# JOB SATISFACTION AMONG PUBLIC SCHOOL TEACHERS

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**ABSTRACT:** *A successful educational system lies in high-quality teaching staff. Teachers make the largest portion of human capital in the school system. It is imperative in every organization to retain its employees and make them feel satisfied with their job. Understanding the factors that contribute to teachers' job satisfaction is essential to the success of the organization. This paper describes the factors associated with teachers' job satisfaction in terms of organization's leadership and planning, role within the school, work environment, relationship with the principal, training, development and resources, pay and benefits. A descriptive survey was conducted among public school teachers in grades K-12 from Cantilan, Surigao del Sur, Philippines. Overall, findings showed that teachers strongly agree that they are satisfied in their teaching profession as to the organization's leadership and planning, role within the school, work environment, relationship with the principal, pay and benefits. In addition, teachers agree that they are satisfied as to training, development, and resources. Teachers understand the long-term strategy of their school. When teachers understand what they should accomplish and what is expected from them, it would be easier for them to determine what to contribute to the improvement of the school's productivity.*

**Keywords:** Job satisfaction, retention, motivation, quality education, public school teachers, the teaching profession

## 1. INTRODUCTION

A doing well educational system is founded on the high-quality teaching staff. One pace in developing a high-quality faculty is to recognize the factors affecting teaching quality and retention. Among these factors is job satisfaction, which has been studied widely by organizational researchers and has been linked to organizational commitment as well as to organizational performance [1].

Job satisfaction as defined by Wikipedia is a gauge of employees' contentedness with their job, whether or not they like the job or individual aspects of jobs, such as the nature of work or supervision. It can be calculated in cognitive (evaluative), affective (or emotional), and behavioural components. Researchers have also emphasized that the course of job satisfaction differs in the extent to which they measure feelings about the job (affective job satisfaction) or cognitions about the job (cognitive job satisfaction)[2].

According to Robbins *et al.*, job satisfaction describes a positive feeling about a job, resulting from an evaluation of its characteristics. Persons with a high level of job satisfaction hold positive feelings about their jobs. However, persons with a low level of job satisfaction hold negative feelings [3]. In the field of education, studies on job satisfaction have identified teachers' satisfaction in terms of outcomes or consequences and influences or antecedents. Retention, attrition, and absenteeism were among the three least possible outcomes while demographic variables, job role-related characteristics, and work experiences were the three major influences. This area of research has repeatedly demonstrated that job satisfaction results in higher levels of teacher retention, as well as an increase in teachers attaining tenure [4]. In proposition, as satisfaction decreased, teacher attrition and absenteeism were shown to increase—creating an inverse relationship between satisfaction and turnover [4].

Satisfaction with teaching as a career is an important policy issue since it is associated with teachers' effectiveness which ultimately affects students' achievement [5]. Moreover, today as the Philippines fit into one of Asia's better-performing economies, it aims to establish an effective and efficient educational system. The government is following the idea that human development is the process of expanding people's choices or enabling them to unfold their capabilities so that they fully live their lives as human beings. Teachers' job satisfaction is an important element that helps achieve the goals of the education system. Pursuant to Republic Act No. 9155 known as Governance of Basic Education Act of 2001, the Department of Education (DepEd) issued D. O. No. 44, s. 2015 aimed to strengthen School-Based Management participation and involvement and making the delivery of education services to the learners more responsive, efficient, and effective through an enhanced school planning and communication process[6].

Also, aligned with the implementation of Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) issues policy on "The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for teaching and learning improvement. This policy is geared on the initiative that DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential designed towards their success in the profession. The school-based LAC mainly functions as a professional learning community for teachers that will help increase learners' achievement [6].

Teachers play a vital role in achieving the objectives of the Philippines' vision 2020. However, teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their capabilities. Problems related to job satisfaction are faced by the teaching profession. The general observation is that teachers in the government school are dissatisfied with their profession. If the statement is true that the government school teachers are dissatisfied, what then is this dissatisfaction? In what aspects are they satisfied?

The aim of the study is to look at the major factors that determine the job satisfaction of elementary and secondary public school teachers in the province of Surigao del Sur. Factors include organization's leadership and planning, role within the school, work environment, relationship with the principal, training, development and resources, pay and

benefits. With the help of this study, school administrators can map ways to help enhance the level of satisfaction of teachers and the level of commitment to the organization. Further, this will contribute to the government's long-term goal of inclusive growth and poverty reduction in our country.

## 2. MATERIALS AND METHODS

In conducting the study, a descriptive survey method was used. The main instrument used for data collection was the researcher-made questionnaire. Interviews were also conducted to answer clarifications, verify the answers of the respondents, and to solicit additional information. The respondents of this study were the public school teachers in grades K-12 from Cantilan, Surigao del Sur, Philippines.

This study is anchored on Herzberg's theory of worker motivation (1996) wherein two levels of motivators for workers were identified, "hygiene" and "motivation". The "hygiene" factors include pay, working conditions, relationships with co-workers, the competence of supervisors and company policies. On the other hand, "motivational" factors include achievement, responsibility or autonomy, recognition, and opportunities for advancement [7].

## 3. RESULTS AND DISCUSSION

**Organization's leadership and planning**. Respondents strongly agree that they are satisfied with the organization's leadership and planning resulting in the grand mean of 3.42. The school's administration is supportive and encouraging. This is shown in how teachers care about their well-being. Teachers strongly agree that the school's goals and priorities are clear. They were able to make their own decision on how to manage their work time consistent with the priorities of the organization. In addition, schools have adequate enhanced planning guided by D.O. 44, S. 2015 – Guidelines on the Enhanced School Improvement Planning (SIP) Processes and The School Report Card (SRC) consistent with known as Governance of Basic Education Act of 2001 aimed to strengthen School-Based Management Republic Act No. 9155 [6].

It is evident that the principal knows what kind of school he/she wanted. Furthermore, teachers strongly agree that they are satisfied with how their principal implemented activities relevant to the schools' vision and mission. Effective communication between the principal and teachers is also evident in schools. This is supported by the statement that teachers strongly agree that their principal or the leaders of the organization are open to comments and suggestions. In fact, the faculty strongly agree that their school administration supported and encouraged them to do their job well.

The smooth functioning of the workplace is manifested in the school because teachers strongly agree that they have trust in their principal or the leaders of their organization. The trust of the teachers is essential. This serves as the primary basis from which leadership springs. Trust allows the leader to lead with authority and make tough decisions as expected from them.

As a whole, teachers strongly agree that they understand the long-term strategy of their school. When teachers understand

what they should accomplish and what is expected from them, it would be easier for them to determine what to contribute to the improvement of the schools' productivity. Thus, there is no way that their respective school organizations will not succeed.

**Role.** As shown in Table 1, respondents strongly agree that they are satisfied with their role in the organization resulting in a grand mean of 3.43. They are given enough authority to make decisions. In addition, teachers were able to participate in making important school decisions. Embodied in D.O. 44, s.2015 no. 6 of the Department of Education, the participation and involvement of the school head, teachers, and staff in the planning and implementation of the SIP and SRC may be included in the Results-Based Performance Management System (RPMS) as performance objectives under Key Result Areas. Also, it is incorporated in the Individual Performance Commitment and Review Form (IPCRF) of teachers and staff or in the Office Performance Commitment and Review Form (OPCRF) of the school heads [6]. Based on the study conducted by Peutereet. Al (2018), job satisfaction has a positive connection to employee involvement [8]. When an employee is involved as a part of important information and planning processes, his or her level of satisfaction will be higher and higher motivation will lead to higher job satisfaction [9].

**Table(1): Role Within the School**

| | Items | μ | Descriptive Rating |
|---|---|---|---|
| 1. | I am given enough authority to make the decisions I need to make. | 3.31 | SA |
| 2. | I am able to participate in making important school decisions. | 3.33 | SA |
| 3. | I feel I am valued in this organization. | 3.38 | SA |
| 4. | I feel I am part of a team working toward a shared goal. | 3.42 | SA |
| 5. | Teachers are recognized for a job well done. | 3.51 | SA |
| 6. | I am able to maintain a reasonable balance between work and my personal life. | 3.36 | SA |
| 7. | My job makes good use of my skills and abilities. | 3.55 | SA |
| 8. | I understand the importance of my role in the success of the organization. | 3.56 | SA |
| 9. | Most days, I feel I have made progress at work. | 3.43 | SA |
| | Factor Average | 3.43 | SA |

Identified by Jun et al. (2006) in their study, reward and recognition are factors that influence the employee's job satisfaction [10]. Respondents strongly agree that they are recognized for a job well done. They were given awards too. This gave the teachers a new sense of pride. On the other hand, respondents strongly agree that their work and personal life balance is maintained. In the study conducted by Greenhaus, Collins and Shaw (2003) being able to expend enough time and involvement in both work and family life creates a higher quality of life and a positive impact on job and marital satisfaction [11].

The success of the organization comes from the level of satisfaction among the members of the organization as stated by Rizwan and Mukhtar [12]. Respondents strongly agree that they understand the importance of their role to the success of the organization. Teachers who understand the importance of their role have decreased levels of absenteeism because they felt that they were needed in the organization.

**Work environment.** In terms of the work environment, respondents strongly agree that their physical working condition is good. The article, "Creating a Healthy Workplace Environment for your Employees", states that the most important thing that influences employees motivation and happiness, and how productive and efficient they can be is linked to their working environment. The institute provides a safe environment to the teachers as respondents strongly agree that they feel physically safe working in the school. Issues of safety and security of the employees are crucial in determining that the working environment is good  [13]. It is the school's responsibility to provide an appropriate working ambiance for their teachers to do their job.

Respondents strongly agree that the principal frequently discusses instructional practices with them. Teachers have great control in their classrooms. The mission statement of the Department of Education spells out the importance of the learning environment as well as the roles of teachers, administrators, and stakeholders. Thus, organizations should have a conducive and comfortable environment in the workplace for their employees in order to boost their morale and increase their performance at work [14].

**Relationship with the principal or supervisor.** The supervisor's support is one of the factors positively linked to job satisfaction as pointed out by Babin and Boles [15]. Respondents strongly agree that their school principal treats them fairly with respect. Kossek et al stressed that the supervisor's support is a wide-ranging idea developed by considering the well-being of their subordinates, offering them solid assistance and emotional support. In addition, respondents strongly agree that their school principal informs them if their work needs improvement [16]. The result sustains the research findings of Akbaba and Kipici state that teachers who have good relationships with their supervisors have a positive increase in job performance. This will contribute to the success of the school [17].

There is open communication between the principal and teachers as evidenced by the rating. Respondents strongly agree that the principal constantly provides technical assistance. Teachers are informed of how well he or she is doing towards achieving the goals of the school. In doing so, necessary actions can be made. Communication is a powerful mechanism for establishing and sustaining trust, as well as the emotional state shared between highly committed teachers and their leaders, Sanduleac and Capatona (2016) [18].

Teachers strongly agree that their principal is open to hearing opinions or feedback from them. Feedback facilitates effective coordination between the principal and teachers for it allows both parties to share ideas. This contributes to the success of the school organization as a whole.

**Training, development, and resources.** On training, respondents agree that the organization provides the necessary training they need. Training enhances the skills, capabilities, and knowledge of employees in their job. This leads to good performance and productivity. As mentioned in Department of Education Order no.35, s.2016 the in-service training (INSET) of the district or schools division is a good avenue for teachers to do collaborative planning, problem-solving and action implementation to improve teachers' knowledge, skills, and attitudes that radically improve student learning [6].

Technology is the key to achieving significant improvements in productivity. It supports the teaching-learning process through classrooms with digital learning tools. This directs the way to increased students' participation and involvement. In addition, this accelerates learning. Respondents agree that technology issues affecting the work are communicated in a timely manner. The organization provides the technology, equipment, and resources they need to do their job well. Thus, technology transforms teaching to a new horizon through improved instruction.

The rapid advancement of technology helps increased information sharing within the school organizations on addressing problems related to teaching-learning processes which enhance teacher's careers 24/7, thus work-life balance is still maintained.

Respondents strongly agree that they understand what is expected of them for career advancement. They were encouraged to explore growth or advancement opportunities within the organization. The principal does a good job of getting resources for the school as respondents strongly agree.

**Pay and Benefits.** Pay influences job satisfaction. Respondents strongly agree that their pay is fair for the work they perform. Compensation is important for both employers and employees because it is one of the main reasons why people work [19]. Overall, respondents strongly agree that they are satisfied with the benefits offered by the organization. These benefits include vacation leave, maternity leave, paternity leave, and sick leave. Disability and retirement plan benefits were also enjoyed by the teachers.

Based on the article of the summit express, it was mentioned that the Philippine government has continued its commitment to making education as their top priority. Stated in Article XIV, Section 5 (5) of the 1987 Philippine Constitution "The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment."[20]

As to the overall feel of the employment experience, shown in table 2, respondents strongly agree that they are satisfied with their job. They look forward to going to work as long as they are able. They plan to continue their career in the school they are in until retirement. This supports their intention to remain in their teaching career. The love of their profession can be seen on how proud they are as teachers.

**Table (2) Overall Feelings about the Employment Experience**

| | Items | μ | Descriptive Rating |
|---|---|---|---|
| 1. | Most of the days, I look forward to going to work in this organization as long as I am able. | 3.56 | SA |
| 2. | I plan to continue my career with this organization until I am eligible for retirement. | 3.54 | SA |
| 3. | I will continue to teach unless something better comes along. | 3.54 | SA |
| 4. | I definitely plan to leave teaching. | 2.54 | SA |
| 5. | My job provides me with a sense of meaning and purpose. | 3.49 | SA |
| 6. | I am proud to work for this organization. | 3.59 | SA |
| 7. | I feel this organization has created an environment where I can do my best work. | 3.45 | SA |
| 8. | I am willing to give extra effort to help this organization succeed. | 3.53 | SA |
| 9. | Overall, I am very satisfied with my job. | 3.58 | SA |
| | **Factor Average** | **3.42** | **SA** |

## 4. CONCLUSION

As to the organization's leadership and planning, teachers strongly agree that they are satisfied. The school administration is supportive of their needs leading them to perform at their best. Teachers strongly agree that they are satisfied with their role in the school. Teachers were empowered because they were able to participate in the decision-making of their school system. In terms of the work environment, teachers strongly agree that they are satisfied. The work environment is an essential factor that affects the level of job satisfaction among teachers. Safety in the work environment gives a feeling of stability among teachers. Teachers strongly agree that their principal tells his or her teachers when their work needs improvement. Truly, there is open communication between the principal and teachers. As to pay, teachers strongly agree that they are satisfied. Compensation and benefits play an important role in maintaining a healthy relationship between the employee and employer.

It is evident that as to training, development, and resources teachers agree that they are satisfied. Teachers concur that technology, equipment, and resources are needed in their respective work or assignment. Training is one way of improving knowledge, skills, and attitude towards their work. It increases teachers' morale. Also, training motivates teachers to continually improve their performance and achieve the organization's strategic objectives.

On the part of the organization, it lowers employees' turnover. Employees who are satisfied are less expected to leave their jobs.

In conclusion, public school teachers strongly agree that they are satisfied with their teaching career. The findings clearly show that as to the organization's leadership and planning, role within the school, work environment, relationship with the principal, pay and benefits; public school teachers in

grades K-12 strongly agree that they are satisfied. These findings support the study of Herzberg that factors relating to job satisfaction have a positive influence on teachers' satisfaction and their plan to remain or continue their teaching career [7].

The identified job satisfaction factors represent the bases for the program of activities to maintain and improve the level of teachers' performance and commitment to the school. Teachers who were satisfied with their work were happy and productive. This paves the way to a successful educational system; thus, making it possible to achieve the Philippines' vision 2020.

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