

Predictors of Senior High School Teacher's Job Satisfaction Level

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Abstract. With the implementation of the Enhanced Basic Education Act of 2013, also known as Republic Act 10533 or K to 12, the Philippines initiated a curriculum change in its basic education system. This change extended the number of years in school from ten (10) to twelve (12), leading to the introduction of Senior High School. However, this alteration in the educational system posed challenges in maintaining job satisfaction among educators. Grounded in Herzberg's two-factor theory, this study aims to analyze the predictors of job satisfaction among Senior High School teachers in a private educational institution. Employing a quantitative research design, the study utilized the Job Satisfaction Survey to gauge the job satisfaction levels of these teachers. Data analysis involved T-tests and ANOVA. Results revealed that the satisfaction levels of respondents did not significantly differ, as indicated by a t-test probability value of 0.937, failing to reject the null hypothesis since 0.937 exceeds the significance level of 0.05. Thus, there was no significant difference in job satisfaction levels based on gender. However, educational attainment was found to predict differences in job satisfaction levels among senior high school teachers. Overall, the study suggests a significant relationship between job satisfaction levels and years of teaching experience among senior high school teachers.

Keywords: Job satisfaction; Herzberg's two-factor; K-12; Teachers; Senior high school.

1.0 Introduction

The job satisfaction of the employees is a critical factor in the success of any organization. Employee job satisfaction, as noted by Dormann and Zapf (2001) and corroborated by Akomolafe and Olatomide (2013), modulates the relationship between working conditions and organizational outcomes. According to Locke (1976), job satisfaction is feeling of well-being resulting from a person's admiration for their job or work experience. This satisfaction fosters organizational commitment and employee well-being, leading to increased productivity and confidence in task execution.

Job satisfaction, as defined by Corsini (1999) and cited by Tillman (2008), encompasses an employee's attitude toward their job, including their liking or disliking of the work itself, as well as factors such as rewards, promotions, recognition, and working conditions. Buchanan (2006) observed that recent attention to job satisfaction has been closely tied to broader efforts aimed at improving job design, work organization, and the overall quality of working life.

Teachers, like workers in any profession, demonstrate higher levels of professional competence when they are satisfied with their work. Given their crucial role in the teaching-learning process, satisfied teachers positively impact the overall learning experience of students. Their confidence in subject matter expertise, teaching skills, and classroom management contributes to their sense of fulfillment and pride in their educational institution.

Good teachers are essential to the overall success of the educational system. Disgruntled teachers, as noted by Sley (1992), detract from the effectiveness of the educational system. According to recent studies, secondary school teachers' job satisfaction ratings have somewhat improved. (Adetayo, 2008; Gesinde & Adejumo, 2012). Factors influencing job satisfaction or dissatisfaction, as identified by Wright and Davis (2003), Kim (2004), and Borzaga and Tortia (2006), include salary structure, working conditions, parental attitudes, student attitudes, job security, promotion opportunities, workload, among others. Situational and individual factors both affect job satisfaction.

In the current remote learning environment prompted by the pandemic, additional factors affect teacher job satisfaction, including physical, economic, and sociological elements. Despite this, not much research has been done on how psychological aspects affect secondary or high school teachers' job satisfaction in our country.

Therefore, this paper aimed to identify predictors of job satisfaction among senior high school teachers, particularly in the context of the full implementation of the Enhanced Basic Education Act (K to 12). With the addition of two years to secondary education, comprising Grade 11 and 12 or Senior High School, this paper focused on predicting senior high school teachers' job satisfaction levels in private educational institutions.

2.0 Methodology

2.1 Research Design

The study utilized a quantitative approach, employing survey questionnaires as its primary method of data collection.

2.2 Research Participants

The participants of the study comprised thirty-nine (39) senior high school faculty members from various private educational institutions, including both full-time and part-time teachers. Participants were purposefully selected for the research. A total of thirty-nine (39) participants took part in the study, consisting of eighteen (18) male and twenty-one (21) female senior high school teachers. Among them, twenty-two (22) were single, and seventeen (17) were married. In terms of educational attainment, twenty-one (21) held a college degree, while eighteen (18) obtained a Master's degree. Regarding teaching experience, twelve (12) participants had less than 5 years of teaching experience, ten (10) had between 6-10 years, eight (8) had between 11-15 years, three (3) had between 16-20 years, and six (6) had been teaching for more than twenty-one years.

2.3 Research Instrument

The research utilized a slightly modified questionnaire comprising two parts. Section 1 collected demographic information necessary for determining the representativeness of the research sample for generalization purposes. Section 2 is the Job Satisfaction Survey (JSS), developed by Paul Spector, which was used to measure job satisfaction among participants. Nine aspects of job satisfaction are evaluated by the Job Satisfaction Survey (JSS): compensation, advancement, oversight, ancillary benefits, performance-based incentives, workplace environment, colleagues, type of work, and communication. Notably, some items in the JSS are written in both positive and negative directions. In order to maintain uniformity, the scores of negatively phrased questions are reversed and then added up with the scores of positively worded items to determine the facet or total scores. Higher job satisfaction levels are indicated by higher scores on the measure.

2.4 Data Gathering Procedure

These surveys were distributed to both full-time and part-time senior high school faculty members across various private educational institutions. Respondents were invited to complete the survey through Microsoft Forms, facilitating efficient data collection and analysis.

2.5 Ethical Considerations

The researcher ensured that appropriate measures, such as obtaining consent and confirming willingness to participate, were clear to all respondents. All data gathered from the participants were transcribed accurately and treated with the utmost privacy and confidentiality.

2.6 Data Analysis

The data obtained from the administered questionnaire were subjected to analysis and interpretation. Descriptive statistics, including measures such as mean and standard deviation, were utilized to summarize the data. To investigate potential differences in job satisfaction levels among respondents, independent t-tests and Analysis of Variance (ANOVA) were employed. These statistical tests aimed to ascertain if significant variations existed in job satisfaction levels.

The association between the number of years spent teaching and work satisfaction levels was investigated using cross-tabulation analysis. The years in teaching were categorized into five groups for this analysis. Furthermore, independent t-tests and ANOVA were utilized to examine whether significant differences in job satisfaction levels existed among senior high school teachers concerning their demographic characteristics. These analyses aimed to identify any notable variations in job satisfaction based on demographic factors.

3.0 Results and Discussion

3.1 Level of Job Satisfaction

Table 1. Levels of job satisfaction of faculty members based on academic and professional qualifications

DEMOGRAPHIC CHARACTERISTICS	MEAN	SD	INTERPRETATION
Gender			
Male	4.26	0.73	Slightly agree
Female	4.28	0.64	Slightly agree
Age (in years)			
20 – 25	5.03	0.17	Moderately agree
26 – 30	4.15	0.63	Slightly agree
31 – 35	4.31	0.65	Slightly agree
36 – 40	3.80	1.04	Slightly agree
41 and above	4.18	0.65	Slightly agree
Marital Status			
Single	4.30	0.66	Slightly agree
Married	4.24	0.72	Slightly agree
Educational Attainment			
Bachelor's Degree	4.52	0.61	Moderately agree
Master's Degree	3.98	0.65	Slightly agree
Years in Teaching			
0 – 5	4.47	0.63	Moderately agree
6 – 10	4.43	0.72	Moderately agree
11 – 15	4.04	0.72	Slightly agree
16 – 20	4.15	0.86	Slightly agree
21 or more	4.02	0.59	Slightly agree
Supervisory Role			
Yes	4.20	0.59	Slightly agree
No	4.35	0.77	Moderately agree

The mean and standard deviation, two descriptive statistics, were used to show how satisfied senior high school instructors were with their jobs. Table 1 reveals that females reported a slightly higher computed mean value of 4.28, with a standard deviation of 0.64, compared to males, who achieved a mean score of 4.26, with a similar standard deviation. This result corroborates the findings of Baluyos, G.R., Rivera, H.L. and Baluyos, E.L. (2019) that male teachers are less satisfied than female teachers. Although in this study, both genders indicated a moderate level of agreement regarding their job satisfaction as senior high school teachers.

Regarding age, faculty members aged 20-25 exhibited the highest computed mean score of 5.03, with a standard deviation of 0.17, placing their responses in the moderately agree category. Conversely, teachers aged 26-30 attained a mean score of 4.15, with a standard deviation of 0.63; those aged 31-35 scored 4.31, with a standard deviation of 0.65, and those aged 41 and above achieved a computed mean value of 4.18, with a standard deviation of 0.65. The lowest mean score was derived from responses of faculty members aged 36-40, with a mean score of 3.80 and a standard deviation of 1.04. In summary, respondents aged 26 and above indicated a slight agreement regarding their job satisfaction.

Table 1 also illustrates that single teachers reported a higher computed mean score of 4.30 compared to married teachers, who achieved a mean score of 4.24. However, both single and married teachers expressed a slight agreement regarding their job satisfaction. Additionally, teachers with a bachelor's degree reported a higher computed mean score of 4.52 compared to those with a master's degree. Bachelor's degree holders indicated a moderate agreement regarding their job satisfaction, while master's degree holders fell into the slightly agree category.

Faculty members with 0-10 years of teaching experience moderately agreed on their job satisfaction. Teachers with 0-5 years of teaching experience reported the highest computed mean value of 4.47, with a standard deviation of 0.63. The lowest mean score of 4.02 was recorded among respondents with more than 20 years of teaching experience. Teachers with over 10 years of teaching experience slightly agreed on their job satisfaction.

Lastly, senior high school teachers without supervisory roles reported a higher computed mean score compared to those with supervisory roles. Teachers without supervisory roles achieved a mean score of 4.35, with a standard deviation of 0.77, indicating a moderate agreement regarding their job satisfaction. Conversely, those with supervisory roles achieved a mean score of 4.20, with a standard deviation of 0.59, indicating a slight agreement regarding their job satisfaction.

Table 2. SHS Teacher's level of satisfaction based on the subscales

SCALE	MEAN VALUE	SD	INTERPRETATION
Pay	3.67	0.12	Slightly agree
Promotion	4.00	0.13	Slightly agree
Supervision	5.22	0.23	Strongly agree
Fringe Benefits	3.47	0.12	Slightly disagree
Contingent Rewards	4.27	0.37	Slightly agree
Operating Conditions	3.03	0.15	Slightly disagree
Coworkers	5.15	0.26	Moderately agree
Nature Of Work	5.08	0.30	Moderately agree
Communication	4.43	0.12	Moderately agree
Total Satisfaction	4.26	0.68	Slightly agree

Among the nine subscales outlined in the job satisfaction survey, senior high school teachers strongly endorsed the supervision scale, registering a mean score of 5.22 with a standard deviation of 0.23. This indicates their strong agreement with the competency, fairness, and demonstrated concern for faculty welfare exhibited by their supervisors. Additionally, respondents expressed moderate agreement regarding their relationships with coworkers, the nature of their work, and communication, achieving mean scores of 5.15 (standard deviation of 0.26), 5.08 (standard deviation of 0.30), and 4.43 (standard deviation of 0.12) respectively. However, factors such as pay, promotion, fringe benefits, contingent rewards, and operating conditions fell into the slightly agreed category. Overall, the total satisfaction among all respondents yielded a computed mean value of 4.26, with a standard deviation of 0.68, placing it within the slightly agreed category.

3.2 Difference in Level of Job Satisfaction

Table 3. Differences in the levels of job satisfaction of faculty members in terms of demographic characteristics

DEMOGRAPHIC CHARACTERISTICS	T	P- VALUE	INTERPRETATION	DECISION
Gender	-0.079*	0.937	Not Significant	Accept H_0
Age	2.371**	0.072	Not Significant	Accept H_0
Marital Status	0.251*	0.803	Not Significant	Accept H_0
Educational Attainment	2.68*	0.011	Significant	Reject H_0
Years in Teaching	0.838**	0.511	Not Significant	Accept H_0
Supervisory Role	-0.678*	0.502	Not Significant	Accept H_0

Note: *t-test, **ANOVA

The study employed an independent t-test and Analysis of Variance (ANOVA) to investigate potential differences in senior high school teachers' job satisfaction levels based on their demographic features. Based on the results found in Table 3, the levels of satisfaction of respondents did not differ significantly since the probability value obtained from the t-test is 0.937. Thus, rejection of the null hypothesis was not possible since 0.937 is greater than

the level of significance of 0.05. Therefore, there is no significant difference in the levels of job satisfaction of respondents in terms of gender. The study validates the claim of Westover and Peterson (2019) as corroborated by Liu, et al (2021) that there are no significant gender differences were observed in job satisfaction.

The levels of job satisfaction and age did not differ also because the obtained p -value from the ANOVA test is 0.072 which is greater than the level of significance of 0.05. Therefore, rejection of the null hypothesis was not possible. This indicates that there is no significant difference in the levels of job satisfaction of faculty members in terms of age. The table also shows that there is no significant difference between the job satisfaction of respondents in terms of marital status. The obtained p -value is 0.803 which is greater than the level of significance. Thus, the rejection of the null hypothesis was not possible.

In terms of educational attainment, a significant difference was found in the levels of job satisfaction for those who graduated with bachelor's and master's degrees. Table 3 shows that the rejection of the null hypothesis was possible since the obtained p -value of 0.011 is less than the level of significance of 0.05. Therefore, there is a significant difference in the levels of job satisfaction of respondents in terms of educational attainment. This validates the findings of Solomon, et. al. (2022) which revealed greater income, job autonomy, and job variety were associated with higher levels of education, and that these factors were linked to lower levels of job stress and higher levels of job satisfaction.

There was no significant difference between the number of years spent teaching and the job satisfaction scores. The obtained p -value is 0.511 which is greater than the level of significance of 0.05. Thus, failed to reject the null hypothesis which suggests that there is no relationship between the levels of job satisfaction and several teaching years. The result corroborates the findings of Preehawong, et. al (2021) and Topchyan and Woehler (2021) that the number of teaching experiences did not significantly impact job satisfaction. In summary, only educational attainment predicts the difference in the levels of job satisfaction among senior high school teachers.

3.3 Relationship Between Level of Job Satisfaction and Years in Teaching

Table 4. Relationship between SHS teachers' level of job satisfaction in terms of the no. of years in teaching

YEARS IN TEACHING	CORRELATION COEFFICIENT	INTERPRETATION	P-VALUE	DECISION
0 - 5	0.30	Low Positive Correlation	Significant	Reject H_0
6 - 10				
11 - 15				
16 - 20				
21 or more				

Table 4 shows the relationship between the senior high school teachers' level of job satisfaction when grouped according to the number of years in teaching. Cross-tabulation bivariate analysis was used to examine the relationship because the number of teaching years was divided into groups namely 0-5, 6-10, 11-15, 16-20, and 21 or more teaching years. Specifically, the correlation coefficient is 0.30 which indicates a low positive correlation. Generally, it indicates that the level of job satisfaction of senior high school teachers has a significant relationship in terms of the number of years in teaching. Experienced teachers often play a crucial role in mentoring and leadership within schools (Baggay, et.al, 2021). By recognizing and addressing predictors of job satisfaction, schools can retain experienced staff members, benefiting the professional growth of both new and seasoned educators.

4.0 Conclusion

The research findings suggest that gender does not significantly influence job satisfaction among respondents, with educational attainment being the sole predictor of variance in job satisfaction levels among senior high school teachers. Those aged 26-30 generally expressed a slight agreement with their job satisfaction levels. Additionally, respondents strongly endorsed positive sentiments toward their supervisors' competency, fairness, and concern for faculty welfare. Aspects like communication, connections with coworkers, and the nature of their work were also areas where they agreed somewhat, whereas elements like operating conditions, compensation, promotions, fringe benefits, and contingent rewards were in the slightly agreed-upon group. Overall, the total satisfaction of all respondents fell within the slightly agreed category, with a computed mean value of 4.26 and a standard

deviation of 0.68. By identifying the factors that influence teachers' job satisfaction, educational institutions can create supportive environments that attract and retain qualified educators. High job satisfaction is linked to lower turnover rates, reducing the need for frequent recruitment and training of new teachers (Ertürk, R. ,2022). Moreover, understanding the factors that influence job satisfaction can help shape educational policies that attempt to enhance classroom environments, mechanisms for supporting teachers, and leadership styles in schools. Evidence-based policy choices can result in long-lasting advancements in the field of education. A closer look at teacher job satisfaction is warranted since teacher shortages are a global issue. Not only does job satisfaction have a direct correlation with teacher retention, but it also benefits teachers' and students' well-being, school cohesion, and the status of the teaching profession (Toropova, Myrberg and Johansson, 2021).

Recommendations for future research include expanding the respondent pool to gain a more comprehensive understanding of teacher job satisfaction, particularly exploring the relationship between exact teaching years and job satisfaction levels. Comparative research on factors promoting teacher retention, especially in light of ongoing teacher shortages, is also suggested. Additionally, investigating the mediating impact of burnout on the grit-turnover intention relationship could provide valuable insights. Understanding how personal, work, and client-related burnout impacts job satisfaction, alongside teachers' commitment to excellence and positivity in various circumstances, should also be considered in future studies.

5.0 Contributions of Authors

The sole author initiated and completed this study.

6.0 Funding

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7.0 Conflict of Interests

The author declares no conflict of interest.

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