Level of Organizational Empathy and Job Satisfaction among Teachers amidst Pandemic

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Abstract

Filipino teachers have changed their lifestyle because of the Coronavirus Disease (COVID-19). Specifically, high work-related stressors, and lack of technology caused their emotional burn-out, creating some concern among teachers about their professional future. Consequently, school leaders' empathic capacities were significant in changing schools' emotionally charged situations. It was found in this study, through a quantitative research design, that among 117 senior high school teachers who were randomly selected in General Trias City, Cavite, majority were highly empathic and very satisfied with their job even in the middle of pandemic. However, emotion norms; work environment, workload, and pay and benefits, among dimensions of organizational empathy, and job satisfaction, have a lower level of percentage among other dimensions, respectively. Additionally, organizational empathy is directly associated with job satisfaction which allows employees to become more motivated, proactive, and productive in the workplace. In-Service Training, alternative work arrangements, regular monitoring of teacher's health, and health and wellness programs were found to be best practices amidst pandemic. In conclusion, the higher the organizational empathy, the more satisfied the senior high school teachers become. Constructively, situations such as the pandemic served as an opportunity to enhance, improve, and acquire additional skills to improve job satisfaction, without risking the mental and psychological aspects of the senior high school teachers. The school administrators, principals, and supervisors may continue the way they handle their organization such as sustaining their department's strong identification, and top management's leadership strategies, which enables them to make the organization highly empathic, highly job satisfied, respectively.

Keywords: Collective Empathy; Correlation; Job Satisfaction; Organizational Empathy; Coronavirus Disease-19

Introduction

The Coronavirus Disease-19 (COVID-19) Pandemic has affected the Philippine education sector which has caused school closures since March 2020 (Tria, 2020). Adjustment to the new situation where face-to-face interaction and mass gatherings are prohibited were done by both public and private schools. Consequently, concerns regarding the mental health of both students and teachers were raised due to the uncertainties caused by the pandemic (Soon et al., 2020). A change in the lifestyle of Filipino teachers occurred because of the COVID-19; and has reduced the perception of well-being in the face of the teaching profession, creating some concern among teachers about their professional future (Talidong & Toquero, 2020; Alves et al., 2020).

In this regard, school leaders' empathic capacities were significant in changing schools' emotionally charged situations. It permits themselves to "touch others and be touched," thus, became the reasonable way to establish stability, and enable modification in the most unhelpful environment (Jansen, 2006 as cited by Jiang & Lu, 2020).

Empathy is defined "as the ability to see the world from another person's perspective – the capacity to tune into what someone else might be thinking and feeling about a situation." (Stein &

Book, 2001, as cited in Singh, 2014). However, empathy should not be confused with sympathy, emotional contagion, and compassion. Sympathy is the feeling for the other. It does not require a congruent emotion but rather in a more detached manner that someone else is in need. Emotional contagion, on the other hand, is the way of feeling similar emotions due to association with others; a person feels happy because everybody else around is happy. Finally, compassion is "a feeling of concern for another person's suffering which is accompanied by the motivation to help." (Hein & Singer, 2008; Singer & Klimecki, 2014 as cited by Bowden, 2019).

In the organizational context, however, empathy is defined as the capacity to explain and recognize other's emotions inside organization units and to enhance the productivity and welfare of members (Davis & Davis, 1980; Okun, Shepard, & Eisenberg, 2000; Scott et al., 2010 as cited by Pedro, 2019). Moreover, intergroup emotions theory (IET) suggests that social emotion and other-directed empathy can become collective (Muller *et al.,* 2014, as cited in Smith *et al.,* 2007). Hence, these collective emotions bring more powerful measures than individual emotions, thus, produce an increased sense of cooperation and motivate group members to move together in a process that mirrors the collective (Barsade & Gibson 2012; Mickie et al., 2007; McDougal, 1923).

Additionally, the centrality of moral identity is used in empathy arousal at the individual level, group identification, emotion norms, and communication channels which affect processes of empathy convergence to measure the collective empathy in corporate philanthropy (Muller *et al.*, 2014).

To emphasize, it must be noted that organizations with a higher level of empathy have more motivated and productive employees which equates to a higher level of job satisfaction. Organizational empathy is directly related to job performance which allows employees to understand other people's perspectives and opinions better, making the environment more enjoyable and productive. Empathy shown by leaders can contribute to both the intrinsic and extrinsic job satisfaction of employees which is associated with the opportunities for their personal growth and accomplishment that the job provides (Mayer *et al.*, 2000; Business Solver, 2019; Abdul Rahman, 2016). In addition, empathy can be learned, thus, making it more compelling. If given enough time and support, leaders can develop and can enhance their empathy skills through coaching, training, or developmental opportunities and initiatives (Shapiro, 2002 as cited by Gentry et al., 2007).

Job satisfaction plays a major role in the sustainability and development, employee retention, and organizational cultural values of schools. It also has a direct association with the productivity and efficiency of an organization and an individual's success (Kiliski, 2007 as cited by Suleman et al., 2020). Job satisfaction is defined as "the positive or pleasurable emotional state or reaction towards work that is developed through evaluative judgments, affective experiences at work, and beliefs about jobs (Connolly & Viswesvaran, 2000; Judge & Larsen, 2001 as cited by Jimenez et al., 2015).

Factors affecting job satisfaction among academic staff can be identified or categorized as pay and benefits; work environment; top management leadership; and workload. Good workplace relationship is significantly correlated to job satisfaction. It manifests that managing good workplace relationships is key to contributing factors to increase job satisfaction and consequently increase performance and productivity (Hee et al., 2020; Abun et al., 2018).

It is possible to divide the factors influencing the job satisfaction level of workers into two groups: personal and organizational factors. Personal factors consist of gender, age, duration of service, education level, occupational position and seniority, and marital status. Organizational factors, on the other hand, are quality of the job, management attitude and form of supervision, feeling of security, communication, fees, opportunities of development and promotion, competition, physical

working conditions, colleagues, organizational environment, among others (Tengilimoglu, 2005 as cited by Yirik, 2015).

Increased job demands and reduced resources have led to greater stress among employees during the COVID-19 pandemic. Among educators, high work-related stressors such as time pressure, educational changes, administrative problems, educational system, professional distress, students' misbehavior, and lack of technology caused their emotional burn-out (Kniffin et al., 2020; Bulatevych, 2017; Gulzar & Rashid, 2020). Due to the pandemic, teachers have faced several and constant changes in teaching structures, a characteristic which can be considered to negatively impact the teachers' well-being, both personally and professionally (Reimer & Schleicher, 2020, as cited by Alves et al., 2020). And from the abovementioned teachers' stressors, it is more significant to understand why employee job satisfaction matters than to determine the influencers of job satisfaction (Lehman, J., 2014). And since the researcher has been working as a senior high school teacher in a private institution in the City of General Trias, Cavite for five years during the conduct of the research, it was in this regard that the research emerged, aimed at analyzing the organizational situation in the academe and understand how teachers feel towards their work in the middle of a pandemic.

Materials and Methods

Research Design

This research used a quantitative research design. The level of organizational empathy and job satisfaction among senior high school teachers were measured and correlated with each other. A quantitative approach is where the investigators have primary post-positivist claims for developing knowledge and employing strategies on inquiry, such as surveys (Singh, 2014). Survey research is well suited where a researcher wants to look at the relationship between variables occurring in particular real-life contexts (Mujis, 2010, as cited by Singh, 2014). The survey used in this research focused on the senior high school teachers' level of organizational empathy and job satisfaction. On the other hand, the qualitative part of this research discussed how school principals empathize with teachers in their school; what made the teachers satisfied with their job; and how organizational empathy was related to the job satisfaction of teachers. Although the research also showed qualitative data, the majority comprises quantitative measures.

This research is predictive research. Predictive research is used to tell the future of something by asking the questions how – or how well – something might work, or the impact of something might be (Wollman, 2012). This research aimed to predict the correlation between organizational empathy and job satisfaction among teachers amidst the pandemic. Additionally, the goal of this research was basic, it aimed to expand the knowledge and increase understanding of the fundamental principles. This research also described the level of organizational empathy, and job satisfaction.

Participants and Sampling Techniques

The research started in the month of February 2021 and was finished in July 2021 in the City of General Trias, Cavite. There was a total of five schools, which included both public and private, with selected senior high school teachers as participants of the survey. The data of total population and sample size is presented in Table 1.

Participants of the research were selected using stratified random sampling. They were senior high school teachers of private and public schools who are licensed (LPT) and non-licensed, have at least one (1) year teaching experience in the school they are currently teaching, has experienced the pandemic during their employment, and working full-time or part-time in the academic industry. From the total population of senior high school teachers demonstrated in the table above, the researcher

selected a total sample size of 117 participants for the survey. However, the target sample size of 117 participants was not achieved. Only 92 out of 117 participated in the survey or equivalent to 78.63% retrieval rate.

Table 1. **Participants of the Research (n = 117)**

School	Total Population (N)	Sample Size (n)
Public School A	85	61
Private School A	9	7
Private School B	16	11
Private School C	16	11
Private School D	38	27

Research Instrument

The researcher-made structured survey questionnaire was validated by eight experts; five (5) Doctor of Philosophy (Ph.D.); two (2) Doctor of Education (EdD); and one (1) Doctor of Business Administration (DBA). This group of experts checked the validity of the content and facets of the questionnaire which focused on organizational empathy and job satisfaction amidst the pandemic. In validating the researcher-made structured survey questionnaire, a content validity ratio was used.

The researcher-made structured survey questionnaire has three major parts: part one was the demographic profile of the participants to know their classifications and affiliated schools; part two was about the level of organizational empathy which contains twenty (20) statements that have been categorized into four dimensions based on the sub-variables of organizational empathy, namely, the centrality of moral identity, group identification, emotion norms, and communication channel; and part three was the level of job satisfaction that consists of statements about its four sub-variables which have been determined as the factors affecting employees' job satisfaction, with: pay and benefits, work environment, top management, and workload. The parts two and three of the survey questionnaire were validated according to its content to assure if the contents and the statements answer the variables of the research which are the level of organizational empathy and job satisfaction.

The questionnaire opened with a letter to participants as to the purpose of the survey. The participants had to respond to each statement by using the four-point Likert scale, ranging from 1 (Very Low) to 4 (Very High) to measure the level of organizational empathy, and 1 (Highly Dissatisfied) to 4 (Highly Satisfied) to measure the job satisfaction among teachers.

Ethical Considerations

In the conduct of the research survey and interview, the researcher adhered to high standard protocols to protect the interests, rights, welfare, and dignity of the participants. They were well-ensured that there was no possibility of harming them, emotionally or physically. The intention of the research was solely to contribute to the knowledge gap in the educational field for educational purposes, and the participants were not coerced nor deceived to participate in the research.

All participants were informed that their identities, as well as the name of their schools, would not be disclosed, would remain anonymous, and would be treated with the utmost confidentiality in compliance with the Data Privacy Act of 2012 and ethical principles and standards. The participants were provided with a written statement embedded in the survey questionnaire that explains the protection of their privacy. Additionally, the researcher did not oblige the participants to mandatorily answer the survey since the research was voluntary in nature and could withdraw their participation at any time during the conduct of the research.

Validity and Reliability

To measure the validity of the instrument, Content Validity Ratio (CVR) advanced by Lawshe was used. The Content Validity Index (CVI) was a part of the CVR assessment, a beneficial tool in evaluating quantitative data. Laying the foundations of content validity can help the study and its questionnaire to become more reliable (Yusoff, 2019). In addition, the process of content validation requires six (6) steps. First, the researcher must prepare the content validation form, followed by choosing a review panel of experts, then, carrying out the content validation per se, next, checking and scoring each item, and lastly, calculating the CVI (Yusoff, 2019). The researcher asked eight (8) experts to evaluate each item in the questionnaire and rate each item whether it is essential or not. Their opinions helped in the finalization of the instrument. The computed CVR (critical) for panel size of 8 is 0.75 which is interpreted as valid.

For reliability testing, the Cronbach Alpha test was used. The resulting value of alpha was *.960* and *.954* for the level of organizational empathy and job satisfaction, respectively; both were interpreted as very highly reliable. This measured the internal consistency of the items in terms of the level of organizational empathy and the level of job satisfaction. This was done after conducting a pilot test with fifteen (15) participants from the identified samples who were not part of the actual research participants.

Data-Gathering Procedures

In conducting the survey, letters of approval and informed consent were sent to the Schools Division Superintendent and School Principals to formally seek approval before the conduct of the survey and the Key Informant Interview (KII). The purpose of the KII was purely to substantiate the quantitative data in the research and to support the program developed for the senior high school teachers to increase their job satisfaction. The researcher used Google form to conveniently and safely get the survey responses from the participants. When the survey was done, data were computed, analyzed, and organized. A statistician was hired to compute and interpret the results of the survey. After this, KII was performed to support the quantitative data gathered from the senior high school teachers through the survey. Quantitative data were also obtained from primary and secondary sources such as books, periodicals, and electronic sources.

In processing the qualitative data, an interview protocol was religiously applied. A qualitative proposal needs to specify the steps in analyzing the various forms of qualitative data (Creswell & Creswell, 2018). In this research, specific steps included: (1) basic information about the interview – the researcher shall record the basic information about the interview such as date and time, place, and the names of the interviewer and the interviewee to systematically organize the database; (2) introduction – the researcher shall make himself and the purpose of his study known to the interviewee and a written letter of consent shall be sent in advance to allow the interviewee to prepare; (3) opening question – this shall include an ice-breaker query to allow the participants to talk about themselves in a way that would not alienate them; (4) consent question – these are the research sub-questions which are phrased to be interviewee-friendly and is anchored to the central question; (5) using probes – these are reminders that aims to ask for more question or to ask for deeper explanation of ideas; and (6) closing instructions – these include words of appreciation to the interviewee for their time rendered in the conduct of the interview, and the assurance of the confidentiality of the interview.

A qualitative computer software program was used in this research. A professional was hired to expertly process the data gathered from the key informants. In addition, as suggested by Creswell and Creswell (2018), data need to be winnowed to disregard other information which could not be

used in qualitative research. It aimed to aggregate data into a smaller number of themes, between five and seven (Creswell, 2013).

Data Processing and Statistical Treatment

Table 2. **Specific Research Problem and Statistical Tool**

Specific Research Problem	Statistical Tool
What is the level of organizational empathy of secondary school teachers in General Trias City, Cavite?	Weighted Mean and standard deviation
What is the level of job satisfaction of secondary school teachers in General Trias City, Cavite?	Weighted Mean and standard deviation
There is no significant relationship between the level of organizational empathy and job satisfaction among public and private senior high school teachers in General Trias City, Cavite.	Chi-square

The presentation of the levels of organizational empathy and job satisfaction was done through weighted mean and standard deviation. In measuring the significance between the level of organizational empathy and job satisfaction, Chi-square was used. It is used to examine the differences between categorical variables in the same population. Additionally, it is most useful when analyzing cross-tabulations of survey response data. It informs the researchers whether there is a statistically significant difference between the way various segments or categories answered a given question (Alchemer, 2021).

Data Interpretation

For the level of senior high school teacher's organizational empathy, the means were interpreted as follows:

Table 3. **Scale and Interpretation on Organizational Empathy**

Score	Number Code	Description	Verbal Interpretation Verbal
4	3.26 – 4.00	Very High Level (VHL)	The participant has a very high level of organizational empathy.
3	2.51 – 3.25	High Level (HL)	The participant has a high level of organizational empathy.
2	1.76 – 2.50	Low Level (LL)	The participant has a low level of organizational empathy.
1	1.00 – 1.75	Very Low Level (VLL)	The participant has a very low level of organizational empathy

For the level of senior high school teacher's job satisfaction, the means are interpreted as follows:

Table 4. **Scale and Interpretation on Job Satisfaction**

Score	Number Code	Description	Verbal Interpretation
4	3.26 – 4.00	Very Satisfied (VS)	The participant is always satisfied with the job.
3	2.51 – 3.25	Satisfied (S)	The participant is often satisfied with the job.
2	1.76 – 2.50	Dissatisfied (D)	The participant is rarely satisfied with the job.
1	1.00 – 1.75	Very Dissatisfied (VD)	The participant has never been satisfied with the job.

Results and Discussions
Level of Organizational Empathy of Senior High School Teachers

Table 5. Level of Organizational Empathy among Senior High School Teachers

Dimensions	n= 117		
	Mean	Standard Deviation	Verbal Interpretation
1. Centrality of Moral Identity	3.57	0.445	Very High
2. Group Identification	3.62	0.501	Very High
3. Emotion Norms	3.32	0.560	Very High
4. Communication Channel	3.40	0.594	Very High
Mean of Means	**3.50**	**0.416**	**Very High**

Table 5 shows the level of organizational empathy of public and private senior high school teachers. It can be noted that the overall mean of all participants is 3.50, interpreted as a very high level of organizational empathy. This implies that, overall, the senior high school teachers among selected public and private schools under study are very empathic since all dimensions of organizational empathy are very high. However, the emotional norms of the organization can still be improved since it has the lowest results with a mean of 3.32.

Furthermore, one of the participants in the interview conducted explicates how emotions are being handled in the school atmosphere professionally. Other stakeholders' insights provided by the respondent centers on the authority's process in expressing emotions in communication among other teachers on the campus. Their answers are focused on the organizational empathy that exists in school.

"Emotions are hard to control. But as a School Head, I can say that I always treat situation or person with professionalism. Whether the situation is commendable or not I always say it with positivity. I create solutions to the problems. I always express my appreciation for the job that has been done and continue give words of encouragement to those who are struggling. When situations and persons become too hard to handle I use certain Dep Ed orders or memo as the reference of my decision.

"On my capacity as SHSD Head, I first communicate with the two Assistant Department Heads. We ensure that before we communicate with our teachers, we have clear information and evident-based decisions that are ready for dissemination. It also helps the SHSD management to

come up with healthy composures and respectful perceptions before communicating with the teachers to avoid confusions, unhealthy arguments, and the like."

The statistical results showed that the teachers among selected public and private senior high schools are very empathic which was supported by the study of Hein & Singer, 2008; Singer & Klimecki, 2014 as cited by Bowden (2019) in which empathy is driven by compassion to help and feel the same way. Somehow, this will affect the productivity and performance of the teachers. Davis & Davis, 1980; Okun, Shepard, & Eisenberg, 2000; Scott et al., 2010 as cited by Pedro (2019) recognized empathy as the capacity to recognize emotion within the organization. The qualitative data result accentuated that emotions are hard to control, yet, constant communication, the spirit of positivity, appreciation, encouragement, and handling of emotional matters with professionalism have been an effective way that most school heads instilled to address the issue. In this way, the school heads still managed to express empathy to the teachers, especially during this time of pandemic, wherein the latter may have experienced mental and emotional distress due to the new normal pedagogical setting.

As being observed from the data, the second-highest result is the centrality of moral identity in which Muller, Pfarrer, & Little (2014) utilized this in empathy arousal at the individual level as one factor affecting empathy convergence. The other variables such as group identification, emotion norms, and communication channels may have impacted the employees' motivation, productivity, and satisfaction. This means that the school heads are empathic and prepared enough to lead and manage the teachers during crisis like the pandemic.

Level of Job Satisfaction of Senior High School Teachers

Table 6. Level of Job Satisfaction among Senior High School Teachers

Dimensions	n= 117		
	Mean	**Standard Deviation**	**Verbal Interpretation**
1. Pay and Benefits	3. 17	0.733	Satisfied
2. Work Environment	3.23	0.674	Satisfied
3. Top Management Leadership	3.46	0.655	Very Satisfied
4. Workload	3.20	0.701	Satisfied
Mean of Means	**3.27**	**0.602**	**Very Satisfied**

Table 6 shows the level of job satisfaction of public and private senior high school teachers. It was found that senior high school teachers, both in public and private schools, are very satisfied with their job. Among the four dimensions of job satisfaction, they are very satisfied with the top management leadership with a mean of 3.46, while they are just satisfied with their pay and benefits with the mean of 3.17. It can be interpreted that the school administration must retain the leadership strategies they are currently applying, and increase the pay and benefits, maintain a healthy working environment, and enhance workload for the development of the senior high school teachers to continuously satisfy them with their job. The results showed that COVID-19 pandemic is attributive to the very high level of organizational empathy in relation to the way of communicating of the school heads to their teachers, and the way of finding out if they are well and stress-free, or emotionally disturbed by this sudden educational system transformation. School heads more likely emphasized the welfare of the teachers, considering that some restrictions and limitations may have brought disappointments and hindrances in delivering desirable outputs. On the other hand, this preceding to a relative effect in job performances and satisfaction amidst pandemic, it may not be perfectly implemented, yet school heads and administrators see to it that teachers' performances would not be at

risk. Thus, the higher level of organizational empathy in all areas indicated a greater tendency to achieve a very satisfactory rating on performance and satisfaction.

Based on the data collected from the interview guide, one of the respondents discussed an activity being implemented around the school, which upholds culture of trust, respect among the stakeholders concerned. Moreover, another respondent discussed another practice that his or her campus is conducting to augment the job satisfaction of teachers.

"The SHSD upholds #empoweredSHSD as its official tag. Teachers are empowered to share their thoughts, suggestions, comments, and recommendations for the improvement of school operations. The school implements participative and delegative management. The teachers are very vocal in expressing their concerns and feelings to their immediate supervisors. The SHSD continuously upholds a culture of trust, respect, and family among all of its stakeholders especially the teachers."

"We conduct capacity building regularly and sharing of best practices especially in coping with stress. We also have a Program entitled IM WELL Improving and maintaining Wellness to elevate Luisanos Life which aims to provide activities by which faculty members can join especially in keeping one's body fit in relation to ones BMI. We also have other activities that promotes engagement of faculty members on other things that are not work-related activity."

According to Mayer, Caruso, & Salovey, 2000; Business Solver, 2019; Abdul Rahman, 2016, organization empathy is directly associated with job performance which contributes to both intrinsic and extrinsic job satisfaction. These consisted of factors that have greatly influenced senior high school teachers' satisfaction. The data indicated in Table 6 denoted that the top management (school head) perhaps performed their duties and responsibilities well, since it resulted in a very satisfying response from the respondents.

Amidst pandemic, the level of empathy is somewhat expected to rise due to the situation. Based on the interview results, school heads promoted and applied best practices at their respective schools.

Inferential Analysis

Hypothesis 1. There is no significant relationship between the level of organizational empathy and job satisfaction among public and private senior high school teachers in General Trias City, Cavite.

Table 7. Relationship between Organizational Empathy and Level of Job Satisfaction among Senior School Teachers in General Trias City, Cavite

Variables	Pearson-r	p-value	Remarks	Hypothesis
Organization empathy vs job satisfaction	.629	.000	Significant	Reject H_0

p-value < 0.01

To test the hypothesis, Chi-square was performed to examine the relationship between level of organizational empathy and job satisfaction among senior high school teachers in General Trias City, Cavite. Table 7 revealed that the relationship between the two is significant. Therefore, the researcher rejected the null hypothesis which indicated that there is no significant relationship between the level of organizational empathy and job satisfaction since $p < .01$. This implies that the higher the level of organizational empathy is, the more satisfied the senior high school teachers become.

To support this discussion further, a respondent from the interview highlights the gravity organizational empathy holds, which affects job satisfaction among teachers during the pandemic.

"It is imperative and highly important to all organizations and institutions to prioritize organizational empathy not just to meet teacher's job satisfaction, but because it is really needed. It must be articulated in the school system. That is non-negotiable."

"As a school head, it is very important to show compassion and empathy to all our teachers and staff especially in this time of pandemic. Burn out and different kind of psychological problem may be lessened if there is an open communication for teachers to express their fears, anxiety and other emotions. Most of the time a teacher only wants somebody who will listen and uplift their spirits to keep them on proper track and thereby still find satisfaction on their job."

The study of Mayer, Caruso, & Salovey, 2000; Business Solver, 2019; Abdul Rahman, 2016, connoted that the higher the level of empathy an organization has, the more motivated, proactive, and productive the employees are, which certainly equates to higher job satisfaction. Due to the presence of the COVID-19 pandemic, teachers are specifically exposed to more stress and mental health issues, however, school heads promote effective communication through the *"kumustahan"* system to know what teachers have been going through, and through the consistent reinforcement at times of difficulty. As an emphasis during the interview, school heads confirmed that the school conducted mental and psychological awareness programs, capacity building, wellness programs, and other activities that make teachers feel secured, taken-cared of, and satisfied.

This means that senior high school teachers can only be satisfied with their job and become productive, when their emotional aspects are being touched, secured, and taken-cared of by the school heads during the pandemic.

Programs for High Job Satisfaction

As a response in ameliorating high job satisfactions toward senior high school teachers, it is of crucial importance to formulate innovative strategies from best practices and implement them properly to ensure that the organization creates an environment that is highly empathic to its employees. Program developments can also be planned and implemented by policymakers to boost the teachers' job satisfaction aligned with their level of empathy during the COVID-19 pandemic. These programs can be assessed by policymakers, to fulfill the necessary actions for the stakeholders (e.g., teachers and students).

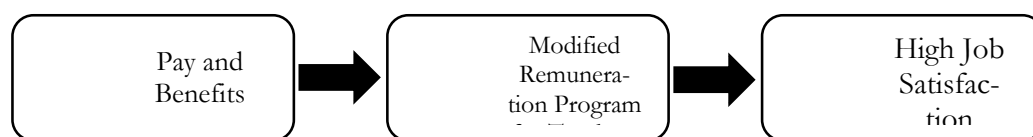Thus, programs could be gravitated towards the following:

Figure 4. **Modified Renumeration Program for Teachers: New Bracket of Wages and Benefits for Teaching Personnel according to the Length of Service Rendered and Performance Rating**

As mentioned above, Pay & Benefits has the lowest mean of 3.17 and standard deviation of 0.733 in the level of job satisfaction. As a response, executives can provide a new bracket of wages and benefits for the teaching staff in relation with the teaching personnel's teaching duration. Moreover, the performance teachers have exerted can also be gauged, which can help increase their job satisfaction in their field. Through modifying how they are being compensated and treated by their supervisors, teachers will sense that they are being taken care of in their expertise.
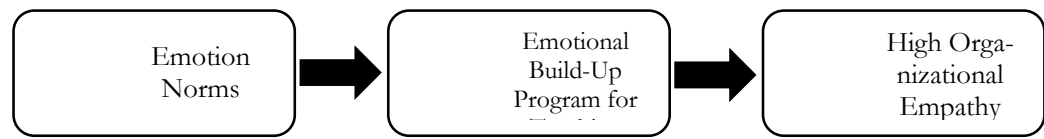
| Emotion Norms | → | Emotional Build-Up Program for ... | → | High Organizational Empathy |

Figure 5. **Emotional Build-Up Program for Teaching Personnel: A Monthly Activity Empowering Emotional and Psychological Wellness**

The second and last program will be addressing the Emotion Norms, which has the lowest mean and standard deviation of 3.32 and 0.560 respectively. In terms of the level of organizational empathy, a program that centralizes its pursuit on building a better emotional empathy towards one's peers in their line of work can be very beneficial for the teaching personnel. This flowchart shows that by identifying the lowest dimension in organizational empathy and implementing the program that empowers the teachers' emotional and psychological well-being, staff members in schools can have a higher organizational empathy.

Conclusion

The level of organizational empathy among senior high school teachers in General Trias City, Cavite is very high. Among its four dimensions, group identity is the highest. Senior high school teachers are also very satisfied with their job, which reflected that they are very satisfied with top management leadership. Organizational empathy is directly associated with job satisfaction. Therefore, the higher the organizational empathy, the more satisfied the teachers are.

Strategies can be designed based on the best practices of each school to cope with amidst pandemic, which can therefore be the basis to create a program on organizational empathy that leads toward job satisfaction.

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