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A CORRELATIONAL AND PREDICTIVE ANALYSIS OF TEACHING
PERFORMANCE, LEVELS OF STRESS, AND JOB SATISFACTION
IN SIX DON BOSCO SCHOOLS, 1988-1989

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ABSTRACT

Today, teachers do not seem to project any longer the traditional image of silent, dedicated and self-sacrificing public servants (Suarez, 1986). Faced with financial difficulties, job stress, worries and anxieties, teachers no longer remain silent and submissive. They have mounted a succession of concerted mass actions like protest marches, sit-down strikes, boycott of classes, mass leaves of absence, demanding for their rights and privileges and seeking redress of their grievances and dissatisfactions (Isia, 1986).

There is also a widening circle of complaints on the present conditions of the teachers in the country and consequently, on the deterioration of the Philippine educational system. The educational crisis in the Philippine society intensifies as the socio-economic problems continue to affect many of the citizens, including the teachers.

Under this situation, there is the consequent difficulty of attracting the right people into the teaching profession. How to keep the highly productive teachers from the lure of more lucrative enterprises poses a real challenge to school administrators. A school administrator who attempts to improve the quality of



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education given to the students must take a priority concern for the improvement of the quality of teachers. This concern demands the school administrator to look into the structure of its institution, to know the particular needs and potentials of its teachers, and to provide opportunities in fulfilling these needs and potentials. Are the teachers happy and productive in their work?

Some experts (Herzberg et al, 1959) contend that job satisfaction precedes performance, that is, when teachers are satisfied, they tend to be effective performers. On the other hand, Warrus (1974) and Organ (1977) viewed performance as preceding satisfaction, that is, people get pleasure from their work after finding they are good at it. Whichever view is considered, there seems to be a correlation between the two aforementioned variables. The investigation of this possible relationship was one of the main theses of the study.

Theoretical Framework

The study is based on Herzberg's motivation-hygiene theory. Herzberg asserts that workers tend to describe satisfying experiences in terms of factors that are intrinsic to the job itself such as achievement, recognition, work itself, responsibility, advancement, and possibility for growth. These factors play a significant



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role in producing poor job attitudes. These intrinsic factors are labeled "motivators" since they fulfill the individual's need for self-actualization and growth and are related to the job itself. They seem to be effective in motivating the individual to superior performance and effort.

In contrast, dissatisfying experiences, called "hygiene" or "maintenance" factors result from extrinsic non-job-related factors such as company policy and administration, supervision, interpersonal relationship, working conditions, salary, status, and security. These factors, according to Herzberg, do not cause job satisfaction. Instead, they result in no job dissatisfaction.

Herzberg believes that there are separate factors that lead to satisfaction and dissatisfaction. He stresses that eliminating the causes of dissatisfaction will not result in a state of satisfaction. Instead, it will result in a neutral state. Satisfaction will occur as a result of the motivators. People can gain job satisfaction only with the presence of motivational factors. The presence of hygiene factors only helps insure the avoidance of job dissatisfaction. Therefore, in Herzberg's theory, satisfaction and dissatisfaction are two completely different phenomena.



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This study identified the sources of teachers' job satisfaction and dissatisfaction and investigated the relationship of job satisfaction with teachers' performance and levels of stress.

Assessing teacher performance is an initial step in improving the quality of education given to students. The evaluation of teacher performance is anchored in two assumptions: (1) teachers have inherent competencies that can be identified and described, and (2) these competencies can be expressed in terms of techniques that are instrumental in carrying out the teaching/learning process and in attaining measurable learner outcomes. Therefore, appraisal procedures can be designed to ascertain the extent to which an individual demonstrates such competencies (Berk, 1986).

Bolton (1973) summarized the pertinent factors ascertaining the quality of a teacher performance as follows: (1) in-class behaviors of the teacher as perceived by administrators and others; (2) out-of-classroom behaviors as perceived by administrators and others, and (3) student accomplishments as measured by standardized tests, teacher-made tests, student projects, and observation of student behaviors.

For the purpose of the study, the following teachers' behaviors were analyzed to measure teachers'



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performance: professionalism (punctuality, dependability and inter-relationships), teaching performance, salesianity (particular teacher's behaviors distinctive of the Don Bosco's system of education), and professional growth and development. Student accomplishments were not considered in the criteria of teachers' performance adopted for the present study.

The other factor correlated with teachers' job satisfaction in this study was teachers' levels of stress.

Occupational stress among teachers is a growing concern in education. The existing literature includes studies that refer to teacher stress in one of two ways: either (a) as conditions in the teaching environment that are perceived as being overly demanding or threatening (Cichon & Koff, 1980; Clark, 1980; Moracco, Danford, & D'Arienzo, 1982), or (b) as a wide range of personal or emotional systems experienced by teachers (Kyriacou & Sutcliffe, 1978; Parkay, 1980).

Stress represents a classic example of a dysfunctional response between the individual and the organization. Stress refers to an emotional state wherein job-related factors interact with a worker to change his or her psychological condition such that the person is forced to deviate from normal functioning (Beehr and Newman, 1978).



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According to Moracco et al (1982), there are five factors which serve as sources of stress for teachers; namely, working with students, task overload, financial security, administrative concerns, and relationships.

Teachers' stress in this study was determined with the use of the Modified Teacher Occupational Stress Factor Questionnaire.

Statement of the Problem

This study sought to determine the sources of job satisfaction and dissatisfaction, and the relationship between the levels of job satisfaction, performance, and job stress among high school teachers of Don Bosco schools in the Philippines.

Specifically it answered the following questions:

1. What is the profile of the Don Bosco high school teachers in the Philippines in terms of their:
 - 1.1 levels of job satisfaction;
 - 1.2 performance, and
 - 1.3 levels of stress?
2. What factors do the teacher respondents find:
 - 2.1 satisfying in their work?
 - 2.2 dissatisfying in their work?
3. Is there a significant relationship between the teachers' levels of job satisfaction and their



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levels of:

3.1 performance and

3.2 stress

taken singly and in combination?

4. What regression equation may be used to predict the teachers' level of:

4.1 performance and

4.2 stress?

Significance of the Study

The study contributed to the expansion of the research findings on this area of job satisfaction by determining the correlation of other factors, like teachers' performance and level of stress with the given criterion or dependent variable. The study gathered empirical data about teachers' work environment which the individual respondent schools may avail of in order to facilitate their decision and policy-making concerning their teachers' satisfaction, performance and stress.

Scope and Limitation

The study was limited to the job attitude factors identified by Herzberg in his motivation-hygiene theory. The choice of correlates was confined to the given variables: teacher performance, and level of job stress since these variables can be manipulated or modified to



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some extent by the school administrators through faculty development programs and through job designs and provisions of support conditions that can lead to the improvement of teacher performance and the reduction of job stress.

Subjects

A total of 173 high school teachers from six Don Bosco schools in the Philippines were included in the study. They were asked to answer the questionnaires on job satisfaction and teachers' stress. Their job performances were rated by their immediate supervisors.

Research Instruments

The job satisfaction-dissatisfaction of the teachers was measured by the Job Satisfaction-Dissatisfaction Questionnaire. The researcher adapted this questionnaire from that of Gonzalez (1983) and revised it to suit the conditions of the respondents. The modified instrument was content validated by educators familiar with the Don Bosco's system of education and organizational set-up.

Teacher's performance was measured through an instrument presently used in some private schools in Metro Manila and was adapted to suit the conditions of the Don Bosco schools in the Philippines. The teachers were evaluated by their direct supervisors.



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The Modified Teacher Occupational Stress Factor Questionnaire (MTOSEFQ) by Moracco et al. (1982) was administered to the respondents to measure the stressful events in their teaching environment. Coefficient of reliability of this instrument ranged from .93 to .98 (Clark, 1980; Moracco et al., 1982).

Method and Statistical Treatment

The study made use of the descriptive correlational method of research. Simple and multiple correlation and regression analyses were used to identify the significant correlates and predictors of the job satisfaction of the respondents.

Findings

The following were the significant findings of this study:

1. The respondent high school teachers of six Don Bosco in the Philippines were generally satisfied with their job ($\bar{x} = 3.72$, "satisfied"). The job factors perceived by the teachers as satisfying were: achievement, status, work itself, responsibility, interpersonal relationship, school policy and administration, recognition, working conditions, supervision, and job security. The job factors perceived by the teachers as dissatisfying



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were: compensation and possibility for growth. The greatest source of teachers' satisfaction among the different job facets measured was achievement, while the least satisfying was compensation.

2. Some items in the different job factors such as provision for grievance, merit and evaluation system, retirement plan, terms of tenure, loyalty award, improvement of facilities and services, and the recognition of teachers by tapping their talents and potentials, were not satisfying to the respondents although in general, the job factors to which these items belong were reported to be satisfying.

3. In general, the teachers' job performance was assessed as average ($\bar{x} = 3.25$). However, they were rated above average in professionalism and dependability, salesianity and teaching performance. They were rated poorly in terms of seeking professional growth and development.

4. The respondents were considerably stressed in their job ($\bar{x} = 2.81$). The greatest source of teachers' stress was financial security. The least source of stress was administrative support.

5. There were significant simple relationships between job satisfaction and the following



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variables:

5.1 job performance ($r = .1655$, $p = .0285731$)

5.2 professionalism and dependability ($r = .218$,
 $p = .0043252$)

5.3 salesianity ($r = .213$, $p = .0051809$) and

5.4 stress, specifically in terms of concern for
financial security, ($r = -.278$, $p = .0004558$).

6. There were no significant relationships between
job satisfaction and the following variables:

6.1 teaching performance ($r = .112$, $p = .1380$)

6.2 professional growth and development ($r = .095$,
 $p = .211$ for graduate studies; $r = .043$, $p =$
.5813550 for other professional growth-related
activities).

6.3 overall level of stress experienced by
teachers in their job ($r = -.102$, $p =$
.1775780).

7. Taken as a set, only three factors were found to
be significant predictors of the teachers' job
satisfaction: a) financial security, b)
professionalism and dependability, and c)
relationship with teachers. The multiple
correlation coefficient between the teachers' job
satisfaction and the combined effects of these
three predictors was .1555303 ($p = .0000277$). The



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three variables: financial security (x_1), professionalism and dependability (x_2), and relationship with teachers (x_3) can predict job satisfaction (y), using the regression equation:

$$y = -.1682507 x_1 + .184493 x_2 + .0917157 x_3 + 3.233577$$

In spite of the significant multiple correlation obtained between the dependent variable and the three multiple predictors, about 84.45% of the variance in the teachers' job satisfaction remained unexplained.

Conclusions

In the light of the findings of this study, the following conclusions were drawn:

1. Based on the obtained correlation coefficients:
 - 1.1 The hypothesis, stating that a significant relationship exists between the respondents' levels of job satisfaction and their levels of job performance (as measured by their overall job performance, professionalism and dependability, and salesianity) was accepted. The same hypothesis however, was rejected when job performance was viewed in the context of the two other facets, teaching



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performance and seeking for professional growth and development.

1.2 The hypothesis stating that a significant relationship exists between the teachers' job satisfaction and their overall level of stress was rejected. However, when the predictor was limited to stress over financial security, the hypothesis which asserts the presence of a significant relationship between said variables was accepted.

2. Herzberg's theory maintains that the separate factors that lead to satisfaction are different from the factors that result in dissatisfaction. From the findings of this study, which affirmed those of other studies on job satisfaction and dissatisfaction, it appears that the different job factors as classified by Herzberg are bipolar, possessing the potential to contribute to both satisfaction and dissatisfaction.

3. The respondent schools had not yet met the teachers' desired extent of provision of the hygiene and motivation factors since not a single item or area was reported as "very" satisfying.



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4. Since only 15.58% of the variance in the level of job satisfaction of the teacher respondents was explained by the variance of the combined effect of the three predictors: financial security, professionalism and dependability, and relationship with teachers, there were other variables not covered by the study which could explain why the respondents differed in their level of job satisfaction.

Recommendations

Considering the findings and conclusions of the study, the following recommendations are presented:

1. Since the respondents found salary as the least satisfying job factor, the administrators of the Don Bosco schools should:
 - 1.1 make a survey of the salary scales and the fringe benefits in the other Don Bosco schools and neighboring institutions as a basis for future decisions concerning the given job factors;
 - 1.2 study the possibility of increasing the salary rates and fringe benefits of the teachers taking into consideration the financial viability of the school; and



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1.3 determine ways by which the teachers' stress concerning financial security will be alleviated (e.g. studying the causes of such stress and making action plans on the basis of the findings).

2. There was an expressed need of the teachers for professional growth and development which they considered an important factor for advancement or mobility in rank. It is therefore recommended that the Don Bosco schools individually and in consortium with other Don Bosco schools evaluate, improve, and develop a faculty development program making available the personnel and physical resources of each individual schools.

3. There were some items under the different job factors which were not perceived as satisfying by the teachers. The respondent Don Bosco schools therefore need to evaluate their administrative procedures and policies concerning:

- 3.1 terms of tenure
- 3.2 merit and evaluation systems
- 3.3 retirement plan
- 3.4 facilities and services
- 3.5 expression of grievance
- 3.6 loyalty award



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3.7 faculty development programs

4. The Don Bosco schools need to conduct periodic surveys of teachers' job satisfaction, job performance, and levels of stress since these factors are not static but rather change from time to time. The results will provide school administrators with empirical data that can guide them in working with teachers.
5. This study had a number of limitations. One of the major ones concerns the cross-sectional nature of the study. The data only drew a picture of high school teachers at a particular point in time. It is not known how stable their perceptions are, or whether they change during the course of the school year. Thus, systematic longitudinal studies need to be carried out in order to determine whether the problem described here are stable or simply artifacts of the particular time the survey was administered. Future studies might likewise include other variables not included in the present study which can better explain the variance in teachers' job satisfaction not only in the Don Bosco schools but in other educational institutions as well.



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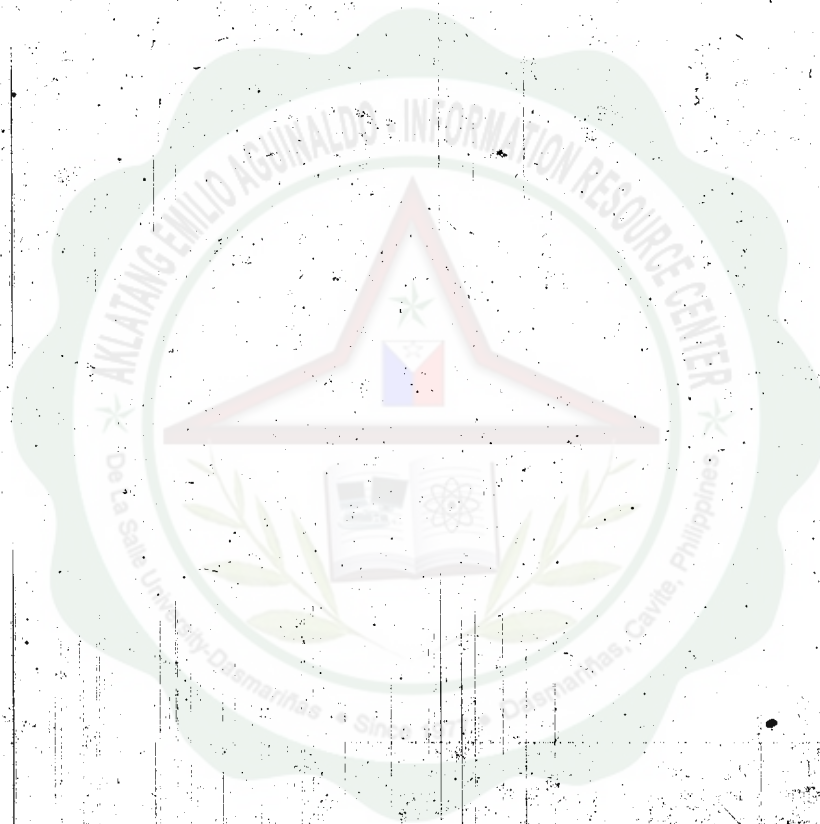
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