

JOB SATISFACTION AND COMMITMENT OF TEACHERS IN CENTRAL MINDANAO COLLEGES

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Abstract

The purpose of this study was to investigate the relationship between teachers' job satisfaction and commitment in Central Mindanao Colleges. This study utilized non-experimental quantitative method of research employing descriptive-correlational technique. Respondents were 72 teaching personnel of Central Mindanao Colleges employing universal sampling. Mean and Pearson r were statistical tools used to analyze the data gathered. Results revealed that the level of job satisfaction of teaching personnel is high. In addition, the teachers' commitment registered to be high. However, results proved of not associated between job satisfaction and teachers' commitment.

Key words: education, job satisfaction, teachers' commitment, correlational

INTRODUCTION

A common and significant problem with most human capital management systems in education is their inability to mitigate high teacher turnover in certain types of schools and/or districts. In educational setting, the teacher must not only be competent, but passionate in any way and a hundred percent committed in the field. Satisfied and motivated teachers are important for any educational system. The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators (Correnti, Miller & Rowan, 2002; Jyoti & Sharma, 2009). Lussier (1990) cited that job satisfaction can contribute substantially to the effectiveness of an organization. It contributes to productive output in the form of high quantity and quality products and services, which is the learners.

In this study, the variables explore to determine the connection of each other. The independent variable is job satisfaction while the dependent variable is teachers' commitment. Job satisfaction according to Armstrong (2006) is the attitudes and feelings people have about their jobs. For Armstrong, positive or favorable attitudes about the work and the work environment indicate job satisfaction, and the inverse, referring to negative or unfavorable attitudes towards the work indicate job dissatisfaction. Satisfaction with the teaching component has important consequences. It is combination of psychological and emotional experiences at work. Job satisfaction, as defined by Locke (Luthers 2002), is a "pleasurable or emotional state resulting from the appraisal of one's job experience." Job satisfaction is determined by how well the result of job meets the expectation of the employee or they exceed the expectations. Job satisfaction is measured in terms of teachers' work achievement on the job, teachers' work responsibility on job, teachers' job promotion on the job, school policy and its administration, teachers' level of satisfaction on their income, work relationship of teachers' and work condition of teachers' and their level of job satisfaction. On the other hand, teachers' commitment refers to an individual's attraction and attachment to the work and the organization (Shann, 2001). It is evaluated in terms of affective commitment, normative and continuance commitment each type of commitment ties the individual to the organization in different ways and will differently affect the manner in which the employee conducts him/herself in the workplace (Meyer et al, 2002).

Based from previous researches, few studies had been conducted on job satisfaction and teachers' commitment. Most of the researches on job satisfaction and commitment focus on business industries. It is therefore necessary to explore the relationship between job satisfaction and commitment of teachers. It is in this premise that the researchers are enticed to conduct study purposely to shed light on the importance of job satisfaction and commitment of teachers. The results of this study will provide insights to school administrators in determining the aspects that affect a teacher's satisfaction.

METHOD

This study utilized non-experimental quantitative method of research employing descriptive-correlational technique. Descriptive survey determined the level of job satisfaction and teachers' commitment. On other hand, correlation provided analysis on the link between job satisfaction and teachers' commitment. Respondents

were 72 teaching personnel of Central Mindanao Colleges employing universal sampling. There were two sets of questionnaire adapted. Primarily, the set of survey questionnaire evaluated the job satisfaction developed by Dyesta Ayele. Secondly, the set looked into the teachers' commitment developed also by Dyesta Ayele. Mean and Pearson r were statistical tools used to analyze the data gathered. Mean analyzed the level of job of satisfaction while Pearson r provides statistical analysis on the association between two variables of this study.

RESULTS AND DISCUSSION

Level of Job Satisfaction of Teachers

Table 1 shows the very high level of job satisfaction of teachers in the college with the overall mean score of 4.58 and standard deviation of .273. Of all the indicators, it has been noticed that Teachers' Work Achievement obtained the highest mean score of 4.69 with the standard deviation .223 and described as Very High.

On other hand, the lowest indicator having the mean score of 4.50 and standard deviation of .364 with the descriptive level of Very High is Teachers' Job Promotion.

Table 1
Level of Job Satisfaction of Teachers

Indicators	Mean	Std. Deviation	Descriptive Level
Teachers' Work Achievement	4.69	.223	Very High
Teachers' Work Responsibility	4.65	.225	Very High
Teachers' Job Promotion	4.50	.364	Very High
School Policy and its administration	4.59	.214	Very High
Teachers' level of satisfaction in their income	4.53	.271	Very High
Work Relationship of Teachers	4.58	.351	Very High
Work condition of teachers' and their level of job Satisfaction.	4.53	.263	Very High
Overall	4.58	.273	Very High

The finding of very high level of job satisfaction of teachers means that the school environment is satisfactory to enhance teachers' job satisfaction. To measure the teachers' satisfaction to their work in the school a list of questions are administered. This supports to the study of Dyesta Ayele the level of achievement of

teachers are satisfied teachers in the study area and job satisfaction is seen in terms of the discrepancy between what one expects and what one actually gets in the work environment. Similarly with the result of the study of (Simatwa, 2011) that job satisfaction means pleasurable emotional state of feeling that results from performance of work that. Finally, job satisfaction is a complex variable and is influenced by situational factors of the job as well as the dispositional characteristics of the individual (Sharma & Ghosh: 2006). It is a complex and multifaceted concept which can mean different things to different people and Job satisfaction is usually linked with commitment and (Mullins, 2005:74) confirms that job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative.

Level of Commitment of Teachers

As shown in table 2, the commitment of teachers is described as very high with the overall mean score of 4.60 and standard deviation of .243. Normative Commitment garnering the highest mean score of 4.64 with the standard deviation of .287 and described as Very High. It is followed by Affective Commitment obtaining the mean score of 4.60 and standard deviation of .210 with its descriptive level of Very High. Continuance Commitment got the lowest means score of 4.56 and standard deviation of .233 with the very high level of description.

Table 2
Level of Commitment of Teachers

Indicators	Mean	Std. Deviation	Descriptive Level
Affective Mean	4.60	.210	Very High
Continuance Mean	4.56	.233	Very High
Normative Mean	4.64	.287	Very High
Overall	4.60	.243	Very High

Commitment of teachers is always manifested which is an indication of very high level result. This implies that teachers the level of teachers commitment on their job in the study area are very high because the level of affective, continuance, and normative commitment of teachers' in the study area are committed because majority of teachers in the school eagerly interested to achieve school goal and objectives.. This is supported by (Thapan, 1986) that commitment to teaching contributes to teachers' behaviors, attitudes, perceptions and performances. The same study of Pareek

(2004) that organizational commitment as a person's feelings with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. The study of (Fox, 1964, p.18) proves that the strength of any profession depends upon the degree of commitment of its members. Teaching is no exception.

Relationship Between Job Satisfaction and Commitment of Teachers

Result shows that Pearson r is .232 and P-value .112 which is greater at .05 level of significance which implies that job satisfaction is not related to commitment of teachers. Thus, the null hypothesis of there is no significant relationship between job satisfaction and commitment of teachers is accepted.

Table 3
Significant Relationship Between Job Satisfaction and Commitment of Teachers

Commitment				
	<i>Pearson r</i>	<i>P-value</i>	<i>Significance</i>	<i>Decision</i>
Job Satisfaction	.232	.112	Not Significant	Null hypothesis is accepted.

This is similar to the study of Lumley, Coetzee, Tladinyane and Ferreira, 2011 that job satisfaction has no link with commitment. This supports to the proposition of Aydugdo & Asikgil, 2011 have found an absence of a significant relationship between job satisfaction and commitment. Chih et al., 2012 posited that job satisfaction does not significantly relate to commitment. However, several studies found of direct link between job satisfaction and commitment. The study of (Bateman & Organ, 1983; Koch & Steers, 1978; Smith, Kendall, & Hulin, 1969; Vandenberg & Lance, 1992) proves that job satisfaction as an antecedent to commitment. Another study of Eisenberger et al., 1986 confirms that teacher job satisfaction more effectively predicts teachers' commitment and it was supported by the Turkish data.

CONCLUSION

The study concluded that job satisfaction was described as very high. The same with the commitment, which was rated as very high. Further, job satisfaction is not related to commitment of teachers. Results of this study explained that there are other factors,

which influence the commitment of teachers, and it is subject for further investigation for future studies.

RECOMMENDATION

In the light of the findings and conclusions, the results recommends# that human resource management of the institution should examine through survey the deeper perspective of what really satisfy the job of teachers. This perspective would provide HR management better understanding in dealing with people in the organization in relation to wok.

In addition, results recommended that schools should hold regular contacts with various training programs that encourage teaching– learning in effective manners. Furthermore, unit heads and other management teams should arrange teachers' experience sharing within school and model schools out the schools. In doing this, this will make teachers to be committed as well as satisfied in the job.

