

## ABSTRACT

This study investigated the relationships among work values, job satisfaction, and selected teacher - related variables in selected seven Catholic junior high schools in Taiwan.

Specifically, the study was designed to answer the following questions:

1. What is the profile of the teacher respondents with regard to: age, gender, civil status, length of teaching experience, nature of subject taught, work values, and level of job satisfaction?
2. Is there a significant relationship between the teachers' work values and their levels of job satisfaction, age, gender, civil status, length of teaching experience, nature of subject taught?
3. Is there a significant relationship between the teachers' job satisfaction and their age, gender, civil status, length of teaching experience, and subject taught?
4. Which of the following variables: age, gender, civil status, length of teaching experience, and nature of subject taught are the best predictors of the teachers' work values?



5. Which of the following variables: teachers' work values, age, gender, civil status, length of teaching experience, and nature of subject taught are the best predictors of the teachers' levels of job satisfaction?

The study verified the following hypotheses:

1. There is a significant relationship between the teachers' work values and their levels of job satisfaction, age, gender, civil status, length of teaching experience, and nature of subjects taught.
2. There is a significant relationship between the teachers' levels of job satisfaction and their work values, age, gender, civil status, length of teaching experience, and nature of subjects taught.
3. Teachers' work values may be predicted by their job satisfaction, age, gender, civil status, length of teaching experience, and nature of subjects taught.
4. Teachers' levels of job satisfaction may be predicted by their work values, age, gender, civil status, length of teaching experience, and nature of subject taught.

The study used the descriptive - correlational method of research. A random sample of teachers from



seven Catholic junior high schools in Taiwan were included in the study. The 288 teachers were selected through stratified random sampling from a population of 473, based on a level of significance of .05 and an error margin of .10 standard deviation.

The instruments used for data gathering were: (1) Personal Data Sheet, (2) Work Values Inventory by Super (1970), and (3) Job Satisfaction Questionnaire by Galacio (1985).

## Findings

Following are the significant findings of the study:

### 1. Teachers' Profile

1.1 Of the 288 respondent teachers, 180 (55%) are women. The average teacher respondent is 36 years old, married, and has been teaching academic subjects for at most 5 years.

1.2 Surroundings, supervisory relations, and way of life are generally the predominant values of the teachers. They value least variety, economic returns, and management.

1.3 Independence, economic returns, way of life, and



variety are given more importance by the younger teachers than the other teachers.

1.4 The female teachers give more importance to the following work values: esthetic, independence, surroundings, supervisory relations, and way of life than the male teachers.

1.5 Married teachers value the job factor, management more than the unmarried teachers do.

1.6 The overall mean of the teachers under job satisfaction is 3.449, which is verbally interpreted as "neither satisfied nor dissatisfied". The job factors that are most satisfying to the majority of the respondents are responsibility, work itself, and achievement. The least satisfying are salary, provisions for growth and advancement, recognition, company policy, and administration.

## 2. Correlates of Teachers' Work Values

2.1 There is a significant relationship between the teachers' work values and their levels of job satisfaction.

2.2 With the exception of salary and company policy, all the job satisfaction factors are significantly related with the teachers' overall work





values scores.

- 2.3 A teacher's gender is significantly related with the level of importance that he or she places on the work values: esthetic, independence, surroundings, supervisory relations, and ways of life.

In particular, the female teachers give more importance to these work values than their male counterparts.

- 2.4 Age is significantly related with the degree of importance placed by the teachers on economic returns, independence, way of life, and variety.

In particular, the younger teachers give these values more importance than the older teachers.

- 2.5 Civil status is significantly related with only one work value - management. The married teachers value this job factor more than the unmarried teachers.

- 2.6 Lastly, length of teaching experience is significantly related with the degree of importance placed by the teachers on creativity, economic returns, and variety. The younger teachers give more importance to these work values than the older ones.



### 3. Correlates of Job Satisfaction

- 3.1 Teachers' work values are significantly related with their job satisfaction.
- 3.2 Their age correlates significantly with the following job factors: recognition, interpersonal relations, salary, supervision, and company policy. The older teachers obtain greater satisfaction from these factors than the younger teachers.
- 3.3 Gender is significantly related with teachers' job satisfaction. Specifically, the male teachers get more satisfaction from growth and advancement, recognition, interpersonal relations, salary, and company policy than the female teachers.
- 3.4 Civil status is significantly related with teachers' job satisfaction. The married teachers get more satisfaction from responsibility, work itself, achievement, growth and advancement, recognition, interpersonal relations, and supervision.
- 3.5 Length of teaching experiences is not significantly related with teachers' overall job satisfaction. However, some of its components are



related significantly with some variables. Specifically, those with longer teaching experiences get more satisfaction from recognition, working conditions, interpersonal relations, and supervision than those with shorter teaching experiences.

#### 4. Predictors of Teachers' Work Values

4.1 There are no significant predictors of the teachers' overall scores under work values.

#### 5. Predictors of Teachers' Overall Job Satisfaction

5.1 Civil status and gender are significant predictors of teachers' overall levels of job satisfaction. The identified regression equation is:  
predicted job satisfaction = 3.363515  
+ .1530562 Civil status - .1127639 Gender

### CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The Taiwanese teacher respondents need more provisions for growth and advancement, recognition, clear and fair company policy, and administration in their respective schools.



2. The teacher respondents' foremost work values are: surroundings, supervisory relations, and way of life.
3. Age, gender, civil status, length of teaching experience, and nature of subjects tend to have a functional relationship with specific components of the teachers' work values.
4. Older and married teachers tend to be more satisfied with their job than younger and unmarried teachers.
5. Older teachers may be expected to be more satisfied with recognition, interpersonal relations, salary, supervision, and company policy than the younger teachers.
6. Female teachers will tend to derive less satisfaction with growth and advancement, recognition, interpersonal relations, salary and company policy than the male teachers.
7. The teachers who have longer teaching experiences tend to be less concerned with creativity, economic returns, and variety. Furthermore, these work values tend to be lesser appreciated as one stays secure in the job.
8. As teaching experience increases, teachers become more satisfied with recognition, working condition,





interpersonal relations, and supervision.

### RECOMMENDATIONS

The following recommendations are given based on the results and conclusions of the study:

1. The results of the study should be disseminated to the administrators of the respondent schools. Knowledge of the sources of teachers' job satisfaction and of their work values will help administrators understand and meet the teachers' needs, if possible.
2. The findings of this research may be considered in developing in-service training programs for faculty and for administrators.
3. The levels of teachers' job satisfaction could be enhanced by giving the teachers more room for growth and advancement, through proper recognition by the administrators of the job that they do, and through clearer and fairer policies affecting faculty.
4. Finally, the following researches may be conducted as offshoots of the present study:
  - 4.1 A study of job satisfaction and work values using non-Catholic school teachers' as respond-



ents for comparison purposes.

4.2 Studies designed to identify other factors that may be related to teachers' job satisfaction and work values.

4.3 A replication of the present study in the respondent schools to determine any possible changes in the teachers' job satisfaction and work values with the passing of time. Such studies are specially needed after the teachers have been given information as to the results of the study and after the administrators have implemented programs or activities in response to the findings of the study.

