that OFWs bring strengthen the country's economic growth and also improve their quality of life (Loyola & Delos Santos, 2021).

While working abroad can be profitable to OFWs in various ways, this experience also comes with some challenges. Some of the challenges reported by OFWs include culture shock (Camendan et al., 2022), stereotyping and discrimination (Loyola & Delos Santos, 2021), unsafe employment conditions and social isolation (De Jesus & Adducul, 2024), familial conflicts (Pelongo Jr. et al., 2023), and mental health issues (Martinez et al., 2022). OFWs also face the risk of getting exposed to unsafe employment conditions and social isolation. According to Loyola & Delos Santos (2021), one of the most challenging situations that Filipinos abroad face is dealing with long hours that come with low pay, job insecurity, and physical exhaustion from heavy workloads. Moreover, conflicts with family members they left behind can also cause problems such as the lack of parental guidance and a feeling of abandonment in their growing children (Magantor, 2024) as well as marital problems due to lack of intimacy (Pelongo et al., 2023).

Filipino English Teachers

International teaching is one of the many kinds of jobs that Overseas Filipino Workers (OFWs) are engaged in as Filipinos are known for their proficiency in the language. In 2020, the EF English Proficiency Index (EF EPI) declared the Philippines as the second in Asia for English proficiency despite having over 170 local dialects or languages (Perry, 2024). Furthermore, the Philippines' use of English as a medium of instruction in its higher education institutions (HEIs) is also seen as an advantage (Flores, 2021), which can be traced all the way back to the American colonial period, when an English-only policy was adopted (Litman, 2022).

In contrast to this, the preference for native English speakers has always been an issue that adversely affects Filipino English teachers. Martinez (2021) reported that in some Asian countries like Japan, a native speaker is assumed to have the best knowledge of the language, as they are assumed to be able to use English for academic purposes, and they have the capability to help students pass international standardized examinations. In some cases, the preference for native speakers is based on their accent and deeper language understanding. Preferences for accents vary depending on where you are in the world, but the demand for Americanized accents seems more prevalent in Asia. In a study conducted by Litman (2022), some Chinese parents expressed concern about their children's "correct" English, which is a major factor in why they choose native speakers as teachers.

Filipinos' non-nativeness is a double-edged sword in this increasingly competitive global market in language education. As consumers' predetermined preference for native speakers may seem to be a disadvantage, many employers still hire Filipino English teachers for their supposed language competency at a lower rate than their North American counterparts (Panaligan & Curran, 2022). Filipino teachers are described as being "friendly" and "bright," which allows them to teach conversational English effectively (Litman, 2022). Panaligan & Curran (2022) reported that Filipino teachers are aware that they are paid way less than their native counterparts due to "not being native speakers" and that the cost of living in the Philippines is cheaper than in the United States or other Western countries.

Despite these challenges that Filipino teachers encounter, Filipinos continue to pursue available opportunities for them. Teaching English internationally has given them the chance to work in prestigious establishments and even perform side jobs for the government of their host country (Flores, 2021). Dante (2025) found that Filipinos prefer working abroad because their salary is "not even $\frac{1}{4}$ " of what they earned in the Philippines. Although some of their experiences may be challenging, they remain encouraged as they see the path of being migrant teachers as a way to help themselves and their families. Filipino English teachers may experience discrimination (Chakma, 2020) and emotional, cultural, and psychological drawbacks (Sumalinog, 2022), but the rewards and recognition of teaching internationally lead to job satisfaction (Norbu & Wetprasit, 2021).

Education in Mongolia

The quality of education in Mongolia continues to undergo reforms in the past three decades (Adiyansuren & Galindev, 2023). These changes are brought about by a major shift in Mongolia's social and political system from a socialist regime that is highly influenced by the Soviet Union to a democratic government (Marav et al. 2020). Similar to other Asian countries, teaching jobs in Mongolia are viewed with less enthusiasm due to low salary and benefits. To attract more teachers, the government offered scholarships to students who wished to study education but this was unsuccessful due to uncertainties that they would pursue teaching upon graduation. It was also reported that there was insufficient support for in-service training and professional development seems to lack structure, as collaboration among teachers mainly depends on subject-based groups in secondary and grade level groups in elementary (Marav et al. 2020). Ultimately, UNESCO (2019) reported that the licensure examination was abolished in Mongolia in 2018, which ensures quality in teaching. Hence, it can be deduced that these factors are major contributors as to why Mongolian teachers "want more professional development training" in areas such as curriculum, assessment, classroom management, and differentiation (Asian Development Bank, 2018).

In response to these issues, the Mongolian government implemented the adaptation of the International Comparative Analysis of Teaching and Learning (ICALT), which outlines items to monitor and evaluate teachers' performance (Adiyansuren & Galindev, 2023). Improvement of education sector also involves the further inculcation of the English language into its curriculum. As of 2023, Mongolia has officially elevated English as the first foreign language in secondary schools, and it will be taught as early as 3rd grade, which is two (2) years earlier than the original mandate (Law of Mongolia on Education, 2023). It is worth noting that this mandate is only applicable to the public schools, as private institutions follow their own curriculum which is tailored to the specific education framework they are implementing. This decision is considered a bold move initiated by the government, as the implementation of the National Core Curriculum for English Language Education, which is anchored to the Common European Framework of Reference for Languages (CEFR) in 2015 has had some hurdles (Marav et al. 2020). Notwithstanding these hurdles, Mongolian teachers agree that the English language has become an important lingua franca in Mongolian society (Marav and Choi, 2023). As the country began to embrace foreign influence for both cultural and economic benefits, the emphasis on learning English has clearly resonated among Mongolians due to the advantages it offers to students.

Preferences to Teach Internationally

Teaching abroad is a growing phenomenon especially for a country like the Philippines (Magonsik & Ngag, 2025). Although the reasons why teachers decide to leave their home country vary, there seems to be a common trend for what teachers prefer when it comes to their jobs. Teachers are motivated to work abroad due to financial issues, better working conditions, opportunities for professional growth, personal desire for adventure, or even due to dissatisfaction with their home country's education system (Poole & Bunnell, 2024). They are similar with reasons why Filipino teachers prefer to

teach abroad than in the Philippines. It was highlighted that financial issues, limited employment opportunities, and lack of resources in their home countries are some of the driving forces as to why teachers desire to teach internationally (Bright & Heyting, 2024). However, for some individuals, teaching internationally is an unplanned decision that was seen as a pathway to travel the world (Bailey & Cooker, 2019).

As teachers decide to settle in a country, there are factors that affect their decision to pursue, stay, or move to a different institution or country. According to Mo & Morris (2024), the behavior of students, class size, workloads, financial security, benefits, and school climate are the most important considerations for staying. When these conditions are not met positively, teachers tend to search for better opportunities elsewhere. Whitaker (2025) revealed that teachers value a school climate that is a product of autonomy, competence, and social connection. As they adapt to the new environment with a different curriculum than the one they had in their home countries, teachers expand their professional experiences, which can lead to more opportunities in their careers in the future.

Additionally, teacher retention can also be associated with meeting their preferences when teaching at an international institution. In fact, Odland & Ruzicka (2009) concluded that poor leadership tends to result in teachers not renewing their contracts. As teachers try to accumulate relevant experiences in the field, they also gain an idea as to what qualities constitute excellent management. Effective leadership is the top priority for highly experienced teachers, especially those working in international schools (Cox, 2012). Similarly, administrators significantly influence teacher retention through the hiring policies they enforce. Odland & Ruzicka (2009) further revealed that teachers prefer their leaders who treat them equally regardless of where they came from or where they were hired.

Job Satisfaction

Locke (1976) defined job satisfaction as “a positive attitude resulting from worker’s appraisal of job experience.” There are different factors that affect an individual’s job satisfaction, which can include the nature of the job, organizational climate (Lopes & Oliveira, 2020), workload (Magalong & Torreon, 2021), human resource management practices (Ramada, 2020), and evaluation and rewards.

According to Lopes & Oliveira (2020), the school climate is a significant contributor to the level of job satisfaction among teachers. The supportive environment teachers receive when they venture into a new school plays a vital role in how they will feel at ease in this transition. According to Han (2022), administrators who try using their educational environment to create a sense of satisfaction with their teachers help in increasing productivity in the workplace.

Job satisfaction among teachers is also related to the workload as part of their professional obligations. For most people, too much workload can negatively affect one’s well-being by experiencing physical and emotional stress, burnout, reduced self-esteem, and even damaged personal relationships (Magalong & Torreon, 2021). Another factor that influences job satisfaction among teachers is the management practices that the school leadership upholds. Ramada (2020) reported that effective human resource management practices result in better work performance, which consequently affects

one's job satisfaction. Teachers who feel supported by the school leadership tend to work harder, as they feel valued and appreciated.

Moreover, teachers who perform reflective teaching (Ospina & Medina, 2020) and those who face fewer classroom discipline issues (Lopes & Olivera, 2020) tend to be more satisfied in their jobs. When a teacher reflects and discovers the things they must improve on in their teaching, their performance in the classroom becomes better which also leads to enhanced student outcomes. This then results in a sense of fulfillment and pride in the performance of their duties, which can result in job satisfaction. In the worst situations, Carson et al. (2011), as cited in Lopes & Oliveira (2020), emphasized that classroom misbehavior can damage the student-teacher relationship, which can affect the teacher's sense of professional well-being.

Finally, Han (2022) revealed that teachers who are more resilient in their jobs tend to be more satisfied. Resilience is an individual's ability to cope with difficulties while being able to function just the same (Walker, 2020). As moving to a foreign country can bring a congregation of challenges in an individual's personal and professional life, being resilient amid these challenges is a valuable tool that an international teacher should possess.

Theoretical Framework

This study was anchored by Kurt Lewin's (1951) Person-Environment Theory through the exploration of a potential relationship between the Filipino English teachers' teaching preferences and the level of their job satisfaction. The theory also guided the researcher in answering the research problems in the study.

Person-Environment Theory examines the quality of a match between an individual and the environment where they operate. The match is affected by various factors, but it mostly depends on individual characteristics and preferences that determine their satisfaction. A match exists when individual traits result to a positive interaction with the environment; however, a mismatch is found when tension is formed between the individual and their environment which mostly result to dissatisfaction (De Cooman & Vleugels, 2022).

Among the many different types of fit that exists within the Person-Environment Theory, Complementary Fit examines the focused variables in this study: teaching preferences and job satisfaction (De Cooman & Vleugels, 2022). This type of fit is concerned on whether or not an organization is able to meet the preferences or needs of its employees. The more that an organization meets the preferences of its employees, the stronger their fit becomes which results to long term job satisfaction.

This theory is determined to be of paramount importance as it assisted the researcher determine the factors (preferences) that influence Filipino English teachers pursue employment in Mongolia which could be related with their job satisfaction. Finally, the researcher specifically focuses on person-organization fit that is also guided by the principles of the Person-Environment Fit Theory (Kristof-Brown et al., 2005).

Research Questions

While studies that focus on job satisfaction exist in the field of research, there is no recorded evidence that can quantify its relationship with teaching preferences especially in Mongolia as the research locale. This study aims to address the clear

research gap between teaching preferences and job satisfaction of Filipino English teachers in Mongolia.

In line with this, this study is guided by the following research questions:

1. What is the level of preference of the respondents to teach in Mongolia in terms of the following parameters?
 - 1.1. Financial Necessity and Security
 - 1.2. Professional Development and Change
 - 1.3. Social and Family Factors
 - 1.4. Previous Experiences
 - 1.5. Acceptance for Employment
 - 1.6. Personal and Lifestyle Preferences
2. What is the level of job satisfaction of the respondents with regard to teaching in Mongolia in terms of the following parameters?
 - 2.1. Pay
 - 2.2. Promotion
 - 2.3. Supervision
 - 2.4. Fringe Benefits
 - 2.5. Contingent Rewards
 - 2.6. Operating Conditions
 - 2.7. Coworkers
 - 2.8. Nature of work
 - 2.9. Communication
3. Is there a significant relationship between the respondents' level of preference and the respondents' level of job satisfaction?
4. What course of action can be proposed as an offshoot of the study?

Hypothesis:

There is no significant relationship between the respondents' teaching preferences and their job satisfaction.

Scope and Delimitation

The study utilized a quantitative research design which aims to investigate the relationship between the teaching preferences and the level of job satisfaction among Filipino English teachers in Mongolia. It was conducted in Ulaanbaatar, Mongolia, and involved sixty-nine respondents that were selected through non-probability, purposive convenience sampling. A validated researcher-made instrument to measure the respondents' teaching preferences and an adapted questionnaire on job satisfaction were used in the study.

This study did not include Filipino teachers who have other professional responsibilities apart from teaching English in their respective international schools. Filipino English teachers who are employed in institutions that are not considered international schools are likewise excluded in the study. Moreover, Filipino English teachers in their first year of teaching in Mongolia were not invited to participate as they

may not have sufficient knowledge on what constitutes their job satisfaction. Lastly, the researcher could not get an equal number of participants from each institution due to the uneven number of Filipino English teachers in the participating schools.

METHODOLOGY

This chapter deals with the methods and procedures employed by the researcher in the implementation of this study. It consists of the research design, the sources of data, instrumentation, data collection, and the tools used for statistical analysis. A

Research Design

This study employed quantitative correlational research design to determine the relationship between Filipino English teachers' teaching preferences and their levels of job satisfaction in Mongolia, as well as the degree to which those variables are related (Creswell, 2018; Thomas & Zubkov, 2023). The computed Pearson r could range from -1 to +1 which means the former indicates a negative relationship while the latter demonstrates a positive relationship (Wilson & Joyce, 2016). A positive relationship indicates that as one variable increases, the other one also increases; while a negative relationship suggests that as one variable increases, the other one decreases. A result that is close to 0 shows no relationship between variables (Creswell, 2018).

Locale of the Study

The study was conducted in the capital city of Ulaanbaatar located in the central Asian country of Mongolia which is known for its unique geographical, historical, political, and cultural landscape. The respondents from the study worked in various international schools in Ulaanbaatar which offered different types of curriculum such as the Cambridge Assessment International Education, International Baccalaureate, International Primary Curriculum, and Massachusetts Common Core Standards, among others.

Respondents

The research involved sixty-nine (69) Filipino English teachers from various international schools in Ulaanbaatar, Mongolia as its respondents which were selected through non-probability purposive convenience sampling. While some have prior international experience, many of them came to Mongolia in their first international experience. Most of the respondents have been in Mongolia for 2 to 5 years; some of them have been teaching in the country for 6 to 10 years; while a few have been living in the country for 11 to 15 years. They are employed in various international schools with different programs and curricula, professional development opportunities, and compensation packages.

Instruments of the Study

There are two instruments utilized in this study. First, the researcher employed a validated instrument on preferences. The items were derived from the informal interviews with Filipino teachers in Mongolia focusing on the reasons why they decided to teach in the country. Based on the responses, six themes emerged which became the six subscales where the items have been grouped. The six subscales are as follows:

Financial Necessity and Security, Professional Development and Change, Social and Family Factors, Previous Experiences, Acceptance for Employment, and Personal and Lifestyle Preferences. There are five items in each subscale with the total of 30 items overall. A 5-point Likert scale was adapted in this instrument which utilizes 1 as “Strongly Disagree,” 2 as “Disagree,” 3 as “Neutral,” 4 as “Agree,” and 5 as “Strongly Agree.” The second instrument is a standardized instrument on job satisfaction which was developed by Dr. Paul Spector (1994) whose written permission was acquired by the researcher. The questionnaire has 36 items, which are covered by nine (9) subscales with four (4) items each. The subscales include: Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Conditions, Coworkers, Nature of Work, and Communication. It was modified to utilize a 5-point Likert scale similar to the instrument on preferences.

Data Gathering Procedure

In the course of the implementation of the study, the researcher has undergone three major steps to ensure its completion. First, the researcher engaged with a series of consultations with his thesis adviser to discuss the research timeline and instrument validation. Second, request letters were sent to authorized representatives to allow the implementation of the study with the respondents. Finally, the questionnaire was sent through Google Forms upon receiving the signed request letters. Finally, it was made sure that the respondents expressed their consent to participate in the study, and they were informed through the consent form that their participation was entirely voluntary and that they can withdraw at any time without any consequences.

Data Analysis

As part of the data analysis procedure, the researcher employed different statistical tools to answer each research question. Item weighted mean was employed to determine the level of teaching preferences and the level of job satisfaction of the respondents. The weighted mean interpretation is shown on Table 1 and 2 which were obtained through calculating the interval size by getting the difference between the highest and lowest values in the Likert scale and dividing it into the total number of scale points. Furthermore, the researcher employed the Pearson Correlation Coefficient (r) to determine if a significant relationship exists between the two variables. The hypothesis in this study was tested at a 0.05 level of significance.

Table 1. Weighted Mean and Interpretation for Level of Preference

Range of Weighted Mean	Interpretation for Preference
4.21 – 5.00	Very High Preference
3.41 – 4.20	High Preference
2.61– 3.40	Moderate Preference
1.81 – 2.60	Low Preference
1.00 – 1.80	Very Low Preference

Table 2. Weighted Mean and Interpretation for Level of Job Satisfaction

Range of Weighted Mean	Interpretation for Job Satisfaction
4.21 – 5.00	Very High Job Satisfaction
3.41 – 4.20	High Job Satisfaction
2.61– 3.40	Moderate Job Satisfaction
1.81 – 2.60	Low Job Satisfaction
1.00 – 1.80	Very Low Job Satisfaction

Ethical Considerations

In conducting this study, the researcher strictly adhered to ethical standards to ensure the safety and privacy of the respondents involved. Consent forms were obtained from the respondents, and they were informed that they may withdraw from the study at any given time. The identities of the respondents and their affiliated institutions were anonymized and was never mentioned in the study. Data Privacy was followed and the respondents' well-being was safeguarded. No conflict of interest exists in the conduct of the study and plagiarism was strictly avoided. There was no bias in the interpretation of the findings, and the results were used purely for research. Artificial Intelligence (AI) was only used for citation purposes, searching open access copies of related studies, drafting request letters, and for grammar accuracy checking. Finally, an ethical clearance from the FEU Roosevelt Institutional Research Ethics Board was obtained for this study.

RESULTS

1. Respondents' level of preference to teach in Mongolia

Table 3 presents the different factors that drove Filipino English teachers to work in Mongolia. The respondents reported a high preference for working in Mongolia when it comes to professional development and change, financial necessity and security, and personal and lifestyle preferences, with composite means of 4.14, 4.07, and 3.83, respectively. They are followed by Previous Experiences and Social and Family Factors with a composite mean of 2.94 and 2.74, which reflect moderate preferences. Finally, the respondents reported low preferences with acceptance for employment as the subscale received a composite mean of 2.48. Overall, the Filipino teachers who participated in the study revealed a moderate preference to work in Mongolia, as reflected through the grand mean of 3.37.

Table 3. Level of Preference of the Respondents to Teach in Mongolia

Financial Necessity & Security	WM	VI
1. I chose to work in Mongolia because the base salary was higher than what I earned in my previous job.	4.42	VHP
2. I chose to work in Mongolia because of non-salary benefits such as health insurance, housing, and airfare, etc.	3.86	HP

3. I chose to work in Mongolia because my income in the Philippines was insufficient to meet my financial needs.	4.25	VHP
4. I chose to work in Mongolia because the overall compensation package was more competitive than offers from schools in other countries.	3.70	HP
5. I chose to work in Mongolia because I have financial responsibilities to support my family.	4.12	HP
Composite Mean	4.07	HP
Professional Development & Change		
6. I chose to work in Mongolia because it offered better immediate career advancement compared to my previous job.	3.81	HP
7. I chose to work in Mongolia because I believed it would open long-term career opportunities in the future.	4.01	HP
8. I chose to work in Mongolia to gain professional experience in an international teaching context.	4.42	VHP
9. I chose to work in Mongolia because I wanted a change in my working environment and professional setting.	4.25	VHP
10. I chose to work in Mongolia to gain experience teaching a curriculum different from the one I previously taught.	4.20	VHP
Composite Mean	4.14	HP
Social and Family Factors		
11. I chose to work in Mongolia because friends encouraged or recommended that I work here.	3.71	HP
12. I chose to work in Mongolia because some members of my family live in Mongolia.	2.12	LP
13. I chose to work in Mongolia because I already had friends or professional contacts living in Mongolia.	3.70	HP
14. I chose to work in Mongolia because my spouse or children are Mongolian or reside in Mongolia.	1.78	VLP
15. I chose to work in Mongolia because my family wants me to work abroad.	2.39	LP
Composite Mean	2.74	MP
Previous Experiences		
16. I chose to work in Mongolia because I felt emotionally drained and/or mentally exhausted in my previous job.	3.20	MP
17. I chose to work in Mongolia because the amount of work and responsibilities in my previous job was excessive.	3.30	MP
18. I chose to work in Mongolia because the overall working conditions in my previous workplace were unhealthy.	2.90	MP
19. I chose to work in Mongolia because my efforts were not adequately recognized by my previous employer.	2.64	MP
20. I chose to work in Mongolia because I did not receive sufficient support from management in my previous job.	2.65	MP
Composite Mean	2.94	MP
Acceptance for Employment		

21. I chose to work in Mongolia because the application procedures were clear, straightforward, and easy to complete.	3.72	HP
22. I chose to work in Mongolia because other employers did not respond to my applications.	2.10	LP
23. I chose to work in Mongolia because I was not qualified in my preferred school.	1.72	VLP
24. I chose to work in Mongolia because strict documentation and visa requirements in my preferred country prevented me from pursuing employment there.	2.09	LP
25. I chose to work in Mongolia because it offered me a job contract earlier than other countries.	2.75	MP
Composite Mean	2.48	LP
Personal and Lifestyle Preferences		
26. I chose to work in Mongolia because I want to enjoy the culture.	3.71	HP
27. I chose to work in Mongolia because I want to experience a different climate.	4.00	HP
28. I chose to work in Mongolia because I want to be (more) independent.	4.06	HP
29. I chose to work in Mongolia because of the opportunity to travel.	3.90	HP
30. I chose to work in Mongolia because I want to learn about Mongolian history.	3.48	HP
Composite Mean	3.83	HP
Grand Mean	3.37	MP

Legend: 5(4.21-5.00) - Very High Preference (VHP), 4(3.41-4.4.20) – High Preference (HP), 3(2.61-3.40)- Moderate Preference (MP), 2(1.81-2.60)- Low Preference (LP), 1(1.00-1.80)-Very Low Preference (VLP)

2. The respondents' level of job satisfaction with regards to teaching in Mongolia

Table 4 demonstrates the factors that were measured in relation to the respondents' job satisfaction: Pay, Promotion, Supervision, Fringe Benefits, Contingent Rewards, Operating Conditions, Coworkers, Nature of Work, and Communication. Among all of them, only two subscales received a composite mean equivalent to high job satisfaction: nature of work (3.82) and coworkers (3.63). The rest of the subscales scored within the range of moderate job satisfaction, which are as follows: Supervision (3.40), Pay (3.21), Communication (3.16), Contingent Rewards (3.05), Promotion (2.98), Fringe Benefits (2.90), and Operating Conditions (2.84). None of them scored within the low job satisfaction range. Overall, the grand mean across all subscales was 3.22, or moderate job satisfaction.

Table 4. Level of Job Satisfaction of the Respondents to Teach in Mongolia

Pay	WM	VI
1. I feel I am being paid a fair amount for the work I do.	3.61	HJS
2. Raises are too few and far between.	2.70	MJS
3. I feel unappreciated by the organization when I think about what they pay me.	3.19	MJS
4. I feel satisfied with my chances for salary increases.	3.36	MJS
Composite Mean	3.21	MJS
Promotion		
5. There is really too little chance for promotion on my job.	2.68	MJS
6. Those who do well on the job stand a fair chance of being promoted.	3.16	MJS
7. People get ahead as fast here as they do in other places.	3.00	MJS
8. I am satisfied with my chances for promotion.	3.09	MJS
Composite Mean	2.98	MJS
Supervision		
9. My supervisor is quite competent in doing his/her job.	3.33	MJS
10. My supervisor is unfair to me.	3.74	HJS
11. My supervisor shows too little interest in the feelings of subordinates.	3.19	MJS
12. I like my supervisor.	3.35	MJS
Composite Mean	3.40	MJS
Fringe Benefits		
13. I am not satisfied with the benefits I receive.	3.07	MJS
14. The benefits we receive are as good as most other organizations offer.	3.00	MJS
15. The benefit package we have is equitable.	3.22	MJS
16. There are benefits we do not have which we should have.	2.30	LJS
Composite Mean	2.90	MJS
Contingent Rewards		
17. When I do a good job, I receive the recognition for it that I should receive.	3.09	MJS
18. I do not feel that the work I do is appreciated.	3.33	MJS
19. There are few rewards for those who work here.	2.81	MJS
20. I don't feel my efforts are rewarded the way they should be.	2.96	MJS
Composite Mean	3.05	MJS
Operating Conditions		
21. Many of our rules and procedures make doing a good job difficult.	2.93	MJS
22. My efforts to do a good job are seldom blocked by red tape.	2.52	LJS
23. I have too much to do at work.	2.80	MJS
24. I have too much paperwork.	3.13	MJS
Composite Mean	2.84	MJS
Coworkers		
25. I like the people I work with.	3.77	HJS
26. I find I have to work harder at my job because of the incompetence of people I work with.	3.30	MJS

27. I enjoy my coworkers.	3.71	HJS
28. There is too much bickering and fighting at work.	3.74	HJS
Composite Mean	3.63	HJS
Nature of Works		
29. I sometimes feel my job is meaningless.	3.58	HJS
30. I like doing the things I do at work.	3.88	HJS
31. I feel a sense of pride in doing my job.	4.07	HJS
32. My job is enjoyable.	3.75	HJS
Composite Mean	3.82	HJS
Communication		
33. Communications seem good within this organization.	3.01	MJS
34. The goals of this organization are not clear to me.	3.45	HJS
35. I often feel that I do not know what is going on with the organization.	3.01	MJS
36. Work assignments are not fully explained.	3.16	MJS
Composite Mean	3.16	MJS
Grand Mean	3.22	MJS

Legend: 5(4.21-5.00) - Very High Job Satisfaction (VHJS), 4(3.41-4.4.20) – High Job Satisfaction (HJS), 3(2.61-3.40)- Moderate Job Satisfaction (MJS), 2(1.81-2.60)- Low Job Satisfaction (LJS), 1(1.00-1.80)-Very Job Satisfaction (VLJP)

3. Relationship between the respondents' teaching preferences and their level of job satisfaction

Table 5 demonstrates the data gathered about the Filipino teachers' preferences to teach in Mongolia and their level of job satisfaction, which was analyzed using the Pearson r. The computed Pearson r value between the two variables was 0.067, which indicates a very low correlation. Furthermore, the obtained p-value of 0.586 is significantly higher than the 0.05 level of significance, which means that the relationship between the two variables is not statistically significant. Therefore, the null hypothesis was not rejected.

Table 5. Relationship Between the Respondent's Level of Teaching Preference and Level of Job Satisfaction

Variable	Computed Pearson Value	r	Description	p-value	Decision	Interpretation
Level of Teaching Preferences and Level of Job Satisfaction	0.067		Very Low Correlation	0.586	Do not the Reject the Hypothesis	Not Significant

Note: p-value $\leq$ 0.05 – significant, p-value $>$ 0.05 – not significant

Scale of correlation coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 \leq r \leq 0.39$	Low Correlation
$0.4 \leq r \leq 0.59$	Moderate Correlation
$0.6 \leq r \leq 0.79$	High Correlation
$0.8 \leq r \leq 1.0$	Very High Correlation

4. Course of action as an offshoot of the study

Anchored on the results of this study that explored the Filipino teachers' preferences to teach in Mongolia and their level of job satisfaction, a simple international school directory with relevant information based on the significant findings of the study is recommended for the purpose of helping Filipino English teachers in the country. As there is still no existing international school directory in Mongolia, the directory aims to align the respondents' preferences with the factors that influence their job satisfaction, thereby enhancing their overall job satisfaction level.

DISCUSSION

1. Respondents' level of preference to teach in Mongolia in terms of the following:

1.1. Financial Necessity and Security

The present study revealed that the respondents are extrinsically motivated to pursue teaching opportunities in Mongolia due to financial reasons. Similar studies highlight that Filipino teachers decided to leave the Philippines for better compensations which is necessary for a better quality of life (Alsado & Oliveros, 2025; Hermoso, 2025).

It was also discovered that the respondents showed very high preference on teaching in Mongolia because of better compensation than their previous jobs (Item 1) as expressed through the weighted mean of 4.42. Filipinos are reportedly not earning enough in their home countries which drive them to pursue opportunities abroad (Zachary, 2023).

The respondents also emphasized that they decided to teach in Mongolia as they have responsibilities to support their family (Item 5) which is evident in the weighted mean of 4.12 (High Preference), which is evident Filipinos who are considered as the family breadwinner (Dioquino et al., 2025). This suggests that the respondents place particular importance on their family obligations (Cahilog et al., 2023), while others are due to their intrinsic desire to provide (Dahl, 2022).

Competitive compensation package is also a major factor for deciding to teach in Mongolia (Item 4) which the respondents garnered a weighted mean of

3.70 (High Preference). Although it recorded the lowest weighted mean, the result highlights that the respondents value employment packages which could affect turnover intentions in the long run (Devi et al., 2025; Peemanee, 2026).

Overall, the results in this subscale reveal high preference to teach in Mongolia due to financial stability with a composite mean of 4.07. This suggests that the respondents primarily decided to teach in Mongolia for higher salaries and better compensation packages, which could lead to improved living conditions (De Oca & Malaga, 2025).

1.2. Professional Development and Change

Filipino English teachers in Mongolia decided to teach in the country due to their intrinsic desire for professional growth, which is usually seen as a strategic move as professional development in the Philippines is considered limited (Hermoso, 2025). This is also considered of similar importance and a primary motivation together with higher salaries (Yeh, 2025).

The highest indicator, which garnered a weighted mean of 4.42, revealed that the respondents highly preferred to teach in Mongolia to gain international experience (Item 8). Working abroad is considered an important step to improve one's qualifications (Yeh, 2025) through relevant professional development opportunities (Villanueva, 2023).

Furthermore, Item 6 garnered the lowest weighted mean of 3.81 (High Preference) which revealed that the respondents pursued a teaching career in Mongolia for career advancement. While it yielded the lowest weighted mean within the subscale, it is interesting note how the respondents highlight their desire for career growth. A similar study emphasized the dissatisfaction with the promotion systems in the Philippines drive Filipino teachers to work abroad (Hermoso, 2025).

The subscale Professional Development and Change received an overall weighted mean of 4.14 (High Preference) which suggests a strong predilection to work in Mongolia. The results indicate that Filipino English teachers value career growth to acquire better teaching practices (Yeh, 2025) and gain leadership roles (Villanueva, 2023), which is why the lack thereof led to migration (Cahilog et al., 2023).

1.3. Social and Family Factors

Social relationships are also a factor that drive the respondents to teach in Mongolia. The subscale received a composite mean of 2.74 (moderate preference) and specific items revealed how social connections motivated the respondents to work in Mongolia. Filipino English teachers utilize social connections in their host country to ease their transition from the Philippines (Gaviola, et al., 2024).

The highest indicator, Item 11, attained a weighted mean of 3.71 (High Preference) which showed that Filipino English teachers decided to teach in Mongolia due to the recommendations of individuals who are already in the country. The said established connection is expected to assist with transition

through emotional support and to combat stress and homesickness (Kristiana et al., 2022; Magsigay, 2025)

In contrast, the respondents highlighted that they did not pursue employment in Mongolia because of family ties (Item 14) as it received the lowest weighted mean of 1.78 (very low preference). This suggests that the absence of family members in the country revealed that the respondents are less anchored to stay in the country (Gong et al., 2024), but instead they decided to do so for reasons relevant to their current situations.

Overall, the subscale emphasized that the respondents considered a friend or an acquaintance's recommendation to pursue a teaching employment in Mongolia as this reduce challenges when acquiring a job (Alaverdyan, 2022; Leschke & Weiss, 2020). This is consistent with Massey's migration theory that highlights social connections which influence migration (Massey et al., 1993).

1.4. Previous Experiences

The subscale received a composite mean of 2.94 which suggests an average desire to teach in Mongolia. Different factors played a role on how unfortunate experiences such as lack of resources and professional support, unpleasant working conditions, and administrative constraints push Filipino teachers to work abroad (Cahilog et al., 2023).

Item 17 received a weighted mean of 3.30 (moderate preference) which indicate an average desire to teach in Mongolia due to excessive responsibilities in their previous jobs. Teachers who are overwork tend to experience job burnout and experience stress which reduced teacher retention (Marques & Adarna, 2025).

Item 29 which yielded a weighted mean of 2.64 (moderate preference) which reveal an average inclination to teach in Mongolia as their efforts were not recognized by their previous employers. Being appreciated for a job well done builds connection between the employee and the organization, which could potentially increase teacher retention (Stranzl & Ruppel, 2024).

In general, the subscale Previous Experiences garnered a composite mean of 2.94, or moderate preference to work in Mongolia, which suggests that past experiences pertaining to their previous employments are a factor for deciding to leave. Filipino teachers' previous experiences with heavy workloads, limited support, and a lack of recognition also drive them to seek employment abroad, among other factors (Tarraya, 2023).

1.5. Acceptance for Employment

Out of all the subscales, the respondents reported low preference on the subscale Acceptance for Employment with a composite mean of 2.48, which suggests that the respondents did not choose to work in Mongolia due to lack of other options.

The respondents revealed high preference to teach in Mongolia due to clear and straightforward application process (Item 21) as evidenced in the weighted mean of 3.72. A similar study conducted by the International Organization for

Migration (2022) found that employees prefer a fair and clear recruitment process when seeking employment.

Furthermore, the respondents also revealed that the respondents pursued teaching in Mongolia not because they were not qualified in their preferred school (Item 23) as evidenced in the weighted mean of 1.72 (very low preference). It further affirms the findings from previous subscales that respondents chose to work in Mongolia due to personal and professional goals (Yue et al., 2022).

Overall, the respondents expressed average inclination to work in Mongolia due to ease of acceptance for employment. They did not decide to work in the country because of a refusal from their preferred country but due to the foreseen benefits that come with it. As migration is often a strategic step intended for a high quality of life and better opportunities (Yar & Xuan, 2024), the results suggest that the respondents have seen their move to Mongolia as a pathway for a better future.

1.6. Personal and Lifestyle Preferences

The results on the subscale Personal and Lifestyle Preferences revealed a composite mean of 3.83 (High Preference), which suggests a strong disposition to work in Mongolia. Although material rewards are expected upon working abroad, teaching in an international context could also promote personal growth through the experiences that come with it (Ljubica, 2025).

Item 28 garnered the highest weighted mean of 4.06 (High Preference) which indicates that pursuing teaching jobs in Mongolia is seen to offer opportunities to acquire life skills such as independence. The respondents' desire for independence is consistent with the study of Schäfer (2026), which revealed that international experience is one of the means to achieve personal growth through acquiring independence.

Item 30 accumulated a weighted mean of 3.48 (High Preference) which indicates the desire to broaden one's knowledge about a country other than their own. Broadening one's knowledge could also be associated with learning more about one's culture, which is closely tied with history.

This association is evident with how Item 26 yielded a weighted mean of 3.71 (high preference), which is very close to Item 30. As history is embedded in culture, an individual vicariously learns a country's history as they are continuously exposed to their culture. After all, it is through one's culture that one's history is examined (Baldwin, 2023).

Finally, the Personal and Lifestyle Preferences domain accumulated a composite mean of 3.83 (High Preference), which indicates the respondents' strong belief that working in Mongolia could offer personal growth. This finding is aligned with recent studies that discovered individuals gaining functional independence, which also results in higher levels of empowerment and self-reliance (Renzaho, 2023; Toivonen, 2023). Therefore, one reason Filipino teachers chose to work in Mongolia is their desire for personal development through exposure to different cultures.

2. The respondents' level of job satisfaction with regards to teaching in Mongolia in terms of the following:

2.1. Pay

The results revealed that the respondents are moderately satisfied with their jobs when it comes to pay, as this domain yielded a composite mean of 3.21. This suggests that the respondents are somewhat satisfied, but their salaries do not fully meet their expectations as reflected in their preferences which turnout as a mismatch (ADP Research Institute, 2024).

Item 1 received the highest weighted mean of 3.61 (High Job Satisfaction) indicates that the respondents value that they are properly compensated with the effort they put into their work, which could enhance job satisfaction. Similar studies revealed that employees who believe they are being paid fairly tend to be more motivated and engaged (Hu et al., 2025; Mohrenweiser & Pfeifer, 2023).

Item 10 accumulated a weighted mean of 2.70 (Moderate Job Satisfaction) which demonstrates that the respondents are only slightly satisfied with salary increases. The data indicates that the respondents generally feel the salary increases are infrequent or inconsistent, but this does not lead to strong dissatisfaction.

Overall, the respondents revealed strong satisfaction with how they are getting paid but were only slightly satisfied with the increases that followed their salaries. This evidence suggests that their satisfaction may have been strong at the beginning, but this may have possibly decreased overtime which suggests that pay is a multidimensional factor (Alrawahi et al., 2020).

2.2. Promotion

The respondents' level of job satisfaction in terms of promotion indicated an average level of contentment for career progression. Promotion is a significant factor in job satisfaction in this study, as it reflects the respondents' strong preference for professional growth.

The highest indicator, Item 11, earned a weighted mean of 3.16 (Moderate Job Satisfaction), which indicates a generally satisfactory but not very strongly positive level of contentment. This finding reveals that the respondents somewhat believe that good performance can most likely lead to getting promoted; however, they may not be very confident about it mainly due to organizational constraints (Osseman, 2025) or factors they could not control.

Item 2 garnered a weighted mean of 2.68 (Moderate Job Satisfaction), which is the lowest indicator in the subscale. This finding suggests that the respondents believe that their chances of getting promoted are somewhat limited due to the lack of promotion pathways and clear procedures (Mulyadi, Priyono, & Sari, 2023), but this does not result in strong dissatisfaction.

The Promotion domain garnered an overall composite mean of 2.98 (Moderate Job Satisfaction) suggesting that the respondents are neither fully satisfied nor dissatisfied with their chances of getting promoted. The results further

imply that while promotion opportunities exist, teachers may feel that they may be affected by factors beyond their performance, which calls for a transparent and merit-based promotion system (Kitole & Mwita, 2025).

2.3. Supervision

The supervision domain examines the teachers' job satisfaction in relation to the leadership skills, competence, and the overall relationship they have with their supervisors, which domain revealed an overall composite mean of 3.40 (Moderate Job Satisfaction). This suggests that the respondents' belief that their supervisors are somewhat competent and supportive, but there are still areas for growth.

The highest indicator within this subscale is Item 12 received a weighted mean of 3.74 (High Job Satisfaction) which indicates that the respondents believe their supervisors treat them fairly at work. It further suggests that teachers do not commonly experience bias or inequality, which contributes to their overall strong job satisfaction due to trust and overall strong support (Li et al., 2024; Bandi & Pasha, 2026).

The lowest indicator Item 21 yielded a weighted mean of 3.19 (Moderate Job Satisfaction) which suggests that respondents sometimes feel that their supervisors may show some level of concern for their feelings, but it may not be consistent. This result indicates that teachers may feel only partially satisfied with their jobs, as their supervisors may lack empathy at times. Inconsistent display of empathy usually leads to reduced satisfaction (Roy et al., 2025; Ma et al., 2024).

Overall, the findings indicate that although the respondents believe that their supervisors treat them fairly, they may also feel that they lack emotional support at times. This further suggests that, although their supervisors may have been successful in building trust through their perceived fairness, the inconsistencies in practicing emotional support leave room for growth.

2.4. Fringe Benefits

The respondents' level of job satisfaction in the Fringe Benefits subscale suggests that they are somewhat satisfied, but the benefits they receive may not fully meet their expectations. This finding is an important contrast to the respondents' preferences, which reflected a strong inclination to receiving benefits as to why they decided to work in Mongolia.

Item 22 accumulated a weighted mean of 3.22 (Moderate Job Satisfaction) which indicates that although the respondents believe that the benefit packages they receive are reasonably fair in distribution, there may still be inconsistencies with how these benefits are allocated among employees. The result implies that equity is present to some extent; however, there may have been inconsistencies in its applications. Differences in employment conditions and treatment inequalities lead to reduced satisfaction (Atkinson, 2023; Maganaka, 2023).

Item 29 received a weighted mean of 2.30 (Low Job Satisfaction) indicating the respondents agree that important benefits are missing. The results further

suggest the absence of essential components in their benefits that the respondents believed were necessary or that their scope may be limited. Job satisfaction only increases when employees believe they receive sufficient benefits (DeRigne et al., 2025).

In general, the Fringe Benefits subscale yielded a composite mean of 2.90 (Moderate Job Satisfaction) which revealed a clear and substantial gap with the respondents' preferences. The findings indicate that although the benefits are fairly distributed, there are inconsistencies in their implementation, and the lack of essential benefits resulted in them being slightly satisfied overall. Gaps between teachers' expectations and what they received can influence teacher retention (Norris & Shriner, 2024).

2.5. Contingent Rewards

The results on the respondents' level of job satisfaction in terms of contingent rewards revealed a composite mean of 3.05 (moderate job satisfaction), which indicates that they are somewhat satisfied with performance-based rewards, but they may not be consistently provided.

Item 14 garnered a weighted mean of 3.33 (Moderate Job Satisfaction) which indicates that teachers only perceive a partial sense of appreciation in their work. This result further highlights that, although their efforts are recognized at times, they may not be consistent or aligned with their performance. Dreer-Göthe (2025) reported that appreciation from school leaders is a significant predictor of teachers' job satisfaction.

Item 23 accumulated a weighted mean of 2.81 (Moderate Job Satisfaction) which suggests that rewards are available to some extent; however, they are not widely experienced by the respondents. While the teachers may have received incentives or recognition for their work, they believe these were insubstantial or inconsistently applied which can potentially lead to decreased satisfaction in the long run (Kiiza et al., 2025; Suharti & Suliyano, 2023).

Overall, the yielded results suggest that rewards and recognition may have been received by the respondents; however, their application is inconsistent and may not align with their work. This calls for an implementation of recognition systems for increased satisfaction (Oguntibeju, 2025).

2.6. Operating Conditions

This domain yielded the least composite mean of 2.84 (Moderate Job Satisfaction) which indicates that the respondents perceive their organization's policies and working conditions as generally acceptable, but certain areas prohibit efficiency in the accomplishment of their tasks. It also suggests that some aspects of their working conditions prohibit them from optimally performing their tasks, which may occasionally result in frustrations.

Item 31 garnered a weighted mean of 3.13 (Moderate Job Satisfaction) which suggests that the respondents may feel that the paperwork could be excessive at times, but not overwhelming. A recent study by Cimanés (2025)

highlighted that accomplishing paperwork that is more than necessary increases overall workload, which is a contributor to stress and affects satisfaction levels.

Item 15 accumulated a weighted mean of 2.52 (Low Job Satisfaction) which implies that the respondents usually encounter bureaucratic limitations that prevent them from performing their jobs efficiently. This suggests that certain policies hinder teachers' productivity which is aligned with recent studies emphasizing that red tape could burden teachers and reduce flexibility, which contributes to dissatisfaction (Li & George, 2025; Stejin & Van der Voet, 2019).

The results in this subscale indicate that while paperwork is manageable for teachers, bureaucratic barriers and red tape appear to be a more significant concern. This suggests that organizational procedures have a more significant impact on job satisfaction than the quantity of workload (Li & George, 2025), which calls for the need to revisit institutional policies to promote productivity among teachers.

2.7. Coworkers

The results of the study in this domain revealed a composite mean of 3.63 (High Job Satisfaction) which indicates that the respondents experience positive relationships in their workplace. The findings further suggest that the respondents' working environment is generally collaborative and supportive, which contributed to high levels of satisfaction in this area. Collaboration and a supportive environment tend to influence engagement, self-efficacy, and overall performance among teachers, which then positively affects job satisfaction (Kollech et al., 2021; Liu et al., 2025).

Item 7 received a weighted mean of 3.77 (High Job Satisfaction) which suggests that the respondents have positive experiences with their colleagues, and they enjoy their professional relationships. The results are linked with recent studies emphasizing that teachers who experience positive relationships with their colleagues are more motivated and highly satisfied with their jobs (Cefai et al., 2025; Arnold, 2024).

Item 16 yielded a weighted mean of 3.30 (Moderate Job Satisfaction) which indicates that the respondents may feel the incompetence of their colleagues, but does not necessarily cause issues. Liu et al. (2025) revealed that decreased satisfaction could be a result of teachers enduring uneven workloads due to the varying competences and work habits of their colleagues.

In general, the respondents enjoy harmonious relationships with their colleagues, but differences in work habits contribute to an overall moderate job satisfaction. Support from coworkers can make people happier at work (Bai & Zhou, 2025; Fabella et al., 2023) and a strong social support can help people deal with stress and emotional exhaustion (Garmendia et al., 2023).

2.8. Nature of Work

The results in this Work domain revealed a composite mean of 3.82 (High Job Satisfaction) which suggests that the respondents revealed strong intrinsic

drive in their roles as teachers. This implies that regardless of external conditions such as workload or pay, they perceive teaching as a fulfilling profession.

Item 27 yielded the highest weighted mean of 4.07 (High Job Satisfaction). This suggests that the respondents see a strong sense of meaning in their jobs which contributes to their positive attitudes in their profession. Thus, teachers' personal and professional fulfillment contributes to their strong job satisfaction (Cabardo, 2025).

Item 8 garnered a weighted mean of 3.58 (High Job Satisfaction) which indicates that the respondents generally feel that teaching is a meaningful and purposeful profession. Teachers who demonstrate strong commitment towards their jobs also feel a sense of pride in the teaching profession and they greatly contribute to higher job satisfaction (Espra & Valle, 2025).

Finally, this subscale revealed high intrinsic job satisfaction among the respondents which was evident through teachers feeling a sense of pride and meaning in their profession. This finding further suggests that occasional conflict or unnecessary paperwork does not negatively affect how they view their jobs, but a strong sense of passion positively influence their job satisfaction instead (Krimjai & Del Villar, 2025).

2.9. Communication

The results in this domain reveal average satisfaction with a composite mean of 3.16 (Moderate Job Satisfaction) which indicates functional channels of communication exist, but they may not be clear at times. This finding suggests that while teachers may be informed appropriately, clear gaps in transparency contribute to partial satisfaction.

Item 18 yielded a weighted mean of 3.45 (High Job Satisfaction) which indicates that the respondents possess a strong understanding of the organization's policies and expectations. This allows teachers to align their work with their shared goals which positively influences job satisfaction (Eryilmaz, 2025).

Item 9 and Item 26 both received a weighted mean of 3.01 (Moderate Job Satisfaction) which implies that the respondents believe that the communication within the organization is somewhat effective but would need improvement. Communication channels work effectively at times, but they can also experience gaps. Hence, clear and consistent communication is imperative to enhance job satisfaction levels (Sherly & Kisno, 2024).

Overall, the results in this domain suggest that the respondents believe that there is clear room for improvement in the communication within the organization even when organizational goals are clearly communicated. This implies the need for improved and transparent communication channels to enhance job satisfaction.

3. Relationship between the respondents' teaching preferences and their level of job satisfaction

The result above suggests that the respondents' preferences to work in Mongolia do not significantly predict or is independent of their level of job satisfaction. In other words, the factors that influence their desire to work in Mongolia are different than what influenced their job satisfaction after getting the job. Moreover, even if the respondents have strong or weak preferences to work in a country, this does not necessarily correspond to how satisfied they feel.

On the one hand, the results revealed that the respondents were mostly motivated by financial reasons (Composite Mean = 4.07) and professional development (Composite Mean = 4.14) which are driven by the amount of salary, benefits, and career growth. On the other hand, their job satisfaction was mostly driven by their coworkers (Composite Mean = 2.84) and their nature of work (3.82) as other factors like pay, fringe benefits, supervision, promotion, contingent rewards, and operating conditions were reported to be moderately satisfied. Therefore, there was no consistent pattern from the data gathered which resulted to a non-linear direction of the results.

Most importantly, the lack of significant relationship indicates that the respondents' job satisfaction may have been influenced more by workplace-related factors (i.e. nature of work, collegial relationships, and operating conditions) than the reasons that motivate them to work in Mongolia.

The results of this study are consistent with Ketsman and Reeves (2025) who found no significant relationship between collaboration and teachers' job satisfaction. This suggests that any kind of collaboration does not necessarily predict the teachers' levels of job satisfaction. Hence, even when teachers collaborate in variety of ways, this does not necessarily affect whether they are satisfied with the job.

Furthermore, Toropova et al. (2023) revealed that job satisfaction is mostly shaped by factors related with working conditions rather than individual backgrounds or motivations. This result supports the findings of the present study for it highlights that work conditions and not initial preferences are strong indicators of job satisfaction. Collie (2023) revealed a related result emphasizing individual factors such as demographics and motivation may not always have a relationship with job satisfaction. It supports the result of the existing study by demonstrating that school environment factors have more stable and significant influence on job satisfaction than personal factors like preferences.

Acuña (2025) highlighted a similar result of no significant relationship between students' performance and the teachers' level of job satisfaction. It supports the present study by highlighting that although teachers are satisfied across various aspects of their work, this did not have any influence with student performance as job satisfaction is influenced by other variables in a similar way that student outcomes are shaped by other factors.

Similarly, Dalton and Arpon (2024) concluded a similar result where no relationship was found between the teachers' job satisfaction and the school's academic achievement based on their National Achievement Test (NAT). Supporting the results of the existing study, the teachers in Dalton and Apron's (2024) research revealed that they are satisfied with their jobs; however, other factors may have had affected the school's overall academic performance.

4. Course of action as an offshoot of the study

Anchored on the results of this study that explored the Filipino teachers' preferences to teach in Mongolia and their level of job satisfaction, a basic international school directory with relevant information based on the significant findings of the study is recommended for the purpose of helping Filipino English teachers in the country. As there is still no existing international school directory in Mongolia, this directory aims to align the respondents' preferences with the factors that influence their job satisfaction, thereby enhancing their overall job satisfaction level.

Since the study discovered a mismatch between the respondents' preferences (Financial Necessity and Security, Professional Development and Change, and Personal and Lifestyle Preferences) and their sources of job satisfaction (Nature of Work and Coworkers), the program intends to merge these areas to help the respondents make informed decisions about what they value in an institution and what will satisfy them in the long run. The preferences on financial necessity and security are evident in the inclusion of 'Pay' and 'Benefits' in the directory, professional development and change in 'Curriculum,' nature of work in 'Operating Conditions,' and coworkers in 'Community.'

Summary of Findings

Based on the analysis of the collected data and results obtained, the following summarizes the key findings of the study:

1. Respondents' preferences to teach in Mongolia

- 1.1 In terms of financial necessity and security, the respondents reported a high preference to teach in Mongolia with a weighted mean of 4.07. The respondents decided to work in Mongolia because the offered salary in the country was higher than their previous job (Item 1) and their income in the Philippines was not sufficient to meet their financial needs (Item 3).
- 1.2 In terms of professional development and change, the respondents reported a high preference to teach in Mongolia with a weighted mean of 4.14. This information indicates that Filipino English teachers in Mongolia decided to work in the country mainly because they wanted to gain professional experience abroad (Item 8), to change their working environment (Item 9), and to be skilled at teaching a curriculum different from their previous experience (Item 10).
- 1.3 In terms of social and family factors, the respondents reported a moderate preference to teach in Mongolia with a weighted mean of 2.74. This revealed that the respondents considered a friend's recommendation to pursue a job in Mongolia (Item 11).
- 1.4 In terms of previous experiences, the respondents reported a moderate preference to teach in Mongolia with a weighted mean of 2.94. This suggests that experiences that concern heavy workload (Item 17), limited support (Item

20), and lack of recognition (Item 19) played a role in them deciding to seek employment in Mongolia.

1.5 In terms of acceptance for employment, the respondents reported a low preference to teach in Mongolia with a weighted mean of 2.48. They revealed that they chose not to teach in the Central Asian country because they were unqualified for their preferred school (Item 23) but because of the clear employment process that an applicant must go through (Item 21).

1.6 In terms of personal and lifestyle preferences, the respondents reported a high preference to teach in Mongolia with a weighted mean of 3.83. They revealed that working in Mongolia was a choice they made mainly because of personal growth, such as being independent (Item 28) and experiencing a different climate (Item 27) and culture (Item 26).

2. Respondents' level of job satisfaction in Mongolia

2.1 In terms of pay, the respondents reported moderate job satisfaction with the composite mean of 3.21. They reported high satisfaction with the pay they receive (Item 1), but not as much with the salary increases (Item 10) that comes after.

2.2 In terms of promotion, the respondents reported moderate job satisfaction with the composite mean of 2.98. They revealed that promotion opportunities exist (Item 11), but it may be prohibited by factors that do not concern their performance (Item 2).

2.3 In terms of supervision, the respondents reported moderate job satisfaction with the composite mean of 3.40. They reported that their supervisors are fair (Item 12), but they may lack emotional support at times (Item 21).

2.4 In terms of fringe benefits, the respondents reported moderate job satisfaction with the composite mean of 2.90. They emphasized that benefits could be fairly distributed (Item 22), but there may be inconsistencies in its implementation (Item 29).

2.5 In terms of contingent rewards, the respondents reported moderate job satisfaction with the composite mean of 3.05. They highlighted that they receive rewards and recognition (Item 14), but they may not be consistently applied (Item 23).

2.6 In terms of operating conditions, the respondents reported moderate job satisfaction with the composite mean of 2.84. They revealed that although paperwork is manageable (Item 31), the rules and procedures in their respective international schools prevent their efforts in trying to perform well (Item 15).

2.7 In terms of coworkers, the respondents reported high job satisfaction with the composite mean of 3.63. They conveyed satisfaction with their colleagues as they expressed that they like the people they work with (Item 7), that arguments at work are not a problem (Item 34), and that they enjoy the company of their coworkers (Item 25), but conflicts may arise at times due to varying work habits and skills (Item 16).

2.8 In terms of nature of work, the respondents reported high job satisfaction with the composite mean of 3.82. The data suggests that the respondents are satisfied with their jobs, as they feel a sense of pride in being a teacher (Item 27) and they like what they do (Item 17).

2.9 In terms of communication, the respondents reported moderate job satisfaction with the composite mean of 3.16. They revealed that organizational goals are clearly communicated (Item 18), but the communication within the institution needs to be improved (Item 9; Item 26).

3. Relationship between the respondents' teaching preferences and their level of job satisfaction.

The null hypothesis, which states that there was no significant relationship between the respondents' preferences to teach in Mongolia and their job satisfaction, was tested using the Pearson r and was accepted, indicating no significant relationship between the two variables. As the computed Pearson r is substantially closer to 0 than it is to +1 or -1, the results suggest that the data follows a very weak linear relationship. The data are random, further emphasizing that the respondents' preferences to teach in Mongolia have no meaningful association with their level of job satisfaction.

4. The course of action that can be proposed as an offshoot of the study

The creation of a directory for international schools in Ulaanbaatar is proposed to bridge the discovered mismatch between the respondents' preferences and their level of job satisfaction. The directory also aims to promote evidence-based informed decision-making by helping the Filipino English teachers reflect on what they value and what would satisfy them in their jobs in the long run. The proposed directory covers the following areas based on the findings of the study: pay, benefits, curriculum, operating conditions, and workplace culture.

Conclusions

Based on the results of the study, the null hypothesis was accepted, indicating no relationship between the respondents' preferences to teach in Mongolia and their level of job satisfaction which highlights that the reasons they decided to teach in Mongolia are different from what makes them satisfied in their respective jobs. This further suggests that Filipino teachers may have been motivated to work in different countries for various reasons, but unfortunately, they are not always fulfilled.

In relation to this, the study also reveals that pursuing jobs abroad does not necessarily reflect satisfying salaries and overall compensations as various factors contribute to job dissatisfaction in this area. This could be related to how Filipino teachers are treated differently than teachers who are native English speakers.

Filipino English teachers in Mongolia generally have a moderate preference for teaching in the said central Asian country. The data indicates that working in Mongolia seems to be appealing for the respondents but not enthralling. Deciding to teach in Mongolia seems to be more of a practical choice rather than deeply driven. Furthermore, they are highly motivated by a combination of both intrinsic and extrinsic factors as to why they decided to teach in the country. They decided to work in Mongolia for the purpose of experiencing financial stability as well as personal and career growth.

Additionally, Filipino English teachers are generally satisfied with their teaching jobs in Mongolia. The results indicate that they enjoy being teachers, but only minimally with the tasks associated with it. Excessive paperwork hinders Filipino English teachers from fully enjoying their jobs, negatively impacting their satisfaction. Moreover, engaging in harmonious relationships with colleagues is a significant indicator of a satisfying job. The data suggest that Filipino teachers decided to teach in Mongolia because they are already acquainted with individuals currently working there, which could be highly associated with positive experiences they have at work.

The study concludes that there is a clear mismatch between the respondents' expectations and their experience. Specific subscales suggests that the respondents' preferences for financial stability and career growth did not warrant a high job satisfaction in similar areas. Thus, teachers' expectations before arriving in Mongolia were quite different from the reality they experienced upon pursuing their jobs.

Finally, a directory that contains relevant information about international schools in Mongolia is proposed based on the findings of the study. The directory highlights five key pieces of information: curriculum, pay, benefits, operating conditions, and workplace culture.

Recommendations

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

Schools should continuously sustain healthy work relationships among their staff through teambuilding activities and professional development sessions. These are expected to entail healthy and productive collaboration among teachers.

The improvement of teacher welfare should be prioritized by the Philippine government through increasing teachers' salary and reduce teacher workload which could potentially discourage them from pursuing employment abroad.

A government-sponsored workshop dedicated to prepare teachers on working abroad should be facilitated in addition to the existing programs of Department of Migrant Workers. This is expected to empower Filipino teachers to make informed decisions not based on the promises of recruitment agencies.

Filipino English teachers should set realistic expectations and perform due diligence through gathering relevant information about their prospective country.

Recruitment agencies should utilize accurate information and be transparent with salaries, benefits, and career opportunities in the country when communicating with hopeful Filipino English teachers.

Future research should be conducted with larger sample size to achieve more generalizable findings as this could also reveal possible relationships that may not have been obvious in the present study due to limited number of participants.

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