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Received: 8 April 2015 Accepted: 5 May 2015 Published: 15 May 2015

Abstract

The success and downfall of man's existence is based on how he works effectively. If he appreciates what he does, with all the knowledge and proficiency he has, there will not be even a single reason for him not to succeed. The study aimed to determine the job satisfaction of teachers and its relationship to their students' achievement and teachers' performance.

Index terms—

The study aimed to determine the job satisfaction of teachers and its relationship to their students' achievement and teachers' performance. Specifically, it attempted to determine the extent of job satisfaction as experienced by the teachers in terms of educational qualification, technical preparedness, supervision, interpersonal relationship, salary, job status, physical resources ; and financial resources as well as achievement, recognition, promotion, work output; professional growth and responsibility; It also determined the level of work success of the teachers in terms of students' achievement and teachers' performance; determine whether there is a significant relationship between the job satisfaction of teachers' work success in terms of their students' achievement and performance; and determine whether there is a significant relationship between the job satisfaction and teachers' work success in terms of their students' achievement and performance. Results of the study showed that job satisfaction is related to teachers' job status and interpersonal relationship; financial and the physical resources of the school and supervision. The salary did not gain the majority of responses in any level. Most of the teachers however responded that they are satisfied with their salary. In the job satisfaction , majority of the teachers responded that they are much satisfied with their work and responsibility. Furthermore, the teachers are satisfied with achievement, promotion, and professional growth; and unsatisfied with their recognition and supervision. Regarding the work success of the teachers in terms of their students' achievement, majority of the teachers have students with satisfactory rating. A very satisfactory rating was noted in the teaching performance of teachers. No significant relationship existed between Job satisfaction and work success of the teachers in terms of students' achievement and teachers' performance. However, when the factors are taken singly, the interpersonal relationship is the best predictor for teachers' performance and job status for the students' achievement. Further result of the study revealed that job satisfaction was significantly related to teachers' work success in terms of student achievement and teachers' performance.

1 I. Background of the Study

e cannot ignore the promises of globalization nor its risks, including the tendency to forget the unique character of each human being. Yet we are summoned to choose our future and achieve our full potential within the carefully tended wealth of our traditions and our own culture, which, unless we are careful, can be endangered by contemporary developments.

The contemporary world is truly in a swift modification of conditions and innovations to make a change, and these changes are becoming more and more complicated and unpredictable. Teaching students to what you think they should acquire is not enough. It is impossible to provide them with everything they ought to know for their future.

Good education is an essential need at the same time a right. getting a good education equips one to survive in a competitive world where the ignorant are either pushed to the sidelines or gobbled up by the powerful. And in today's competitive society, one needs all the advantages he can get in order to survive if not to succeed.

Quality education is strained by lack of proper resources. What we need is competent teachers and not technology. The absence of competent educators results in mediocre education thus multiplying mediocrity among the innocent learners. Sometimes with modernization, the government and the educational institutions become careless in prioritization of interventions necessary to attain quality education.

3 B) OBJECTIVES OF THE STUDY

Education is not only an appeal to the human intellect. There is a growing demand for technical and managerial skills. To get hold of modern life and survive in today's fast-paced age of information, it is a must to acquire the proper knowledge on new technological breakthroughs.

In order then to provide our children and youth with quality education, that is ready to face the challenges of the international community, we have to rely so much on what our teachers can do inside the classroom. Their knowledge, attitudes and skills definitely spell out the goods that we are providing to the learners.

With this magnanimity of the teachers' role in our system of education we should definitely not leave anything to chance. From the policy making to the implementation, everything should be braced from the results of the accurately conducted empirical research. Here lie our flaws.

According to the last known survey entitled "A Review of the State-of-the-art of Educational Research: the Philippines experience conducted by Rosas (1983), then the Assistant Director of the Bureau of Higher Education, there is definitely a dearth of educational researches in the Philippines. He categorically stated that there was a lack of research skills and competencies on the part of the students and that there is an adequate guidance and advising in the process. Such survey was never followed.

To fill in the gaps of the Philippine educational research this study focused on providing facts derived from empirical research on the issue of job satisfaction in the teaching profession.

Thus, this research is conducted based on the Two-factor Theory by Frederick Herzberg. Herzberg is a Harvard professor who interviewed 203 accountants and engineers from 11 different firms in the Pittsburgh, Pennsylvania area in the 1960s.

The Two-factor theory was considered as one of the four content theories of motivation vis a vis the Maslow's Needs Theory, Alderfer's ERG Theory and McClelland's Theory of Learned Needs. In the past centuries the Two-factor Theory has been constantly tested on different work groups to prove its reliability.

The research focused on the applicability of the Theory in the teaching profession that identifies the factors that motivate teachers to work and be productive in their chosen profession.

2 a) Theoretical Framework of the Study

This research is largely braced on the two-Factor Theory of Frederick Herzberg which is considered today as one of the four content theories of motivation. The other three are the Maslow's Needs Theory, Alderfer's ERG theory, and McClelland's Theory of Learned Needs.

Motivation is a psychological drive or force that directs someone to an objective (Hodgette, 1980). Individuals within organizations have motives and needs that are the mainsprings of motivation. As stated in the preamble of the corporate objectives of Hewlett-Packard, "The achievements of an organization are the results of the combined efforts of each individual in the organization working towards common objectives." Therefore, if an organization does not satisfy these motives or needs, its people will see no logical reason to stay. People need to feel important and self-esteem and self-respect are vital in the teaching profession.

On the basis of research with engineers and accountant, Frederick Herzberg, in the 1950s, developed a about their jobs and a time when they felt especially bad about their jobs. He also asked them to describe the conditions that led to those feelings. Herzberg found that employees named different types of conditions for good and bad feelings. That is, if a feeling of achievement led to a good feeling, the lack of achievement was rarely given as cause of bad feelings. Instead, some other factor, such as company policy, was given as a cause of bad feelings (Newstrom, 1997).

The Theory proposes that employees are motivated primarily by growth and esteem needs, such as recognition, responsibility, advancement and personal growth which are motivators to make employees experience job satisfaction when needs are addressed. In contrast, factors extrinsic to the work called hygienes, affect the extent to which employees feel job satisfaction. Hygienes include job security, working conditions, company policy, co-worker relations, and superior relations. Improving hygienes, will reduce job satisfaction, but hygienes will have no direct effect on job satisfaction or employee motivation.

A unique characteristic of motivator-hygiene theory is that it does not view job satisfaction as opposites.

Improving motivators increase job satisfaction, but it does not decrease job dissatisfaction. Improving hygienes reduces job dissatisfaction, but it does not increase job satisfaction. Job satisfaction is produced by growth fulfillment and other work content outcomes, whereas job dissatisfaction is produced by the work context. Thus, Herzberg theory differs from Maslow's and alderfer's Hierarchy models suggesting that growth needs represent the source of motivation (McShane, 2003) As to the relationship of the Two-Factor Theory to work success, this research made use of the model of Turner (1975). He mentioned in his model that if research in teaching and education is to be of any value, "it must be able to show relationships between particular treatments in particular education programs and subsequent teachers performance." In order to see a relationship between job satisfaction and work performances of teachers, the researcher included students' performance and teacher's performance as measures of work success of the teachers.

3 b) Objectives of the study

The objectives of the study was to determine the job satisfaction among teachers and its relationship to their work performances. Specifically, it aimed to answer the following:

? What is the extent of job satisfaction as experienced by the teachers in terms of; ? educational qualification, technical preparedness, supervision, interpersonal relationship, salary, job status, physical and financial resources of the school; ? achievement, recognition, promotion, task or work output, professional growth and responsibility ?

? What is the level of work performance of the teachers in terms of; ? Students' performance ? Teachers' performance?

? Is there a significant relationship between job satisfaction and the teachers' work performances?

? Is there a significant relationship between the job satisfaction and the teachers' work performance in terms of their pupils' performance and teachers' performance?

4 c) Methodology

The descriptive-correlation method was used. The descriptive survey method is the technique of qualitative as well as quantitative description of the general characteristics of the groups.

A two part questionnaire was used to determine the job satisfaction of the 80 teacher-respondents. The Performance Appraisal for Teachers (PAST) were used to gather data of the teaching performance of the teachers for school year 2013-2014. The academic performance of the 1500 students was taken from the report on Promotion of SY 2013-14 representing Bangued Campus of the Abra State Institute of Sciences and technology.

Frequency counts, percentages and mean were used to determine the extent of job satisfaction as experienced by the teachers in terms of work performance; and the students' and teachers' performance.

Multiple regression Analysis was used to determine the significant relationship between the job satisfaction and the teachers' work performance in terms of pupils' performance and teachers' performance.

5 II. Findings of the Study

The study revealed that majority of the teacherrespondents are much satisfied in their job status, and interpersonal relationship, satisfied with the physical condition of the school and much satisfied in supervision.

Only 50% of the teacher-respondents are satisfied with their salary.

Majority of the teacher-respondents were satisfied with their work and responsibility; achievements, professional development and promotion but unsatisfied with recognitions.

The study further revealed that work performance in terms of pupils' performance, showed a satisfactory rating while twenty percent of the pupilrespondents have unsatisfactory rating.

Likewise, a very satisfactory rating performance of the teacher-respondents was highlighted. Only two percent of the teacher-respondents have outstanding rating while two have a satisfactory rating among the teacher-respondents.

There is no significant relationship that existed between and among job satisfaction, teachers' and students' performance but job status showed the best predictor and interpersonal relationship appeared to be the least predictor for this relationship.

A significant relationship existed on job satisfaction and teacher performance in terms of predictors. It was revealed that most of the teachers are satisfied with their job status as permanent employee with security of tenure.

On the physical condition of the school, the study did not show any effect on the work performances of teachers in terms of students' performances.

This only shows that Hygiene factors though rated satisfied by the teachers are not in any way related to the performance of the pupils. This result then supports the assumption of the Herzberg two-factor Theory. According to Herzberg, even if the hygiene factors will be increased deliberately, it will not in any way satisfy the workers and eventually create a tangible effect on their productivity. It is true in the case of teachers. Although the data revealed earlier that teachers were satisfied with the hygiene factors still did not have any effect to the performance of students.

This research further showed that the result of this study are congruent to the assumptions of the Herzberg Two-factor Theory. Theory assumes that hygiene factors will not determine the workers job satisfaction and eventually will create a tangible effect on their productivity. In connection with teacher performance, this means that the hygiene factors is not a determinant to the worker's job satisfaction and eventually will create a tangible effect on their teaching performance.

The study further revealed that teachers are satisfied with their interpersonal relationship which means that a good interpersonal relationship existed between and among teachers, students, administrators and the stakeholders. Therefore, good interpersonal relationship is a key factor to work performance in the teaching profession. Furthermore, shared responsibility between and among stakeholders creates good interpersonal relationship that will eventually lead to the attainment of goals and objectives. Make teachers and students as well as parents create a positive school culture where all education workers attain a high level of confidence, discipline and enthusiasm with transparency, authenticity, integrity, compassion and achieve things with fervor. Thus, everybody can take part and contribute invaluable resources to do more than just survive a complex progression of educational affairs. Above all, reinforce student-centeredness in any endeavor. All these may seem far reaching but characteristically desirable and conforming to a nurturing school culture that is able to adapt to

the needs of its constituents that will fervently empower mutuality among teachers and administrators in their pursuits of effective and efficient performance.

In terms of salary, there is a long standing belief that salary is the one that determines the productivity of the workers. This is when salary is raised, workers would become satisfied with their work. This was refuted by the assumptions of the Herzberg twofactor Theory. According to Herzberg salary is considered as a hygiene factor and these hygiene factor will not determine the satisfaction of the workers in the job. Because of this, Herzberg gained many critics.

The research supports the idea of Herzberg for it was revealed that salary did not even serve as a predictor of the teachers' work success. This means that although many teachers think that their salary is not enough they still are being productive. This further means that something, a factor or factors other than the salary, pushes the teachers to work even with a meager salary.

With this, the null hypothesis stating that there is no significant relationship between the hygiene factors (except for interpersonal relationship) and the teachers' work success in terms of the performance rating of the teachers is accepted.

The Herzberg two-way factor Theory assumes that the satisfiers should determine the job satisfaction of the teachers and eventually their work success which is in this research are considered as the students' performance and teaching performance. The result of the data in this theory deviates from the assumption of Herzberg.

This deviation is due to the fact that in the teaching profession, the students' performance as output of the teachers could not be purely manipulated by the teacher himself. Let us consider that performance can also be influenced by the environment, genes, and other factors. One thing is proven in this research and that is students' performance is not affected by one factor alone. Many factors may affect students' performance and precisely, this research says that those factors, the job satisfaction of the teachers is not one of them. This maybe due to the fact that there are factors that were not included in the study that can affect teachers' performances.

It is noted that teachers consider their work responsibility and achievement, professional development, recognition and promotions to be satisfying. Furthermore, the very satisfactory rating of teachers reflected in their Faculty Performance Evaluation showed that teachers are performing in terms of Instructional Competence which includes Commitment, Knowledge of Subject, Teaching for Independent Learning and management of Learning; Research; Production, Production and Other Related Activities.

Moreover, among the satisfiers, no factor has emerged as the predictor when taken singly. This means that that the satisfiers have collaboratively established a relationship with the teaching performance of the teachers.

Generally, the data in this research collaborated with the Herzberg two-factor theory. That is in the teaching profession, the hygiene factors except with the job status and interpersonal relationship do not determine the job satisfaction of the teachers and eventually their work success.

Finally, this research established two salient points in the Theory of Herzberg. First is that salary did not have any significant relationship with the work success of the teachers in terms of their students' and teachers' performance.

6 III. Conclusions

Based on the findings, the following conclusions were drawn:

? In job satisfaction of the teachers, the teachers are satisfied in terms of the hygiene factors of their job. Specifically, majority of the teachers are very much satisfied with their job status, interpersonal relationship and physical condition of the school and supervision. Many teachers have also considered their salary to be satisfying. ? As to the satisfiers, majority of the teachers are very much satisfied with their task or work and very much satisfied with their responsibility. Many teachers have responded that they are satisfied with their achievement and professional development. Most of the teachers are unsatisfied with the recognition they received from their work. ? Most of the teachers have students with satisfactory achievement based on their average grades ? Majority of the teachers have a very satisfactory teaching performance. ? Job satisfaction in terms of the hygiene factors did not influence the work success of the teachers in terms of their students' when all the factors are taken as one. Job status appeared to be the best predictor on the influence of the hygiene factors on students' performance. ? Also, job satisfaction in terms hygiene factors did not influence the work success of the teachers in terms of their teachers' performance when taken as one. The interpersonal relationship is the best predictor in determining the influence of the hygiene factors to the teachers' performance. ? Job satisfaction in terms of the satisfiers did not influence the work success of the teachers in terms students' performance. ? Only job satisfaction in terms of the satisfiers has influence over the work success of the teachers in terms of teaching performance.

7 IV. Recommendations

The following recommendations were formulated to further enhance the students' and teachers' performance: ? As to job performance, school administration must continue it's policy which provide the teachers with the security of tenure.

? The scheme of recognizing the teachers for a work well-done must be improved. Also the teachers must be given recognition for projects realized inside and outside the classroom, school and in the community. ? Teachers

229 must also be given opportunity for professional development. They must be sent for trainings/seminars relative
230 to their expertise.
231 Teachers must be motivated to undergo researches ? Students' performance must be continually be improved.
232 Further study is recommended identifying other factors that would influence students' performance. ^{1 2}

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