

**JOB SATISFACTION OF TUTORS  
FOR KOREAN FAMILIES IN  
DASMARIÑAS, CAVITE**

A Master's Thesis

Presented to the Faculty of the  
College of Education Graduate Studies  
De La Salle University – Dasmariñas  
City of Dasmariñas, Cavite



In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Guidance and Counseling

**AMOR ALVINEZ-SANTIAGO**

May 2012

## ABSTRACT

2

Title of Research : **JOB SATISFACTION  
OF TUTORS FOR KOREAN  
FAMILIES IN DASMARIÑAS,  
CAVITE**

Author : **AMOR ALVINEZ-SANTIAGO**

Degree : Master of Arts in Education

Major : Guidance and Counseling

Date of Completion : May 2012

This descriptive-mixed methods research was conducted to determine the levels of job satisfaction of the three groups of tutors namely: academy tutor, live-in tutor, and live-out tutor. The conceptual framework is guided by Herzberg's dual factor theory of job satisfaction. A researcher-made job satisfaction questionnaire was used in determining the levels of job satisfaction of the respondents. In addition, structured interviews were used to get in-depth information among the three groups of respondents.

Through purposive sampling the data was gathered from fifty (50) respondents from Greenwood Village, La Meditteranea Village and International English Centre in Dasmariñas City.

The findings of the study showed that all three groups of tutors were satisfied in all the factors of job satisfaction involved in the study. The academy tutors are “Satisfied” with a mean score of 3.0, the live-out tutors are “Satisfied” with the mean score of 2.9, and the live-in tutors are also “Satisfied” with the highest mean score of 3.1.

The study concludes that there is no significant difference between the level of job satisfaction of academy tutors, live-in tutors and live-out tutors. Furthermore, the qualitative part of the study revealed that there were four other sources of satisfaction as identified by the tutors, these were: the cross-cultural experiences; perks of the job; tutorial as a better alternative to their unfulfilled dreams; and time flexibility.

In as much as tutors were “Satisfied” with their job, tutors could be encouraged and motivated further in terms of opportunities for professional growth and development. The career counselors should not only consider individual counseling but also the use of advocacy skills in helping tutors of Korean tutees deal with areas that are not being given further attention like pushing them to pursue their studies.

## TABLE OF CONTENTS

8

	Page
TITLE PAGE	1
ABSTRACT	2
APPROVAL SHEET	4
ACKNOWLEDGMENTS	5
TABLE OF CONTENTS	8
Chapter	
1    THE PROBLEM AND ITS BACKGROUND	
Introduction	11
Theoretical Framework	16
Statement of the Problem	20
Hypothesis	21
Scope and Delimitation of the Study	21
Significance of the Study	24
Definition of Terms	26
Chapter	
2    REVIEW OF RELATED LITERATURE	
Conceptual/Research Literature	29
Synthesis	41
Chapter	
3    METHODOLOGY	
Research Method	42

	Respondents of the Study	43
	Research Instrument	43
	Validation of the Instrument	44
	Data Gathering Procedure	44
	Statistical Treatment of Data	45
Chapter		
4	PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA	47
Chapter		
5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
	Summary	76
	Findings	78
	Conclusions	81
	Recommendations	82
REFERENCES		84
APPENDICES		
A	Letter of Permission to the Tutor Coordinator	92
B	Letter of Permission to the Homeowners' Association President	93
C	Questionnaire for Tutor/Respondents	95
D	Interview Guide	99
E	Matrix of Content Analysis	100
F	Job Satisfaction Interview Transcript for	

	Academy Tutors	108	
G	Job Satisfaction Interview Transcript for Live-out Tutors	130	10
H	Job Satisfaction Interview Transcript for Live-in Tutors	133	
I	Curriculum Vitae	140	



## LIST OF TABLES

11

TABLE	Page
1 Profile of the Respondents According to Age	48
2 Profile of the Respondents According to Gender	48
3 Profile of the Respondents According to Classification	49
4 Profile of the Respondents According to Educational Attainment	50
5 Profile of the Respondents According to Number of Hours per Week	51
6 Profile of the Respondents According to their Rate Per Hour	51
7 Profile of the Respondents According to Number of year/s spent as a Tutor	53
8 Summary of Mean Rating of Respondents on Job Satisfaction	55
9 Analysis of Variance on Job Satisfaction	56
10 Other Sources of Job Satisfaction of the Three Groups of Tutors	57

## LIST OF FIGURE

12

FIGURE

Page

- |   |  |    |
|---|--|----|
| 1 | The Three Groups of Tutors and their<br>Levels of Job Satisfaction | 19 |
|---|--|----|

