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Job and Life Satisfaction of Teaching Personnel in a State University in Quezon Province

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Abstract. This study aimed to explore the relationship between Job and Life Satisfaction of Teaching Personnel in a State Southern University in Quezon Province. Data from 204 teaching personnel were collected through purposive sampling. The quasi-descriptive-correlational design was used in this study. Weighted mean correlation coefficient used in the interpretation of data. Based on the findings the conclusions are presented as follows: The teaching personnel was satisfied with the compensation and benefits, promotion, supervisory practices, and working condition. Therefore, the teaching personnel at a State University in Quezon Province were "Satisfied" on their job. Furthermore, the teaching personnel is satisfied with the family, health, social relationship, and work. Consequently, the teaching personnel at a State University in Quezon Province were "Satisfied" in their lives. Moreover, there was a significant relationship between job satisfaction and life satisfaction. The result also shows that there was a significant difference in job satisfaction according to age, civil status, and tenure and there was a significant difference in life satisfaction according to gender, civil status, and tenure.

Keywords. Job Satisfaction, Life Satisfaction, Teaching Personnel

Introduction

Teaching is a profession that should be chosen not out of coincidence or obligation but out of passion. A teacher who loves and enjoys teaching will have a high level of job satisfaction. However, the teaching profession is facing problems related to teacher's job satisfaction (Abdullah, Uli & Parasuraman, 2009). The general perception is that teachers in the government school are dissatisfied with their profession.

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behavior, personnel, and human resource management and organizational management (Tasnim, 2006). According to Stone (2009), the dimension of job satisfaction is compensation and benefits, promotion, supervision, and working condition. Moreover, Lee, An, and Noh (2012) discussed that employees are very tightly satisfied when it comes to supervision, working conditions and job will be highly satisfied when it comes to compensation and benefits. Job satisfaction is affected by various factors: some of these factors are individual factors such as age, gender, work experience, occupation, level of education, and personality and some are environmental factors such as pay, promotion, opportunities, working conditions, the nature of the work, and the employing institution. Moreover, job satisfaction is critical in a person's life; when a person gets enough job satisfaction, he/she will enjoy life, in general, will be

psychologically healthy and will have a great potential to increase his/her success both in professional and personal life (Erdamar & Demirel, 2016). In other words, if one is satisfied with the job, he/she also satisfied with life. Life at home and life at work are two different important areas that reciprocally influence one another. Life satisfaction refers to an individual's cognitive assessment of satisfaction with their life circumstances (Erdogan, Bauer, Truxillo & Mansfield, 2012). Moreover, life satisfaction is an indicator of the well-being and it "depends on doing well in major areas of life, such as relationships, health, work, income, spirituality and leisure" (Diener & Biswas-Diener, 2008).

Indeed, despite the growth in the number of studies on the topic, the job satisfaction – life satisfaction relationship remains one of the most enduring chicken-and-egg questions in social psychology (Mishra, Nielsen, Smyth & Newman, 2014). As Bowling, Escherman and Wang (2010) conclude, in their meta-analysis of the job satisfaction – life satisfaction relationship: The casual nature of the relationship between job satisfaction and life satisfaction has not been established.

This study aims to determine the job and life satisfaction of teaching personnel. To that end, this study had the following objectives:

1. To determine the job satisfaction of teaching personnel in terms of compensations, promotion, supervisory practices.
2. To determine the life satisfaction of teaching personnel in terms of family, health, social relationship, and work.
3. To determine the significant relationship between job satisfaction and life satisfaction.
4. To determine the significant differences in job satisfaction and life satisfaction when grouped according to profile.

Methodology

Research Design

To achieve the purpose of this study, a Descriptive-Correlational design was conducted. A survey was conducted among the 204 teaching personnel from the state university.

Respondents of the Study

The total population consisted of 301 teaching personnel. The data came from the record of the Human Resource Management Office (HRMO) as of 2017. However, out of 301 teaching personnel, only 204 were able to answer the questionnaire because they were present during the survey.

In terms of age, the sample consisted of 34.80% (n=71) 40-50 years old, 26 47% (n=54) 36-40 years old, 23.51% (n=48) above 50 years old and 15.20% (n=31) 23-35 years old; while 55.39% (n=113) were female and 44.62% (n=91) were male. In term of civil status, 76.96 (n=157) were married and 22.55% (n=46) were single. In addition, more than half of the respondents at 59.31% (n=121) had been with the organization for more than 10 years, furthermore, 21.57% (n=44) had been in the organization for 6-10 years, 13.24% (n=27) had been in the organization for 1-5 years and 5.88% (n=12) had been with the organization for just less than 1 year.

Measuring Instrument

This study used a self-constructed questionnaire for job satisfaction and life satisfaction. The five-point scale was used as a basis for evaluating the life and job satisfaction of teaching personnel with the score response of strongly agree to strongly disagree.

The questionnaire underwent a reliability test.

Reliability Statistics

Cronbach's Alpha	N of Items
.886	35

Results and Discussion

Job Satisfaction of Teaching Personnel

Compensation and Benefits

Compensation and Benefits	WM	SR
1. My salary is appropriate for my position.	3.44	Strongly Agree
2. I enjoy the benefits given by the institution.	3.42	Strongly Agree
3. I received the mandatory benefits.	3.53	Strongly Agree
Average Weighted Mean	3.46	Strongly Agree

According to Wiley (2009) that compensation consists of the pay and benefits received from the institution by the employees. However, Kossek and Block discussed that benefit is a form of compensation provided to employees in addition to their pay. The state university gives mandatory benefits such as mid-year and year-end bonus, performance-based bonus, productivity enhancement incentives, maternity/paternity, special privilege leave and other types of benefits.

The respondents all strongly agree with the compensation and benefits given to them by the institutions the weighted mean are 3.44, 3.42 and 3.53. Which shows satisfaction from what they received from the university.

Promotion

Promotion	WM	SR
1. The institution provides promotion base on accomplishments	3.13	Agree
2. The institution provides equal criteria for promotion	3.08	Agree
3.If the position for the first level becomes vacant, the teaching personnel in the department who occupy positions deemed to be next-in-rank to the vacancy is considered for promotion	3	Agree
4. My department head endorses his/her subordinates for promotion.	3.08	Agree
Average Weighted Mean	3.07	Agree

The above table shows that the state university in Quezon Province gives promotion. Its either promotion given was based on accomplishments or based on the endorsement of the immediate head. However, the respondents' response is all just "agree", it means that promotion is somehow given to the teaching personnel but with little less satisfied with it. Results indicate that promotion to be the aspect of the job respondents were least satisfied with, moreover,

promotion to be an important aspect of most academics (Gruneberg & Startup, 1978). Moreover, pay and promotion has a low correlation with overall job satisfaction but moderately correlated with facet specific overall job satisfaction (Abdullah, Uli & Parusaman, 2009). Ramlah (1984) stated that “failure to obtain promotion is a blow to a man’s self-respect from which it will arouse and causes dissatisfaction and also frustration in work”.

Supervisory Practices

Supervisory Practices	WM	SR
1. My department head recognizes my work.	3.41	Strongly Agree
2. My department head calls attention to my duties and responsibilities when needed.	3.36	Strongly Agree
3. My department head always validate my work.	3.42	Strongly Agree
4. My department head conduct group interaction or meeting when a certain job must be accomplished	3.26	Strongly Agree
Average Weighted Mean	3.36	Strongly Agree

Furthermore, supervision has also a positive relationship with job satisfaction (Abdullah, Uli & Parasuman, 2009). Supervisors who establish a supportive personal relationship with their subordinates and take a personal interest in them contribute to their employees’ satisfaction and take a personal interest in them contribute to their employees’ satisfaction (Barowe, Mangione & Quinn, 1972)

Working Conditions

Working Condition	WM	SR
1. The place I occupy is conducive for me to work conveniently and comfortably.	3.13	Agree
2. The faculty office is well lighted.	3.19	Agree
3. 3. The place is well ventilated.	3.2	Agree
4. 4. The teaching material are provided which help me to execute my function.	3.17	Agree
5. 5. There is a clean and functional restroom.	3.31	Agree
Average Weighted Mean	3.20	Agree

According to Martines (2008), the first thing that impresses or depress workers are the working conditions. It includes space allotted, physical layout, ventilation, lighting and among others. The data shows that the teaching personnel is satisfied with their working conditions because they "agree" that their space is conducive for work. However, little improvement in facilities is necessary for a more convenient and conducive work environment. The results presented in Table have implications for Herzberg's Two Factor Theory of Job Satisfaction. This theory claims that the factors which cause satisfaction are separate and distinct from the factors which cause dissatisfaction. The factors which cause satisfaction relate basically to intrinsic aspects of the job, such as the job itself, responsibility, and so on (motivators), whereas the dissatisfiers are extrinsic aspects of the job such as pay, working conditions and so on (hygienes). As King (1970) has pointed out, it is not entirely clear what the two-factor theory entails, but its weakest form is that motivators contribute more to satisfaction than do hygiene factors, and hygiene factors contribute more to dissatisfaction than do motivators.

Life Satisfaction of Teaching Personnel in a State University in Quezon Province.

Family

Family	WM	SR
1. My family life is close to ideal.	3.57	Strongly Agree
2. I am already contented with what we have in our family	3.45	Strongly Agree
3. So far, I have gotten the important things I want in my family life	3.33	Strongly Agree
4. My family's future is already secured.	3.22	Agree
Average Weighted Mean	3.39	Strongly Agree

The revealed that most the teaching personnel in state university satisfied with their family because the majority of the responses of respondents are "strongly agree". On the other hand, the respondents believed that they are just "agree" their family's future is secured.

Health

Health	WM	SR
1. I am secured with my health due to health care	3.31	Strongly Agree
2. I have an excellent health condition.	3.18	Agree
3. I do not need long time drug maintenance.	3.28	Strongly Agree
4. I am free from any sickness or illness.	3.26	Strongly Agree
5. I am healthy both physically and mentally.	3.38	Strongly Agree
Average Weighted Mean	3.38	Strongly Agree

The data shows that overall the teaching personnel is satisfied with their health because the majority of respondents responses are "strongly agree". However, there are teaching personnel just "agree" that they have an excellent health condition.

Social Relationship

Social Relationship	WM	SR
1. My friends respect me.	3.59	Strongly Agree
2. My family holds a lot of esteem for me.	3.64	Strongly Agree
3. I can trust my friends.	3.45	Strongly Agree
4. I have friends that I can rely on during hard times.	3.48	Strongly Agree
5. My officemates support me in the performance of my duties and responsibilities	3.3	Strongly Agree
Average Weighted Mean	3.49	Strongly Agree

The data shows that the teaching personnel is satisfied with their social support. The majority of the respondents' responses are "strongly agree" that they support the social environment.

Work

Work	WM	SR
1. I am already secured in my job.	3.39	Strongly Agree
2. I can work on my own.	3.31	Strongly Agree
3. I am already financially stable due to my career.	3.13	Agree
4. My work environment is stress-free.	2.88	Agree
5. The university conducts training and development to increase the teaching personnel knowledge and skills	3.01	Agree
Average Weighted Mean	3.14	Agree

The revealed that the teaching personnel is highly satisfied having a secured job in the state university. On the other hand, the respondents just "agree" that their work is satisfied with their work. If the teaching personnel just "agree" about their work satisfaction are not fully satisfied. This was supported by Kahneman and Deaton (2010) that satisfying work is an important component of life satisfaction.

Relationship of Job Satisfaction and Life Satisfaction

LIFE_SATISFACTION		
JOB_ SATISFACTION	Pearson	
	Correlation	.630**
	Sig. (2-tailed)	.000

**Correlation is significant at the 0.05 level*

Based on the table, job satisfaction and life satisfaction have a very strong linear relationship with correlation coefficient 0.630. This indicates that life satisfaction is influenced by the job satisfaction of the respondents or vice versa. With a probability value of less than 0.001, this implies that the obtained relationship between life satisfaction and job satisfaction is significant. Hence, the job satisfaction of the respondents might be predicted on the level of their life satisfaction.

Significant Differences in Job Satisfaction and Life Satisfaction when grouped according to profile

The level of job satisfaction varied across the age and there was a significant difference with the p-value equal to $0.112 > 0.05$. It was supported by the study of Shama and Jyoti (2009) that job satisfaction varies with age for men as well as women in various occupations. In addition, the level of job satisfaction varies across tenure, and as to the mean ranks, the respondents who stay long in the office/department are the most satisfied on their job. This indicates that senior found to have higher facet satisfaction compared to a younger teacher (Abdullah, Uli & Parasuraman, 2009). Also, in terms of gender, there was a significant

difference in job satisfaction. In contrast, according to Abdullah, Uli & Parasuraman (2009) that the male teachers were relatively more satisfied than female teachers. However, in terms of position, and civil status has no significant difference in job satisfaction.

Moreover, life satisfaction varied across gender with a p-value of $0.017 < 0.05$. The life satisfaction of the respondents varied across civil status with p-value $0.004 < 0.05$. The life satisfaction of the respondents varied across tenure with p-value $0.033 < 0.05$. On the other hand, the life satisfaction of the respondents has no significant differences across the position of the respondents.

Conclusions

In conclusion, the results present the empirical evidence that mostly the teaching personnel were satisfied with the compensation and benefits, promotion, supervisory practice, and working conditions. Therefore, the teaching personnel in the state university in Quezon Province were satisfied with their job. Also, the teaching personnel was satisfied with the family, health, social relationship and work. This is an indication that the teaching personnel was satisfied with their life.

On the other hand, evidence shows that there is a significant positive relationship between job satisfaction and life satisfaction of the teaching personnel in the state university. Conversely, as the result presents the level of job satisfaction varied across age and tenure. As to the mean rank, the respondents who work in the state university for the longest time are the most satisfied with their job. Same with the married individuals are most satisfied with their job compare to single and widow. Furthermore, the life satisfaction of the teaching personnel has a significant difference across age, gender, and civil status.

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