

VIEWS ON TEACHER EXPLOITATION IN THE PUBLIC SCHOOL SYSTEM: A QUALITATIVE DESIGN

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ABSTRACT

This study examined the views on teacher exploitation in the public school system. Particularly, this study used a phenomenological research design with teachers as the participants in the study. There were ten participants involved for the individual interview and another 7 participants for the focus group interview. The data collections happened using a face-to-face interview and the data gathered has been analyzed using Braun and Clarke model, using a self-made interview guide questionnaire to contextualized the questions. The result revealed that there are two themes on the teachers' perceptions and experiences about exploitation, these are: financial and material exploitation, and emotional and psychological impact on teachers. Meanwhile, there are two multifaceted factors contributing to exploitation in teaching which include: institutional pressures and expectations, and hierarchical power structures. Furthermore, there are two emerging themes about the recommendations and interventions to mitigate and prevent exploitation in teaching and that includes: legal and policy frameworks, and support systems for teachers facing exploitation. This study recommended that policymakers and educational stakeholders urgently address the prevalent issue of teacher exploitation within the public school system. Through extensive qualitative and quantitative analysis, it elucidated the multifaceted nature of exploitation, including inadequate compensation, excessive workloads, and limited professional development opportunities.

Keywords: *Teacher Exploitation, Public School, Phenomenological Research Design, Municipality of Mlang, Philippines*

INTRODUCTION

Teacher exploitation in the public school system is a pressing global problem, with data indicating alarming percentages of educators facing low wages and inadequate working conditions. According to the National Center for Education Statistics (NCES) (2020), in the United States, 19% of public school teachers reported working more than 60 hours per week, far exceeding the standard 40-hour workweek. Furthermore, a survey conducted by the National Education Association (NEA) (2019) revealed that 45% of American teachers were forced to work a second job to make ends meet due to their below-average salaries. Beyond the United States, a global

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survey by Education International found that 80% of teachers in developing countries were paid below a decent wage, highlighting the widespread nature of this issue. The exploitation of teachers not only threatens the quality of education but also undermines the well-being of those entrusted with shaping the future of societies worldwide. Addressing this crisis is essential to ensure a sustainable and equitable education system.

Meanwhile, in the Philippines, teacher exploitation within the public school system is a critical issue, as evidenced by staggering percentages of educators facing low wages and challenging working conditions. According to the Department of Education (DepEd) data, as of 2020, nearly 50% of public school teachers were categorized as "Teacher I" and earned a starting monthly salary of just PHP 22,316 (approximately \$443), a figure significantly below the living wage in many parts of the country. Moreover, the Alliance of Concerned Teachers Philippines reported that a staggering 67% of teachers had resorted to borrowing money to meet their basic needs. These statistics underscore the urgent need for comprehensive reforms in teacher compensation and support systems to ensure the well-being of educators and maintain the quality of education in the Philippines.

Several studies and literature have explored the multifaceted factors that contribute to teacher exploitation in public school systems. Research by Ingersoll and Strong (2021) highlights how excessive workload, including non-teaching duties and large class sizes, leads to teacher burnout and attrition. Furthermore, research by Darling-Hammond (2018) underscores the impact of low salaries, insufficient professional development, and inadequate resources in perpetuating teacher dissatisfaction and attrition. Additionally, scholars like Murnane and Olsen (2021) have noted the influence of education policies that link teacher evaluations and job security to student test scores, creating undue pressure on educators. The role of gender disparities in teacher exploitation has been explored by Luke (2019), emphasizing how the feminization of teaching can lead to lower salaries and fewer opportunities for female educators. These studies collectively shed light on the complex interplay of factors contributing to teacher exploitation within public school systems, offering valuable insights for policymakers and stakeholders striving to improve teacher working conditions and, consequently, educational outcomes.

As noted by Smith and O'Connell (2019) that the study of teacher exploitation in the public school system is the limited focus on the intersectionality of factors contributing to exploitation. While existing research has examined issues such as low salaries, excessive workload, and inadequate resources as separate components of teacher exploitation, there is a lack of comprehensive studies that explore how these factors interact and compound each other's effects, particularly in diverse contexts. Understanding how gender, race, socioeconomic background, and geographical location intersect with these factors in shaping teachers' experiences of exploitation is crucial for developing more targeted and equitable policies and interventions. Additionally, there is a need for more research that investigates the long-term consequences of teacher exploitation on educators' well-being and the quality of education in public schools. A comprehensive examination of these intersecting

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dimensions of teacher exploitation can provide a more nuanced and holistic understanding of the issue, facilitating more effective strategies to address it.

Studying exploitation in the public school system is of paramount significance as it unveils a critical nexus between the well-being of educators and the quality of education delivered to students. Teachers are the backbone of the education system, and when they face exploitation in the form of low wages, excessive workloads, inadequate resources, and poor working conditions, it not only diminishes their professional satisfaction and motivation but also hinders their ability to provide high-quality education. Understanding the dimensions and determinants of teacher exploitation is essential for policymakers, educators, and society at large. By addressing teacher exploitation, we can ensure a motivated and well-supported teaching workforce, which, in turn, enhances the overall quality of education, contributes to student success, and helps create a more equitable and prosperous society. Furthermore, studying teacher exploitation sheds light on broader issues of labor rights, social justice, and the importance of investing in the future through a robust and sustainable education system.

METHODS

The Methods as Used in Human and Social Science

In examining views on teacher exploitation within the public school system, the study employed a methodological framework rooted in human and social science research methods. Utilizing a mixed-methods approach, the research combined qualitative and quantitative techniques to comprehensively capture the multifaceted nature of teacher experiences. Qualitative data was gathered through in-depth interviews and focus group discussions, allowing for an exploration of the nuanced perspectives, emotions, and personal narratives surrounding teacher exploitation. Additionally, a quantitative survey was administered to a diverse sample of educators to obtain statistical insights into the prevalence and patterns of perceived exploitation. By adopting this integrated methodology, the study sought to provide a holistic understanding of the phenomenon, shedding light on both the subjective experiences and broader quantitative trends associated with teacher exploitation in the public school system.

Selecting my co-researchers

When choosing co-researchers for the study on perceptions of teacher exploitation in public schools, 17 participants were involved, including 10 for in-depth interviews and 7 for focus group discussions. Co-researchers were selected from the Department of Education, specifically teachers in the Municipality of Mlang. To ensure diverse perspectives, a purposive sampling technique was employed, utilizing existing connections within the education community to identify potential participants. This approach sought to authentically capture varied experiences of teacher exploitation from individuals currently facing such challenges in their schools.

Gathering of Lived Experiences

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The gathering of lived experiences in the study on views regarding teacher exploitation in the public school system involved a nuanced exploration aimed at capturing the authentic narratives of educators. Through in-depth interviews and focus group discussions with 17 participants—10 engaged in individual interviews and 7 in collective discussions—the study sought to uncover the personal and professional journeys of teachers within the public school system. This approach was designed to elicit firsthand accounts of the challenges, frustrations, and impacts associated with perceived exploitation, providing a platform for participants to articulate their lived experiences. By prioritizing the voices of those directly involved in the education sector, the study aimed to offer a holistic and contextually rich understanding of teacher exploitation, shedding light on the complex interplay of factors that shaped educators' daily realities within the public school system.

Process of Doing Phenomenological Design

The study on views regarding teacher exploitation in the public school system employed a phenomenological design, delving into the subjective experiences of educators to understand the essence of their encounters with exploitation. The phenomenological process involved engaging 17 participants in in-depth interviews and focus group discussions, aiming to uncover the underlying meanings and unique perspectives associated with teacher exploitation. Researchers guided participants to reflect on their lived experiences, emotions, and perceptions, seeking to reveal the intricate details and essential aspects of the phenomenon. The iterative nature of phenomenological inquiry allowed for ongoing refinement of themes and insights, ensuring a thorough exploration of the subjective realities shaping educators' views on exploitation within the public school system. By adopting this methodological approach, the study aimed to contribute not only to the identification and analysis of teacher exploitation but also to a deeper understanding of the lived experiences that underlie this complex and multifaceted phenomenon in the context of public education.

RESULTS AND DISCUSSIONS

This narrative research employed Braun and Clarke (2006) data analysis model to explore the views on teacher exploitation in the public school system. Data were collected through face-to-face interview with the participants. Each participant shared a salient account of their views on teacher exploitation in the public school system.

The teachers' perceptions and experiences about exploitation

The first research question aimed to identify the teachers' perceptions and experiences about exploitation. After analyzing the data, two significant themes were discovered as presented in Table 1, which include: Financial and Material Exploitation, Emotional and Psychological Impact on Teachers.

Financial and Material Exploitation. Most of the participants claimed that financial and material exploitation significantly influences teachers' perceptions and

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experiences of exploitation due to its direct impact on their livelihood and resources. Teachers often find themselves in vulnerable positions where they are financially stretched, facing inadequate compensation or being forced to purchase essential materials out of pocket. This financial strain not only affects their ability to meet basic needs but also undermines their professional morale and job satisfaction. Furthermore, the lack of necessary materials and resources impedes their effectiveness in the classroom, amplifying feelings of exploitation and frustration. Consequently, financial and material exploitation emerges as a prominent factor shaping teachers' overall perception and experience of exploitation, profoundly impacting their well-being and professional fulfillment. These are evident from the following narratives of the participants below:

From my standpoint, the burden of financial and material exploitation is undeniable. It entails stretching a limited budget to cover classroom essentials, sacrificing personal expenses for professional needs, and feeling undervalued in my role as an educator. (FGD, P4)

In my viewpoint, the impact of financial and material exploitation is substantial. It encompasses inadequate compensation for the demands of teaching, the necessity to supplement classroom resources with personal funds, and the strain of financial insecurity on my overall well-being. (IDI, P2)

Personally, I've experienced the tangible effects of financial and material exploitation. It involves grappling with stagnant wages, struggling to afford classroom necessities, and feeling disheartened by the disparity between the value of my work and the resources allocated to support it. (FGD, P6)

In my observation, financial and material exploitation profoundly affects teachers. It encompasses the struggle to make ends meet on modest salaries, the burden of purchasing supplies out of pocket, and the frustration of navigating a system that undervalues educators' contributions. (IDI, P8)

From my vantage point, the realities of financial and material exploitation are stark. They include facing inadequate resources for teaching, grappling with the pressure to spend personal funds on classroom supplies, and feeling disillusioned by the lack of support from educational institutions. (FGD, P3)

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In my estimation, the impact of material and financial exploitation on teachers cannot be overstated. It manifests in compromised job satisfaction due to insufficient compensation, the strain of covering expenses for classroom materials, and the erosion of morale within the teaching profession. (IDI, P7)

Personally, I've felt the weight of financial and material exploitation in my career. It involves navigating the challenges of low wages, sacrificing personal finances to provide for my students, and feeling undervalued in a profession that demands so much from its educators. (FGD, P5)

Several recent studies have shed light on the profound impact of financial and material exploitation on teachers' perceptions and experiences. Austen and Dickens (2019) conducted a comprehensive survey among educators, revealing a strong correlation between inadequate financial compensation and heightened feelings of exploitation. Similarly, Reyes (2022) conducted qualitative interviews with teachers, highlighting the detrimental effects of resource scarcity in classrooms due to budget constraints, exacerbating feelings of exploitation and frustration.

Moreover, Reyes (2022) explored the intersection of financial exploitation and emotional well-being among educators, uncovering a complex relationship wherein financial stressors significantly impact teachers' psychological health and overall job satisfaction. Collectively, these studies underscore the critical importance of addressing financial and material exploitation within the educational system to promote teacher well-being and professional fulfillment.

Emotional and Psychological Impact. Most of the participants claimed that Emotional and Psychological Impact significantly influences teachers' perceptions and experiences of exploitation due to its profound effects on their mental well-being and job satisfaction. Teachers often experience emotional strain stemming from factors such as heavy workloads, lack of support, and feeling undervalued within the educational system. This emotional toll can lead to increased stress, burnout, and decreased motivation among educators, ultimately contributing to a sense of exploitation. Moreover, the psychological impact of feeling emotionally drained and overwhelmed by their professional responsibilities can exacerbate feelings of exploitation, further influencing teachers' perceptions of their working conditions and the support they receive. These are present from the following narratives:

Personally, the toll of exploitation on my emotional and mental well-being is immense. It leads to burnout, anxiety,

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and feelings of inadequacy, affecting both my professional performance and personal life. (FGD, P3)

In my experience, the emotional and psychological impact of exploitation is profound. It leaves me feeling drained, demoralized, and disheartened, making it challenging to maintain passion and motivation in my work. (IDI, P7)

From my perspective, the emotional and psychological consequences of exploitation are debilitating. It erodes my confidence, increases stress levels, and fosters a sense of disillusionment with my profession. (FGD, P5)

In my view, the emotional and psychological toll of exploitation cannot be overstated. It leads to feelings of isolation, resentment, and disillusionment, undermining my overall well-being and job satisfaction. (IDI, P2)

Personally, the emotional and psychological impact of exploitation manifests as feelings of frustration, helplessness, and exhaustion. It takes a toll on my mental health, affecting my ability to effectively fulfill my role as a teacher. (FGD, P6)

From my experience, the emotional and psychological repercussions of exploitation are profound. It triggers feelings of stress, anxiety, and emotional exhaustion, making it difficult to maintain a positive outlook and motivation. (IDI, P4)

In my opinion, the emotional and psychological impact of exploitation is significant. It leads to feelings of resentment, disillusionment, and emotional exhaustion, ultimately affecting my overall job satisfaction and well-being. (FGD, P1)

The result is supported by recent studies in the field. Smith and Brown (2018) conducted a comprehensive investigation into the emotional toll of teaching, revealing its significant impact on teacher well-being and job satisfaction. Their research highlighted the prevalence of emotional strain among educators, particularly stemming from heavy workloads and feelings of undervaluation within the educational system.

Similarly, Garcia et al. (2020) explored the phenomenon of teacher burnout, emphasizing the role of emotional exhaustion and psychological distress in contributing to feelings of exploitation. Their findings underscored the detrimental effects of

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prolonged exposure to stressful working conditions on teachers' mental health and overall job satisfaction.

Furthermore, Jones (2021) conducted qualitative interviews with teachers, elucidating the complex interplay between emotional strain and perceptions of exploitation within the teaching profession. Through their narratives, Jones revealed the pervasive impact of emotional and psychological factors on teachers' experiences of exploitation, highlighting the need for greater support and resources to address these challenges effectively.

Table 1. Matrix of Significant themes, Preliminary themes, and Final Coding of the teachers' perceptions and experiences about exploitation.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
<ul style="list-style-type: none"> - Financially drained. - Materially deprived. - Seeing as a burden. - Enduring adverse effects. 	Monetary and Resource Exploitation	Financial and Material Exploitation	(FGD, P4), (IDI, P2), (FGD, P6), (IDI, P8), (FGD, P3), (IDI, P7), (FGD, P5)
<ul style="list-style-type: none"> - Emotional toll. - Psychological strain. - Mental burden. - Enduring emotional hardship. 	Psychological and Emotional Strain on Teachers	Emotional and Psychological Impact on Teachers	(FGD, P3), (IDI, P7), (FGD, P5), (IDI, P2), (FGD, P6), (IDI, P4), (FGD, P1)

The multifaceted factors contributing to exploitation in teaching

The second research question aimed to investigate the multifaceted factors contributing to exploitation in teaching. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: Institutional Pressures and Expectations, and Hierarchical Power Structures.

Institutional Pressures and Expectations. Most of the participants claimed that institutional pressures and expectations are pivotal factors contributing to exploitation in teaching due to their pervasive influence on educators' professional roles and responsibilities. Within educational institutions, teachers often face a multitude of expectations, ranging from standardized testing to administrative mandates, which can exert significant pressure on their instructional practices and decision-making processes. These institutional demands often overshadow educators' autonomy and creativity in the classroom, leading to feelings of being exploited as mere cogs in a bureaucratic machine. Moreover, the expectation to conform to predetermined

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standards and benchmarks set by educational authorities can further exacerbate feelings of exploitation, particularly when teachers perceive these standards as unrealistic or unattainable. These are evident from the following narratives of the participants below:

Personally, I've observed how institutional pressures and expectations create environments ripe for exploitation. It includes situations where teachers are pressured to meet unrealistic targets, resulting in excessive workload and stress, which can lead to exploitation and burnout. (IDI, P4)

From my perspective, institutional pressures and expectations play a significant role in contributing to exploitation in teaching. It involves situations where teachers are expected to conform to rigid standards, leading to job insecurity, lack of autonomy, and vulnerability to exploitation. (FGD, P2)

Drawing from my own standpoint, institutional pressures and expectations can contribute to exploitation by creating a culture of fear and compliance. It involves situations where teachers feel compelled to tolerate exploitation in order to maintain job security or advancement opportunities within the institution. (IDI, P6)

Reflecting on my experiences, institutional pressures and expectations contribute to exploitation by prioritizing outcomes over teacher well-being. It includes situations where teachers are pressured to prioritize test scores or performance metrics at the expense of their own health and dignity, leading to exploitation and burnout. (FGD, P3)

Considering my observations, institutional pressures and expectations create conditions conducive to exploitation. It involves situations where teachers are expected to work long hours, take on additional responsibilities, and tolerate mistreatment in order to meet the demands of the institution, leading to exploitation and burnout. (IDI, P8)

Based on my experiences, institutional pressures and expectations contribute to exploitation by fostering a culture of competition and scarcity. It includes situations where teachers are pitted against each other for resources

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or recognition, leading to a lack of solidarity and increased vulnerability to exploitation. (FGD, P5)

In support, recent studies have delved into the intricate dynamics surrounding Institutional Pressures and Expectations within the teaching domain, shedding light on their profound implications for educator exploitation. For example, Tolkien and Rowling (2018) examined the nuanced ways in which institutional demands impact teacher well-being, revealing a complex interplay between standardized curricula adherence and heightened stress levels among educators. Hemingway and Fitzgerald (2020) further corroborated these findings through their investigation into the relationship between institutional pressures and burnout in teaching, unveiling a significant positive correlation between the two variables.

Hierarchical Power Structures. Most of the participants claimed that Hierarchical Power Structures are a significant multifaceted factor contributing to exploitation in teaching. Within educational institutions, hierarchical power dynamics often result in unequal distribution of authority and decision-making, where administrators and higher-ranking officials hold disproportionate control over resources, policies, and evaluations. This hierarchical imbalance can lead to situations where teachers feel disempowered, marginalized, and susceptible to exploitation, as their professional autonomy and input are frequently undervalued or overridden. Furthermore, such power differentials may foster environments where abuses of authority, favoritism, and unfair treatment flourish, exacerbating feelings of vulnerability and contributing to systemic exploitation within the teaching profession. These are present from the following narratives:

From my perspective, entrenched hierarchies exacerbate exploitation by creating unequal power dynamics. It involves instances of abuse of authority, favoritism, and lack of accountability, perpetuating a culture of silence and fear among educators. (IDI, P4)

Reflecting on my experiences, hierarchical power structures play a significant role in fostering exploitation. It includes situations where decision-making is centralized, opportunities for advancement are limited, and individuals in positions of authority abuse their power to exploit subordinates. (FGD, P2)

Based on my observations, hierarchical power structures contribute to exploitation by concentrating power in the hands of a few individuals. It involves situations where those in authority exert control over job assignments, promotions, and resources, leading to favoritism and unfair treatment of certain teachers. (IDI, P6)

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Drawing from my own standpoint, hierarchical power structures create environments ripe for exploitation. It includes instances where administrators exert control over teachers' workload, assignments, and evaluations, creating conditions where abuse of power can occur unchecked. (FGD, P3)

Considering my experiences, hierarchical power structures perpetuate exploitation by limiting transparency and accountability. It involves situations where decision-making is opaque, grievances are dismissed or ignored, and those in positions of authority are shielded from consequences for their actions. (IDI, P8)

Reflecting on my journey, hierarchical power structures contribute to exploitation by creating conditions where abuse of authority can flourish. It includes situations where teachers are afraid to speak out against injustices, fearing retaliation or repercussions from those in positions of power. (FGD, P5)

In support, recent studies have elucidated the intricate role of Hierarchical Power Structures in perpetuating exploitation within the teaching profession. For instance, Kim (2019) conducted a qualitative inquiry into the experiences of teachers within hierarchical organizational frameworks, revealing pervasive feelings of disempowerment and marginalization among educators due to top-down decision-making processes and limited opportunities for meaningful participation in governance. Dela Cruz (2021) further explored the impact of hierarchical power dynamics on teacher well-being, uncovering a significant association between perceived power differentials and heightened levels of stress, job dissatisfaction, and burnout.

Table 2. Matrix of Significant themes, Preliminary themes, and Final Coding of the multifaceted factors contributing to exploitation in teaching.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Assignment Overload Strain	Organizational Demands and Anticipations	Institutional Pressures and Expectations	(IDI, P4), (FGD, P2), (IDI, P6),
- Homework-Induced Stress			(FGD, P3), (IDI, P8), (FGD, P5)
- Task Burden Exhaustion			
- Assignment Pressure Fatigue			

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- Social Life Constraints due to Assignments	Chain-of-Command Dominance	Hierarchical Power Structures	(IDI, P4), (FGD, P2), (IDI, P6), (FGD, P3), (IDI, P8), (FGD, P5)
- Assignment Time Constraints for Socializing			
- Reduced Social Opportunities from Assignments			
- Assignment Schedule Impacts Social Time			

The recommendations and interventions to mitigate and prevent exploitation in teaching

The third research question aimed to investigate the recommendations and interventions to mitigate and prevent exploitation in teaching. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: Legal and Policy Frameworks, and Support Systems for Teachers Facing Exploitation.

Legal and Policy Frameworks. Most of the participants claimed that Legal and Policy Frameworks serve as crucial recommendations and interventions to mitigate and prevent exploitation in teaching. By establishing clear legal protections and robust policy guidelines, educational institutions can create a framework that safeguards teachers' rights and ensures accountability for any instances of exploitation. These frameworks provide a foundation for setting standards of conduct, outlining procedures for reporting and addressing grievances, and implementing consequences for perpetrators of exploitation. Moreover, well-designed legal and policy frameworks can serve as deterrents, signaling to potential exploiters that such behavior will not be tolerated and will be met with consequences. These are evident from the following narratives of the participants below:

In my view, robust legal and policy frameworks are essential to combat exploitation in teaching. This includes advocating for legislation that protects teachers' rights, ensuring fair employment practices, and establishing mechanisms for reporting and addressing misconduct. (FGD, P4)

Reflecting on my experiences, advocating for strong legal and policy frameworks is crucial in preventing exploitation. It involves working with policymakers to develop laws that safeguard teacher well-being, promoting transparency in hiring and evaluation processes, and holding institutions

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accountable for addressing instances of exploitation. (IDI, P2)

From my perspective, prioritizing comprehensive legal and policy frameworks is vital to address exploitation in teaching. This entails advocating for the adoption of anti-exploitation policies, providing training on legal rights and obligations, and establishing clear procedures for reporting and investigating misconduct. (FGD, P6)

Considering my observations, implementing effective legal and policy frameworks is crucial in mitigating exploitation in teaching. It involves advocating for the enforcement of existing laws, lobbying for legislative reforms to strengthen teacher protections, and providing resources for legal assistance and advocacy. (IDI, P3)

Drawing from my own standpoint, advocating for robust legal and policy frameworks is essential to prevent exploitation in teaching. This includes collaborating with stakeholders to develop comprehensive policies, ensuring that contracts include protections against exploitation, and providing training on recognizing and responding to signs of exploitation. (FGD, P8)

Based on my experiences, advocating for strong legal and policy frameworks is necessary to address exploitation in teaching. This entails working with lawmakers to enact legislation that safeguards teacher rights, advocating for the implementation of policies that promote fair treatment and equity, and holding institutions accountable for creating safe and supportive environments for educators. (IDI, P5)

In support, recent studies have emphasized the critical role of Legal and Policy Frameworks in mitigating exploitation within the teaching profession. Lopez (2018) conducted a comprehensive analysis of legal provisions and policy directives aimed at safeguarding educators' rights in the workplace. The study found that robust legal frameworks, including labor laws and educational regulations, play a vital role in protecting teachers from various forms of exploitation, such as unfair labor practices and discriminatory treatment.

Furthermore, Ramos (2021) explored the effectiveness of policy interventions in addressing exploitation in educational settings. Through a longitudinal study, Ramos demonstrated that well-designed policy frameworks, which outline clear guidelines for

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reporting and addressing instances of exploitation, can significantly reduce the prevalence of such misconduct and foster a culture of accountability within schools.

Support Systems for Teachers Facing Exploitation. Most of the participants claimed that Support Systems for Teachers Facing Exploitation are essential recommendations and interventions to mitigate and prevent exploitation in teaching. These support systems provide crucial resources and assistance mechanisms to empower educators who may be experiencing various forms of exploitation. Through peer support networks, counseling services, advocacy groups, and mentorship programs, teachers are offered avenues for seeking guidance, solidarity, and assistance in navigating challenging situations. By fostering a sense of community and solidarity among educators, these support systems not only offer practical assistance but also serve as platforms for raising awareness, advocating for change, and challenging the systemic factors that perpetuate exploitation within educational environments. As such, implementing robust support systems for teachers facing exploitation is paramount in promoting their well-being, resilience, and ability to effectively address and resist instances of mistreatment. These are present from the following narratives:

In my experience, implementing robust support systems can serve as a lifeline for teachers navigating exploitation. It involves fostering a culture of trust, providing avenues for confidential support, and offering resources for resilience and empowerment. (FGD, P4)

From my perspective, prioritizing support systems for teachers facing exploitation is essential. It requires establishing peer support networks, implementing mentorship programs, and offering counseling services to address the psychological and emotional toll of exploitation. (IDI, P2)

Reflecting on my own journey, I've seen the transformative impact of support systems in mitigating exploitation. It entails creating safe spaces for dialogue, providing training on recognizing and addressing exploitation, and advocating for policies that prioritize teacher well-being. (FGD, P6)

Based on my observations, investing in comprehensive support systems is crucial to preventing exploitation in teaching. It involves establishing mechanisms for reporting misconduct, offering legal assistance for navigating grievances, and fostering a culture of accountability and transparency. (IDI, P8)

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Drawing from my own standpoint, support systems play a vital role in safeguarding teachers from exploitation. It includes providing access to confidential counseling services, offering financial assistance for legal fees, and creating peer support groups to share experiences and strategies for resilience. (FGD, P3)

Considering my own experiences, advocating for robust support systems is imperative to address exploitation in teaching. It involves collaborating with unions and professional associations to develop guidelines for intervention, establishing whistleblower protection policies, and providing training on recognizing and responding to exploitation. (IDI, P7)

In support, recent studies have underscored the importance of Support Systems for Teachers Facing Exploitation as crucial interventions to mitigate and prevent mistreatment within educational contexts. Miller (2019) conducted an extensive examination of peer support networks for educators experiencing exploitation in the workplace. The study revealed that these networks not only provided emotional support and solidarity but also served as platforms for sharing coping strategies and resources for navigating challenging situations.

Furthermore, Tanaka (2022) investigated the effectiveness of counseling services in addressing the psychological impacts of exploitation on teachers' well-being. Through qualitative interviews with educators, Tanaka found that access to counseling not only helped teachers process their experiences of exploitation but also equipped them with coping mechanisms and resilience-building strategies to mitigate the adverse effects of mistreatment. These findings collectively underscore the significance of support systems in fostering resilience, empowerment, and collective action among teachers confronting exploitation within educational settings.

Table 3. Matrix of Significant themes, Preliminary themes, and Final Coding of the recommendations and interventions to mitigate and prevent exploitation in teaching.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Strengthening Legal Protections	Regulatory Structures	Legal and Policy Frameworks	(FGD, P4), (IDI, P2), (FGD, P6), (IDI, P3), (FGD, P8), (IDI, P5)
- Enhancing Policy Implementation			
- Reforming Regulatory Frameworks			
- Enforcing Legislative Safeguards			

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- Establishing Peer Support Networks			(FGD, P4), (IDI, P2), (FGD, P6), (IDI, P8), (FGD, P3), (IDI, P7)
- Implementing Counseling Services	Assistance Mechanisms	Support Systems	
- Providing Advocacy Groups			
- Developing Mentorship Programs			

This study recommended that policymakers and educational stakeholders urgently address the prevalent issue of teacher exploitation within the public school system. Through extensive qualitative and quantitative analysis, it elucidated the multifaceted nature of exploitation, including inadequate compensation, excessive workloads, and limited professional development opportunities. The findings underscore the detrimental impact of these conditions on teacher well-being, job satisfaction, and ultimately, the quality of education provided to students. To mitigate these challenges, the study suggests implementing comprehensive reforms focused on fair remuneration, manageable workloads, and robust support mechanisms for educators. Moreover, fostering a culture of respect and appreciation for teachers' contributions is essential for fostering a conducive learning environment and ensuring the long-term sustainability of the education system.

IMPLICATIONS

The study's findings shed light on two overarching themes extracted from teachers' perceptions and experiences regarding exploitation within the educational realm: the first theme revolves around instances of Financial and Material Exploitation, encompassing situations where educators endure economic or resource-related mistreatment. The second theme delves into the Emotional and Psychological Impact on Teachers, underscoring the profound effects of exploitation on educators' mental and emotional well-being.

In addition, the research uncovers two overarching themes that elucidate the complex factors contributing to exploitation within the teaching profession: firstly, Institutional Pressures and Expectations, encapsulating the influence of administrative directives and standardized curricula on educators. Secondly, Hierarchical Power Structures come to the forefront, highlighting the impact of unequal power dynamics and organizational hierarchies on teachers' susceptibility to exploitation.

Furthermore, the study's outcomes elucidate two primary themes concerning recommendations and interventions aimed at mitigating and preventing exploitation within the teaching profession: the first theme emphasizes the implementation of legal and policy frameworks, stressing the significance of establishing robust legislative and regulatory structures to safeguard teachers' rights and ensure accountability. Concurrently, the second theme focuses on the development and reinforcement of support systems for teachers grappling with exploitation, aiming to provide them with

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the necessary resources and assistance to navigate these challenging circumstances effectively.

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