Social Influences and Job Satisfaction among Teachers

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ABSTRACT

Education is a process of transferring knowledge to the learners. This transfer of knowledge takes place in the classroom. The teachers are human resources in the academe who deal with different personalities inside the classroom. Aside from doing usual tasks in school, they are also considered as the key implementers of educational trends. The investigation aimed to provide information on the extent of job satisfaction among the teachers of the extramural studies centers of Palawan State University. A descriptive research method was utilized to gather information related to the job satisfaction of the teachers. This method describes the characteristics of people or the community. Results of the study showed that the respondents are satisfied in their work environment in terms of preparation factors, physical working condition, faculty salary, security of tenure, benefits and privileges but undecided in the case "faculty development opportunity". They are satisfied in the written and verbal feedback. In the social influences, the respondents rated "very satisfied" in relationship with peers, supervisor and students. Test of association shows the significant relationship in status and benefits and privileges, a highest degree earned and salary and security of tenure, faculty development opportunity, tenure and written/verbal feedback. This study concluded that social influences is given more weight than work situation in determining job satisfaction, and some form is associated with job satisfaction of the teachers.

INTRODUCTION

Teachers are human resources in the academe worldwide. They deal with different personalities inside the classroom, with their peers, and the people in the community. Teachers are central to the day-to-day work of the school and serve as the key implementers of educational trends. They are engaged in everyday accomplishment of pedagogic practice and the transmission of knowledge and skills. They need to be satisfied with their work to fulfill their mission to the fullest.

Several studies related to job satisfaction conducted in the field of health and for teachers. There are other variables that need to be identified that affect job satisfaction among teachers Thus, this paper conceived to fill the gap in providing information about the factors that can affect job performance of the mentors. There are several variables affecting job satisfaction but it was more on work relationship and productivity. This study emphasized the effect of social influences to the job satisfaction of the teachers.

As a response to the rapid changes in the work environment, organizations continue to create programs that help employees attain work life balance. This study on call center employees explored the relationship of employee satisfaction with work-life balance programs on perceived job stress level, organizational commitment, and turnover intent. Results show that satisfaction with work life balance programs correlated negatively with perceived job stress level and positively with organizational commitment. However, it failed to show a relationship between satisfaction with work life balance programs and turnover intent. (Cementina, 2005).

Liua (2008), found that teachers were least satisfied with work conditions and compensation, and that minority teachers were generally less satisfied with their job than were non-minority teachers. We also found that teachers' job satisfaction varied with gender, years of teaching, and career status. These findings provide significant implications for educational policy aimed at retaining teachers in education.

With teachers, satisfaction with their employment may affect the quality and reliability of lectures given to students. On the other hand, some researchers agree that teachers who do not feel supported in their work may be less motivated

to do their best work in the classroom. Actions such as changing schools or leaving the teaching profession disrupt the school environment and result in the movement of productive resources away from actual direction towards costly staff relief efforts.

According to Conwell (2005), "Teachers are workers; teaching is doing; and the school is a workplace"; one such workplace is Palawan State University. It is a public tertiary institution that aims to help individuals pursue higher education through formal schooling. The extramural studies centers as the umbrella college of the main campus aim to promote tertiary knowledge and technology transfer in the countryside.

The results of this study helped the authority to establish policies and strategies to develop teachers stay in the academe. Thus, job satisfaction is seemly not only for employees but also for the employers, for it increases productivity and decreases staff turnover.

FRAMEWORK

These studies are anchored on the Range of affect or affect theory, dispositional theory and two-factor theory. These theories explain how people find contentment and fulfillment with their occupations. . The emergence of these theories expresses the thought that jobs are perceived as not only a means of earning a living, but also as an important extension of a person's identity, and, therefore, his happiness. It is also observed that people who have a high level of job satisfaction tend to be more productive and become successful in their chosen careers.

The principle behind Affect theory is the person's job satisfaction depends on two factors: the expectations he has for a job, and the actual things that he is going to get in that job. The smaller the gap between these two, the more chances he is satisfied in his work. The Affect Theory also states that a person prioritizes one aspect of the job more than the other aspects, and that certain aspect can affect how satisfied he is. The two-factor model of motivation is based on the notion that the presence of one set of job characteristics or incentives leads to worker satisfaction at work, while another and separate set of job characteristics leads to dissatisfaction at work.

The dispositional theory emphasized that workers vary in their tendency to be satisfied with their jobs. Job satisfaction is an individual trait. This theory became notable in explaining job satisfaction as stable over time and across careers and

jobs.

Robbins (2003) stated that the 1950's were a fertile period in the development of motivation concepts. Three distinct theories formulated during this period. This heavily attacked and now is questionable in terms of validity but still probably the best-known explanations for employee motivation. These are the hierarchy of needs theory, theory x and y and the two-factor theory. Theories represent a base from which current theories have grown and practicing managers still regularly use those theories and their usage in gloss employee motivation.

Feedback is the manner in which the job provides information about the employee's performance. It is a way of identifying their strength and enhancing their weaknesses. If jobs allow teachers to attain feelings of meaningfulness and control and give feedback on performances, then there will be high levels of satisfaction. Social influence refers to the employee's relationship to peers, students and the other stakeholders of the institution.

Teachers must feel happy in their jobs. Unless they feel happy doing their job daily there will be little enthusiasm for them to do their work well. Happy teachers, contented, certain teachers are talented teachers.

OBJECTIVES OF THE STUDY

This study aimed to determine the effects of work situation, written/verbal feedback and social influences to the job satisfaction of the employees. Test of associations between profiles and written/verbal feedback/social Influences was determined. The significant relationship between social influences among students, peers and supervisors were tested.

MATERIALS AND METHODS

Descriptive –survey research was the method used in this study. This method is used to gather information on job satisfaction of the teachers and get explanations regarding their attitude towards work. There were one hundred eleven (111) faculty members of the extramural studies centers utilized in the data gathering. The researcher's-made-questionnaire checklist study was the instrument used in the data gathering. The Questions feedback mechanism patterned from the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Davis, England and Lofquist (1967).The variable work situation includes the preparation factor, physical working condition, faculty salary, security

of tenure, benefits and privileges and faculty development opportunity. The written/ verbal feedback includes praises they get from doing their job, chances for advancement, manner of supervision, respect afforded for the job, written and verbal feedback and advice to enrich the work. The variable social influences include the relation with peers, relation with supervisor and students. The MSQ served as the guide in measuring human relations and working conditions, as well as the five-point scale ranging from satisfied (5) to very dissatisfied (1). The descriptions' interpretation of the data as follows: 4.20-5.00 – very satisfied, 3.40-4.19- Satisfied, 2.60-3.39- Undecided, 1.80-2.59- Dissatisfied and 1.00-1.79-very dissatisfied. The statistical treatments used were percentage, weighted mean, chi-square and Pearson r. The Pearson r was used to measure the linear relationship between two variables. Chi-square is a value of a random variable having approximately the chi-square distribution. The parameter of this important continuous distribution is called the number of degrees of freedom.

RESULTS AND DISCUSSION

Table 1. Effects of work situation, work situation, written/verbal feedback and social influences to job satisfaction

Variables	Weighted Mean	Description
1.Work Situation		
Preparation factor	4.19	Satisfied
Physical working condition	3.49	Satisfied
Faculty salary	3.47	Satisfied
Security of tenure	3.42	Satisfied
Benefits and Privileges	3.39	Satisfied
Faculty development opportunity	3.29	Undecided
2.Written/Verbal feedback	3.98	Satisfied
3.Social Influences		
Relation with peers	4.32	Very satisfied
Relation with supervisor	4.35	Very satisfied
Relation with students	4.30	Very satisfied

Table 1 shows under the "work situation" the respondents rated all the items "satisfied" and also in the item "written/verbal feedback" except for "faculty

development opportunity," the score is "undecided" because only few is given the opportunity to attend conferences, seminars and professional development required to limited budget. In the "social influences" the respondents rated all the items "very satisfied". They are contented with their work as a teacher. There is the presence of feedback.

The data also show that the faculty can communicate effectively to their peers, supervisors and students. This implies unity in diversity and holds them to be together against all odds. Maintaining a harmonious relationship is a healthy sign of promoting the idea of the institution.

The study of Kukano (2011) revealed the factors that influence retention of personnel at Cor Jesu College in the Philippines and establish guidelines for effective staff retention. Results indicated that teachers were not satisfied with their jobs and that their retention was affected by several aspects of their work. Working conditions emerged as the major source of dissatisfaction while interpersonal relations were a principal retention factor.

Table 2. Test of associations between profiles and written/verbal feedback/social Influences

Variables	Chi-square Values		Remarks	Decision
	Computed	Tabular		
Tenure & Written/Verbal feedback	14.66	5.99	Significant	Reject Ho
Major field of specialization & Relation with students	16.70	11.07	Significant	Reject Ho

This table shows that tenure has significant relationship between written/verbal feedbacks with an r value of 14.66. The major field of specialization and relation with students is significant with the r value of 16.70. The null hypothesis states that there is no significant relationship between profile and feedback and relation with students. Tenure motivates the faculty members to excel and having feedback is a way of determining their strength and weaknesses. This can help them to improve their job satisfaction.

The major field of specialization and relation with students showed a significant relationship. This implies that the way the respondents relate to their students and the adequacy of learning they extend to their students are affected by their major field of specialization. Faculty members are hesitant to relate with

their students, especially if they are assigned to handle subjects that are beyond their expertise.

The "tenure" motivates the faculty members to pass while feedback is a way of determining their strength and weaknesses. This can help them to improve their job satisfaction. This implies that giving feedback is just, irrespective of their rank and age. The "major area of specialization" and "relation with students" showed a significant relationship, which implies that the way the respondents regard to their students and the effectiveness of learning they give to their students affected by their primary area of specialization. Faculty members are reluctant to communicate with their students, especially assigned to tackle subjects that are beyond their expertise.

This study of USOP et.al. (2013) attempted to find out the relationship of work performance job satisfaction and among teachers of Cotabato City, Philippines. Specifically, a significant relationship between teacher respondents' personal profile in terms of age, length of service, educational attainment and job satisfaction and others a total of 200 teachers teaching in elementary public schools were selected and descriptive correlational design was used in order to see relationships of the variables included in the study. Survey questionnaires were distributed to the teacher respondents in twelve sample elementary schools in Cotabato City Philippines. The study yielded that most of the teacher respondents are female, married, earned a college degree with master's unit, 11 to 15 years in service and belongs to 31-40 years age bracket. Regarding work performance rating it was rated very satisfactorily. The age, highest educational attainments and length of service were significant to the job satisfaction while sex and civil status were noted having significant difference to job satisfaction.

According to Chavez (2012), the Level of Job Satisfaction of Teachers in terms of extrinsic and intrinsic measures of job satisfaction, results revealed that the teachers have a high level of satisfaction in supervision, co-workers, and nature of work with the mean of 3.72, 3.73, and 3.66, respectively. Other indicators have generated a mean that is between the ranges of 2.50-3.49 showing moderate level of satisfaction. Moreover, the nine indicators of job satisfaction have an overall mean of 3.31, described as moderate level. This denotes that the teachers fairly agree that they are moderately satisfied with their job. This result is higher compared to the findings of Ali (2008) which yielded low satisfaction among teachers.

CONCLUSIONS

The job satisfaction is affected by work situation, feedback and social influences. Some of the profiles showed significant relationship. This social influence is given more weight than work situation in determining job satisfaction, and is associated with job satisfaction of the teachers.

RECOMMENDATIONS

A need-based Seminar-Workshop at least once a year can be initiated to maintain the social influences specifically in relation with peers, students and supervisors. This can enhance feedback methods and generate more harmonious relationship.

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