

THE JOB SATISFACTION OF THE FACULTY MEMBERS
OF DE LA SALLE UNIVERSITY - EMILIO
AGUINALDO COLLEGE, SY 1990-91:
AN ANALYSIS

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ABSTRACT

It is important in educational management that an investigation of teachers job satisfaction be made in view of the fact that job satisfaction is related to the efficiency and effectiveness of teachers in any school. Management need information on teachers job satisfaction in order to make sound decisions, both in preventing and solving employee problems. Job satisfaction is viewed as an important indicator of organizational effectiveness and therefore a hallmark of a well-managed organization.

Thus, in conformity with the above statements, an analysis was undertaken on the job satisfaction of the teachers of De La Salle University - Emilio Aguinaldo College as they perform their duties without prejudice to their rights and privileges.

More specifically, it seeks to answer the following questions:

1. What is the profile of the faculty members of De La Salle University - Emilio Aguinaldo College during the school year 1990-91 in terms of:

- a. age
- b. sex
- c. civil status
- d. educational attainment
- e. length of service
- f. salary

2. What is the level of teachers job satisfaction based on the following factors:

- a. present job
- b. present pay
- c. opportunities for promotion and professional growth
- d. administration
- e. coworkers
- f. working conditions
- g. supervisors

3. Is the level of teacher satisfaction related to the following factors:

- a. age
- b. sex
- c. civil status
- d. educational attainment
- e. length of service
- f. salary

Hypotheses

The following hypotheses were tested in this study:

1. There are no significant differences in the profiles of the faculty members of the school under study.
2. The level of job satisfaction is not related to the following factors:
 - a. age
 - b. sex
 - c. civil status
 - d. educational attainment
 - e. length of service
 - f. salary
3. The level of job satisfaction along the following factors is not the same:
 - a. present job
 - b. present pay
 - c. opportunities for promotion and professional growth
 - d. administration
 - e. coworkers
 - f. working conditions
 - g. supervisors

Methodology

To determine the different factors affecting the job satisfaction of the faculty members, the normative-

descriptive type of research was used. It is descriptive because the study reflected the level of job satisfaction of all faculty members with regard to different factors. It is normative because in the interpretation and analysis of data gathered, established norms, standards, or patterns were made as the bases of comparison.

The sampling procedures were applied to all one hundred twenty-five (125) full-time faculty members with the exclusion of the part-time ones.

The main instrument of this study is a questionnaire composed of three major parts as follows:

a. Part I of the questionnaire elicited vital information about the teachers background namely: ^{age,} sex, civil status, educational qualifications, position, monthly salary, number of years of teaching experience, scholarships, seminars, workshops and conferences attended.

b. Part II of the questionnaire elicited assessment of factors relevant to job satisfaction which include: present job, present pay, opportunities for promotion and professional growth, administration, coworkers, working conditions, and supervisors.

c. Part III of the questionnaire determined the general level of satisfaction of the teacher whether extremely satisfied, very satisfied, satisfied, slightly satisfied, or not satisfied.

This questionnaire was reproduced. A letter requesting approval to administer the questionnaire was prepared. This was endorsed by the Assistant Vice President for Academic Affairs to the different deans of all schools and colleges. With the help of the deans, the questionnaires were administered to all respondents.

The unstructured interview was used to confirm and substantiate the findings obtained through the use of the questionnaire.

The data gathered were subjected to statistical treatment which served as reference in the analysis and interpretation of data. The following statistical tools were utilized:

1. Weighted Means - For Part II and Part III of the questionnaire, the Likert Method of Summated Ratings (1970) was used. A scale value was assigned to each of the responses, thus, the instrument yielded a total score for each respondent.

The weighted point (WP) for each item was obtained by multiplying the scale value (SV) of response by the total number of responses indicating it. The total weighted points were taken by getting the sum of all the weighted points for each scale value. Weighted means of each item were obtained by dividing the total weighted points by the total number of responses.

2. Chi-square Test of Independence. To determine if there were significant relationship between factors found in the teachers profile and their job satisfaction along the seven factors considered in this study, chi-square test of independence were utilized. The null hypotheses were tested at 0.05 level of significance.

3. Spearman Rank Order Coefficient of Correlation was utilized to determine the correlation between and among the assessment of the teachers on the different factors that affected their level of satisfaction in the five groups of schools and colleges.

Findings

a. Age. The mean age of the faculty members for Arts and Sciences, Business and Secretarial, P.E., Education, and Graduate School, Criminology and Polytechnic, and Health Sciences were 30.70, 35.06, 36.85, 31.33 and 21.60. The overall weighted mean was 27.21.

b. Sex. A total of 77 or 59.69 percent were females and only 52 or 40.31 percent were males.

c. Civil Status. A total of 77 or 62 percent were single, 45 or 36 percent were married, and only 2 or 2 percent were separated.

d. Educational Attainment. Forty-four percent (44%) of the teachers had earned Master's units, thirty-seven

percent (37%) just finished Bachelor's degrees, fifteen percent (15%) were holders of Master's degrees, and only four percent (4%) had Doctor's degrees.

e. Length of Service. The mean scores for Arts and Sciences, Business and Secretarial, P.E., Education and Graduate School, Criminology and Polytechnic, and Health Sciences were 1.9, 3.15, 3.24, 1.57, and .10 respectively. The overall mean score was 1.77.

f. Salary. A majority of the teachers (60%) receive a monthly salary of ₱4,001-₱5,000.

A. Assessment of factors relevant to job satisfaction

Overall findings showed that the faculty members agreed on present job as well as on supervisors, and uncertain on the rest of the factors which included: present pay, opportunities for promotion and professional growth, administration, working conditions, and coworkers.

On present job, the teachers agree that they find it interesting to be working/teaching day in and day out in this school, they find fulfillment in teaching as a profession, they find it challenging and inspired them to do their very best, the general atmosphere in this school is conducive to effective teaching, and the school has adequate classroom facilities such as chalkboard, desks, chairs, erasers, etc..

As to the supervisors, the teachers claimed that their

supervisors were highly qualified and competent, command a lot of respect from the people they supervise, involve the faculty in problem solving and decision making, trust the faculty and allow them to work independently, and class observations were done periodically and post observation discussions benefit them a lot.

On the other hand, the teachers were uncertain on present pay because they find their pay nowadays no longer adequate for living expenses and provide for luxuries, no longer commensurate with the amount of work they do, no advance salary loan to meet emergencies and no longer comparable to the salaries of professionals either in the government or private sector.

The faculty members were also uncertain on opportunities for promotion and professional growth, specifically, the policy on promotion as well as the good chances for promotion, the school does not provide adequate tuition discounts to faculty members enrolled in the college, and there are no sufficient books, journals, and other reading materials.

On administration, the faculty members said that administration does not recognize dedicated and competent teachers and rewards them accordingly, it does not show active concern in their professional development, it does not consult them before acting on important issues and

decisions in the school, and does not show confidence in its faculty members to do a good job.

With regard to working conditions, the faculty members felt uncertain on the following: classroom which are not well-ventilated and adequately lighted, their teaching loads which do not provide for adequate or enough time to prepare their lessons and reports, student consultations, and committee work, and instructional facilities such as library, laboratories, shops, audio visual rooms, educational media equipment are inadequate.

On coworkers, the faculty members feel uncertain that the students in the school are not generally intelligent and eager to learn, and there is no involvement in the projects and activities of the school.

When subjected to composite ranking, supervisors ranked as number 1, present job as number 2, coworkers as number 3, working conditions as number 4, administration as number 5, opportunities for promotion and professional growth as number 6, and present pay as number 7, the last factor contributing to the teachers satisfaction.

B. Level of satisfaction. All respondents in the Arts and Sciences, Business and Secretarial, P.E., Education and Graduate School, Criminology and Polytechnic, and Health Sciences were generally satisfied. The weighted mean scores ranged from 2.67 to 3.37 which means satisfied. Not anyone

of the group did ever go down to slightly satisfied or go upward as very satisfied because the weighted mean scores of each group of colleges showed within the range of weighted mean of 2.50-3.49 at the scale value of 3 which means satisfied.

The findings of the level of job satisfaction were confirmed in an unstructured interview which shows that a great majority of the faculty members were really satisfied.

Age and educational qualification have been found with bearing or related significantly to their level of job satisfaction. On the other hand, sex, civil status, length of service, and salary were not significantly related to their level of job satisfaction.

The Hypotheses

Hypothesis No. 1. There are no significant differences in the profiles of the faculty members of the school under study.

Hypothesis No. 2. The level of job satisfaction is not related to the following factors: age, sex, civil status, educational attainment, length of service, and salary.

The hypothesis was rejected when it comes to age and educational attainment. They have bearing or significant relationship to the level of job satisfaction. On the other hand, the rest of the factors which include: sex, civil status, educational attainment, length of service,

and salary were not significantly related to the teachers' level of satisfaction.

Hypothesis No. 3. The level of job satisfaction along the following factors is not the same.

- a. present job
- b. present pay
- c. opportunities for promotion and professional growth
- d. administration
- e. coworkers
- f. working conditions
- g. supervisors

The hypothesis was accepted as the level of job satisfaction along those factors is not the same. The overall weighted mean showed: present job with 3.70, coworkers with 3.48, opportunities for promotion and professional growth with 3.28, administration with 3.26, working conditions with 3.22, and present pay with 2.74. When the aforcited factors were subjected to composite ranking, supervisors as factor rank as number 1, present job as number 2, coworkers as number 3, working conditions as number 4, administration as number 5, opportunities for promotion and professional growth as number 6, and present pay as number 7 or the least factor that contributes to increase the teachers level of job satisfaction.

Conclusions

In view of the findings, the following conclusions are given:

1. The faculty members of DLSU-EAC in all its schools and colleges are relatively young with an average age of 27 years old.
2. The teaching profession is dominated by the female species as 60% of the faculty are females and 40% males.
3. A great majority of the teachers are still single and the tendency is to remain as such for a longer period of time due to the big volume of work in the school.
4. Only a few faculty members are holders of Master's degrees and qualified to teach in college if DECS regulations will be strictly implemented.
5. A majority of the teachers are new, most of them have less than two years service.
6. The teachers' salaries are comparable with those of other teachers in both public and private institutions of medium size, but not with other professionals in other institutions.
7. Present job and supervisors were the two factors relevant to job satisfaction that the teachers agreed on. Present pay, opportunities for promotion

and professional growth, administration, coworkers, working conditions, were the factors that the teachers were uncertain or considered least contributory to the level of job satisfaction.

8. The level of job satisfaction along the following factors are not the same:

- a. present job
- b. present pay
- c. opportunities for promotion and professional growth
- d. administration
- e. coworkers
- f. working conditions
- g. supervisors

9. A great majority of the faculty members were generally satisfied with their job and only a small portion were not satisfied.

10. Age and educational qualification were good predictors of the teachers level of job satisfaction, while sex, civil status, length of service, and salary are not significantly related or indicators of job satisfaction.

Recommendations

In view of the findings and conclusions arrived at,

the following recommendations are given:

1. The school administrators should continue to encourage those teachers who have no Master's degrees to finish it by giving them financial assistance like: salary loan, or some sort of allowance for thesis, books, and transportation. More often than not, the reason teachers are not able to finish their Master's degree is due to financial problem.
2. The factors that are found least contributory to increase the teachers level of job satisfaction especially present pay, opportunities for promotion and professional growth, administration, and working conditions, should be look into and be given top priority attention by the school administrators.

The present pay might no longer be adequate for living expenses nowadays because of high prices and inflation prevailing in the economy. A salary survey among colleges and universities in Metro Manila and Region 4 is in order if only to determine that the present salary rate is still comparable or not.

A review on the present policy and procedure for promotion and professional growth is also a priority task of the school administrators. Try to find out if the promotion policy in this school is

still workable or applicable, and faculty members are given fairly good chances for promotion and faculty development program is regularly scheduled or conducted.

For Administration, it will be highly appreciated if ^{it} could recognize dedicated and competent teachers and should be rewarded accordingly.

The working conditions may include the school plant and sites which should be conducive to effective teaching and learning, classrooms are spacious and well-ventilated, instructional facilities and support services are adequate.

3. Teachers who were identified not satisfied should be given proper attention by the administration. There should be a dialogue between the administration and those teachers to thresh out their problems. They should be properly motivated so that they will become assets rather than liabilities to the school.
4. The teachers who opined that "the job is a stepping stone" or "the job is hardly what I want" or "my job is way below my personal expectation," should be referred to the administrator. The teachers should be reminded that it is their sworn duty to exert their best in teaching the students.

5. A similar study should be conducted in other private schools to determine the veracity of the findings of the study.
6. The profile of the teachers that were found to be indicators of their level of job satisfaction should be capitalized on. Those who are getting old in the service and continuously improving their qualifications and trying to do good work should be properly rewarded.
7. The formulation of whatever policies or guidelines by the administrators should be anchored on those factors that were considered satisfiers and dissatisfiers in the study.
8. Regular periodic job satisfaction survey should be conducted by the administration to both teaching and nonteaching personnel in order to be updated in the general level of satisfaction and specific areas of satisfaction. The survey is useful in improving two-way communication, attitudes, training needs, planning, and monitoring changes.
9. Always involve the teachers in challenging work and give them the opportunities to use their abilities and skills. In this manner, they are likely to be happier with the organization, more committed to it, become better performers, and tend to be more

satisfied with their jobs.

10. Each teacher should be treated with dignity and respect and should feel that his or her selfworth is reaffirmed in every management decision and personal interaction.
11. Pay should be adequate and equitable and tied to performance such that those teachers who perform well should be praised and recognized as well as monetarily rewarded.



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