

WORK-RELATED VARIABLES AND JOB SATISFACTION OF SECONDARY MATHEMATICS TEACHERS

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Abstract – Teacher satisfaction should be a concern for those who desire effective schools and this is one the premises this study is grounded on. The researcher believes that for schools to be effective, administrators need to look at some personal attributes of teachers and its relationship to the level of job satisfaction of these teachers. This study focused on determining the level of job satisfaction of secondary mathematics teachers in Second Congressional District of Pangasinan and whether this level is affected by some work – related variables. Based on the data gathered and results generated, majority of the teacher respondents are female, married, relatively new in the present school where they teach, are not new in the teaching profession, holders of a bachelor's degree, teaches three to four subjects. It was also found in the study that the teachers are generally satisfied with their job and they are very satisfied with the work-related personal factors in their job as teachers. They are also least satisfied with the factor on salary or compensation they receive as teachers while they are most satisfied with the factor on their attitude towards work and their personality as a teacher. Moreover, it was found in the study that of the seven work – related variables considered in this study, the level of job satisfaction of the teachers is dependent on sex and salary. As a result of the findings and conclusions of this study, it was recommended that school administrators must put into consideration sex and salary in giving teaching assignments and tasks to their teachers. They must also continually monitor their teachers' job satisfaction. Furthermore, policy makers should put into consideration the work – related variables of teachers in securing their job satisfaction.

Keywords – Work – related variables, Job satisfaction, Mathematics teachers

INTRODUCTION

The job satisfaction of an individual describes how content he or she is with his or her job. It is popularly believed that the more content people are with their job, the more satisfied they are said to be. It is sometimes mistaken motivation because of the link between them but they are not the same [1]. Job satisfaction though, may be influenced by the motivation employees have for their job. Other influences on satisfaction include: management style, culture, employee involvement, empowerment, and autonomous work groups.

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. It is pleasant feeling resulting from the perception that one's job allows for the fulfilment of one's important job values [2].

Kaur (2012) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs, and behaviors [3]. This definition suggests that employees must form attitudes towards their jobs by taking into account their feelings, their beliefs, and their behaviors.

Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. It is an attitude, an internal state that could be associated with a personal feeling of achievement, either quantitative or qualitative [4].

Job satisfaction of every individual may depend on different variables that may affect people in different ways, but one thing is definite

– it is one aspect that has to be considered by employers if they intend to keep their employees. It is sometimes considered as an outcome of the interaction of different variables, some of which may be are personal attributes to the employee, existing work conditions, remunerations derived from work, relationship with co-workers, among others.

Almost every institution and organization nowadays have their departments and instruments to monitor the job satisfaction of their employees. These organizations promote job satisfaction in order to prevent their employees from experiencing withdrawal behaviors which is driven by dissatisfaction with one's job [5]. They invest in activities and studies that would look at how satisfied or dissatisfied their employees are, in relation to some factors related to their work. Various studies were also undertaken to determine variables that affect job satisfaction. Some have looked at factors such as organizational involvement, locus of control, age, identification with role, dual career families, and commitment to organization. Others have examined stress, type A behavior, coping strategies, participation in decision making, procedural justice, emotional exhaustion, race, and education [6].

Job satisfaction is a very important attribute which is frequently measured by organizations. This measure of an employee's job satisfaction may provide employers and administrators a qualitative and quantitative report of the employee's reactions to his job. This report may include information related to rate of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers; which the employers and administrators may found useful.

According to Ventayen (2017), employee satisfaction is supremely important in an organization because it is what productivity depends on. If your employees are satisfied, they would produce superior quality performance in optimal time and lead to growing profits. Satisfied employees are also more like to be creative and innovative and come up with breakthroughs that allow an institution to grow and change positively with time and changing market [7].

In educational system job, satisfaction plays a very vital role for every teacher. The relevance of job satisfaction is very crucial to the long-term growth of any educational system around the world [8]. As a result, job satisfaction of teachers has been one of the popular topics among researchers in the different parts of the

globe. Most of such researches were conducted to give light to whatever relationship that exists between and among some work – related factors such as the personal attributes of a teacher, and job satisfaction.

Unfortunately, there has been no universally accepted result regarding how job satisfaction relates to some factors. As a result of this ambiguous relationship, continues study and re-examination of previous results must be done. This study strives to determine the relationships of some work – related variables of teachers to their job satisfaction, keeping also in mind the value of knowing these relations have for educational institutions.

OBJECTIVES OF THE STUDY

This study determined the level of job satisfaction of secondary mathematics teachers of Lingayen I District and if it is affected by some work – related variables.

Specifically, it sought to answer the following sub-problems:

- [4] What is the profile of the teachers in terms of the following work – related variables:

Sex,
Civil Status,
Length of Service,
Educational Attainment,
Salary, and
Number of subject(s) taught?

- [5] What is the level of job satisfaction of the teachers in terms of the following work – related factors:

Internal:

- a.1 Salary,
a.2 Staff/ peer relationship
a.3 School condition,
a.4 School discipline
a.5 Administrative treatment, and
a.6 Parental

involvement; b. External:

- b.1 legal mandates/ policies
from DepEd, and
b.2 public perception

c. Personal:

c.1 Attitude/ personality,

c.2 Stress, and

c.3 Coping mechanism?

- [7] Is there a significant relationship between the work – related variables and the level of job satisfaction of teachers in terms of some work – related factors?

MATERIALS AND METHODS

Methods

The descriptive research method was used in this study. Descriptive research design gives a better and deeper understanding of a phenomenon on the basis of an in-depth study of the phenomenon. It describes phenomena as they exist. It is also used to identify and obtain information on the characteristics of a particular issue. It is undertaken to ascertain and describe the characteristics of the issue [9].

The data needed in the study came from the 142 mathematics teachers from the secondary schools in Second Congressional District.

Materials

The study used questionnaire developed by the researcher to gather the data needed. This instrument solicited the personal information and level of job satisfaction of the teachers.

Validation of the instrument was done by seeking the help of secondary mathematics teachers who are not members of the teacher respondents. They were asked to go over the instrument and give comments to the content. Revisions of the questionnaire were done based on the comments and suggestions of the teachers.

To analyze and interpret the data, the researcher used the following statistical tools: percentage, charting, weighted mean, t – test, and ANOVA.

RESULTS AND DISCUSSION

Profile of the Teachers

Figures 1 to 7 contain the profile of the teachers in terms of the work – related variable

specified in the study. The number of teachers per work – related variable and corresponding percentage are also contained in the figures.

Figure 1: Distribution of Respondents in terms of Sex

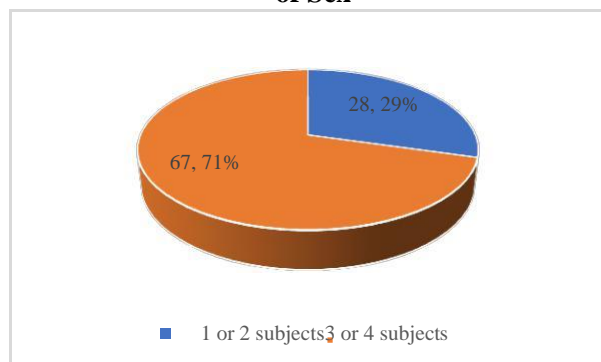


Figure 1 shows the majority or 86% of the teacher respondents are female while only 14% of them are male.

Figure 2: Distribution of Respondents in terms of Civil Status

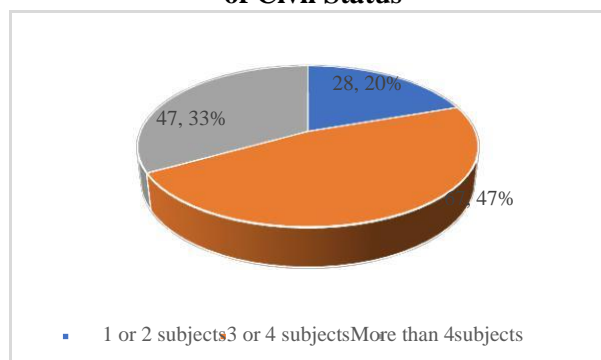


Figure 2 shows that majority or 68% of the teacher respondents are married, 31% are single, and only 1% of them are separated.

Figure 3: Distribution of Respondents in terms of their Length of Service in their Present School

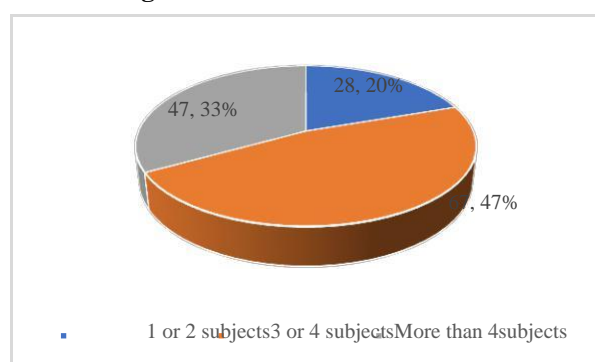


Figure 3 shows that majority or 44% of the teacher respondents are relatively new, i.e. they have been with their present school for a period of five years or less, 32% have been with their present school for more than 10 years, and only 24% of them are with their present school for more than five years but less than 10 years.

Figure 4: Distribution of Respondents in terms of their Length of Service in the Teaching Profession

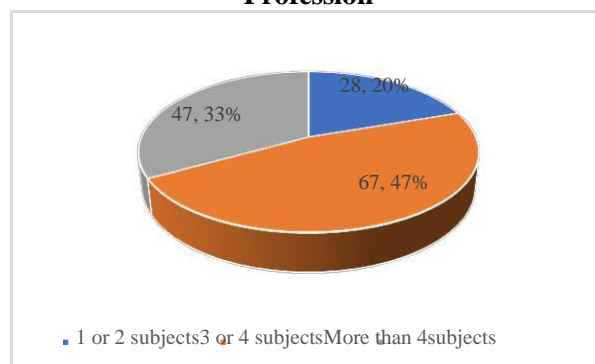


Figure 4 shows that majority or 42% of the teacher respondents are not new in the teaching profession, i.e. they have been in the profession for a period of more than 10 years, 33% have been in the teaching profession for five years or less, and only 25% of them are in the profession for more than five years but less than 10 years.

Figure 5: Distribution of Respondents in terms of their Educational Attainment

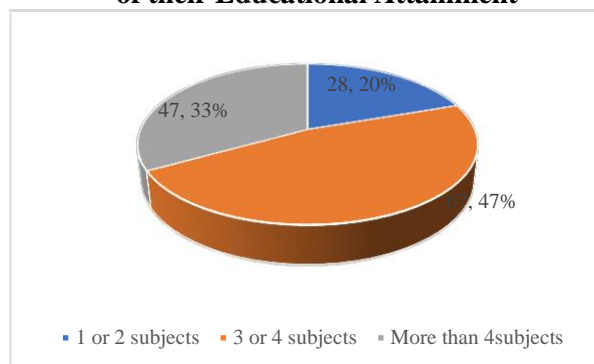


Figure 5 shows that majority or 56% of the teacher respondents are holders of a bachelor's degree,

35% of them are holders of a master's degree, and only 8% of them are holders of a doctoral degree.

Figure 6: Distribution of Respondents in terms of their Salary

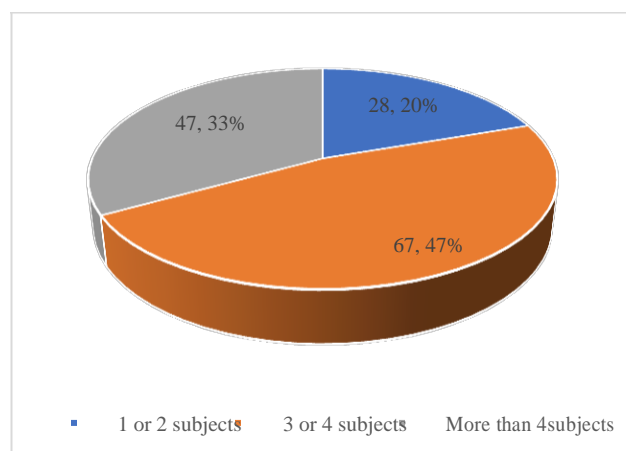


Figure 6 shows that majority or 49% of the teacher respondents are receiving a net income of more than 10,000 pesos but less than or equal to 15,000 pesos; 24% of them are receiving a salary of 10,000 pesos or less; 20% of them are receiving a salary of more than 15,000 pesos but less than or equal to 20,000 pesos; while only 6% of them are receiving a salary more than 20,000 pesos.

Figure 7: Distribution of Respondents in terms of the Number of Subjects they Teach

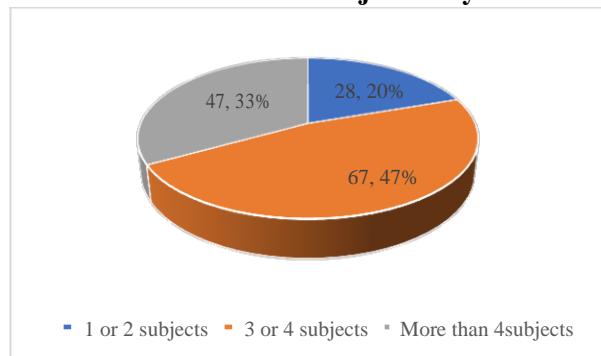


Figure 7 shows that majority or 47% of the teacher respondents teach three or four subjects, 33% teach more than four subjects, and only 20% of them teach one or two subjects.

Tables 1 to 4 contain the level of job satisfaction of the secondary mathematics teachers in terms of the work – related factors specified in the study.

Table 1 contains the mean level of job satisfaction of the teachers in terms of the internal work – related factors. The weighted mean per factor and overall weighted mean of all internal factors are also found in the table.

Table 1: Job Satisfaction of the Secondary Mathematics Teachers in terms of the Internal Work – Related Factors

Internal Work – Related Factors	WM	DE
a. The salary or compensation I receive as a teacher.	2.97	S
b. The relationship I have with my colleagues, the administration, and the school staffs.	3.61	VS
c. The condition in my school including all facilities in the school relevant to my needs as a teacher and as a person.	3.37	S
d. The discipline in my school, including the discipline of the students, my colleagues, the school administrators, and other people in the school/	3.28	S
e. The way school administrators treat me.	3.67	VS
f. The way parents involve themselves with my school work.	3.46	S

Level of Job Satisfaction

Weighted Mean (WM) for Internal Factors			3.39	S
Legend:	4.51 – 5.00	(VMS)	Very Much Satisfied	
	3.51 – 4.50	(VS)	Very Satisfied	
	2.51 – 3.50	(S)	Satisfied	
	1.51 – 2.50	(SS)	Slightly Satisfied	
	0 – 1.50	(NS)	Not Satisfied	

Table 1 shows that teachers are generally satisfied with the internal factors of their job as indicated by the overall weighted mean of 3.39. It is further shown in the table that of the internal factors, the teachers are most satisfied with the

way administrators treat them as indicated by the highest weighted mean of 3.67 while they are least satisfied with their salary as indicated by the lowest weighted mean of 2.97. This result in a way is similar to the findings of Abd-El-Fattah (2010) where teachers are only partially satisfied with their present compensation [10]. Kumar (2016) also gathered similar finding regarding the satisfaction of employees and their salary [11]. The result implies that the salary or compensation of the teachers when improved will result to their becoming more satisfied with their job as teachers which in the long run may result to them becoming better teachers.

Table 2: Job Satisfaction of the Secondary Mathematics Teachers in terms of the External Work – Related Factors

External Work – Related Factors	WM	DE
a. The way legal mandates and/ or policies from DepEd affect my school work	3.47	S
b. The way the public perceives my work and the school I belong to.	3.48	S
Weighted Mean (WM) for Internal Factors	3.48	S

Legend:

4.51 – 5.00	(VMS)	Very Much Satisfied
3.51 – 4.50	(VS)	Very Satisfied
2.51 – 3.50	(S)	Satisfied
1.51 – 2.50	(SS)	Slightly Satisfied
0 – 1.50	(NS)	Not Satisfied

Table 2 shows that the teachers are generally satisfied with the external factors of their job as indicated by the overall weighted mean of 3.48. It is further shown in the table that the external factors, the teachers are most satisfied with the way public perceives their work and the school they belong to as indicated by the highest weighted mean of 3.48 while they are least satisfied with the way legal mandates and/ or policies from DepEd affect their school work as indicated by the lowest weighted mean of 3.47.

Table 3: Job Satisfaction of the Secondary Mathematics Teachers in terms of the Personal Work – Related Factors

Personal Work – Related Factors	WM	DE
a. My attitude towards work and personality as a teacher.	3.84	VS
b. The positive way stress affects my school work.	3.65	VS
c. The things I do to cope with problems, difficulties, and stress brought about by work.	3.55	VS
Weighted Mean (WM) for Internal Factors	3.68	VS

Legend:

4.51 – 5.00	(VMS)	Very Much Satisfied
3.51 – 4.50	(VS)	Very Satisfied
2.51 – 3.50	(S)	Satisfied
1.51 – 2.50	(SS)	Slightly Satisfied
0 – 1.50	(NS)	Not Satisfied

Table 3 shows that the teachers are generally very satisfied with the personal factors of their job as indicated by the overall weighted mean of 3.68. It is further shown in the table that the personal factors, the teachers are most satisfied with their attitude towards work and personality as indicated by the highest weighted mean of 3.84 while they are least satisfied with the things they do to cope with problems, difficulties, and stress brought about by their work as a teacher as indicated by the lowest weighted mean of 3.55.

This is consistent with Filipino people are known for which is having a positive attitude in almost all situations. The teachers may not be satisfied with all other aspects of their job but they still have a positive attitude towards their work. Moreover, the result gathered in a way is consistent with the findings of Collie & Martin (2015) where teachers needs are satisfied, it promotes their psychological well – being and enables optimal functioning and performance. On the contrary, when teacher's environment or personality style does not afford these kinds of experiences, they fail to thrive [12].

Table 4: Overall Job Satisfaction of the Secondary Mathematics Teachers

Work – Related Factors	WM	DE
a. Internal Factors	3.39	S
b. External Factors	3.48	S
c. Personal Factors	3.68	VS

Table 4 shows that the teachers are generally very satisfied with their job as indicated by the overall weighted mean of 3.52. It is further shown in the table that the teachers are also satisfied with the internal and external work – related factors of their job as indicated by the weighted means 3.39 and 3.48 respectively, while they are very satisfied with the personal work – related factors of their job as teachers as indicated by the weighted mean of 3.68.

Relationship between the Work – Related Variables and the Level of Job Satisfaction

Table 5 contains the pairs of variables compared and the existing relationship found after the application of the appropriate test statistics. The computed values and the corresponding critical values at 5% significance level are also found in the table.

Table 5: Relationship between the Variables Compared Based on the Computed and Critical Values

Variables Compared	Computed Value	Critical Value at $\alpha=5\%$	Relationship
Sex and Job Satisfaction	2.48	1.81	Dependent
Civil Status and Job Satisfaction	3.08	3.32	Not Dependent
Length of Service in Present School and Job Satisfaction	0.05	3.32	Not Dependent
Length of Service in Teaching Profession and Job Satisfaction	0.10	3.32	Not Dependent
Educational Attainment and Job Satisfaction	1.82	3.32	Not Dependent
Salary and Job Satisfaction	3.21	2.84	Dependent
Number of Subjects Handled and Job Satisfaction	2.63	3.32	Not Dependent

Weighted Mean (WM) for Internal Factors 3.52 VS

Legend:	4.51 – 5.00	(VMS)	Very Much Satisfied
	3.51 – 4.50	(VS)	Very Satisfied
	2.51 – 3.50	(S)	Satisfied
	1.51 – 2.50	(SS)	Slightly Satisfied
	0 – 1.50	(NS)	Not Satisfied

Table 5 shows that of the seven pairs considered in the study, two pairs yielded a dependent relationship.

It can be seen in the table that sex and job satisfaction of a teacher are dependent on each other based on the computed value of 2.48 which is greater than the critical value of 2.23 at 5% significance level. This result implies that the level of satisfaction of male teachers is different from those of the female teachers. The positive t-value actually implies that male teachers are more satisfied than the female teachers. This implies that teachers are no exemption from the so – called gender schemas by Tasner, Mihelic, & Ceplak (2017) where people have their preconceived beliefs or ideas about the nature of men and women, their traits, attitudes, behaviors, and preferences [13].

It can also be seen in the table that salary and job satisfaction of a teacher are dependent on each based on the computed value of 3.21 which is greater than the critical value of 2.84 at 5% significance level. This result is consistent with the findings of Chaudhry, Sabir, Rafi, & Kalyar (2011) where the level of satisfaction of employees is affected by their salaries [14]. This result is also similar with the findings of Hughes (2016) where they found that teachers' salary is negatively linked to their job satisfaction [15].

CONCLUSIONS AND

RECOMMENDATIONS The following conclusions were drawn based on the findings made:

- [10] Majority of the teacher respondents are female, married, relatively new in the present school where they teach, are not new in the teaching profession, holders of a bachelor's degree, teaches three to four subjects.

[11] Secondary Mathematics

Teachers are generally satisfied with their job and they are very satisfied with the work-related personal factors in their job as teachers. They are also least satisfied with the factor on salary or compensation they receive as teachers while they are most satisfied with the factor on their attitude towards work and their personality as a teacher.

[12] Of the seven work – related variables considered in this study, the level of job satisfaction of the teachers is dependent on sex and salary.

Based on these conclusions, the following recommendations are provided in this study:

- U. School administrators must put into consideration sex and salary in giving teaching assignments and tasks to their teachers. They must also continually monitor their teachers' job satisfaction.
2. Policymakers should put into consideration the work – related variables of teachers in securing their job satisfaction.

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