ABSTRACT

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

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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.