

THE EFFECTS OF PERSONAL AND WORK-RELATED FACTORS TO JOB SATISFACTION OF MILLENNIAL TEACHERS

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ABSTRACT

Job satisfaction is based on how we feel with our current job. Our job is important in our life because it provide goals to work toward each day and an income to support us financially. Most number the teachers working in the Department of Education are belongs to millennial generation. The purpose of this study was to determine the personal and work-related factors that can affect the job satisfaction of millennial teachers. Quantitative causal comparative method of research was conducted using validated and adapted and modified questionnaire on both variables. This study consisted of 50 millennial teachers in Del Monte National High School and Talacogon National High School in Agusan del Sur Division who were answered the survey questionnaire given to them. The extent of personal and work-related factors was measured in terms of the following indicators: personality, interpersonal relationship, working environment, nature of job and salary. On the other hand, job satisfaction was measured using a 15-item questionnaire. The null hypothesis was tested at 0.05 level of significance to test the correlation of variables. Results shows that there is a significant positive correlation between the variables reflecting from its Pearson r which has 0.652, 0.471 and 0.613 which $p < .05$ and p -value of .001. In conclusion, teachers' work performance is inversely affected by the school heads' guidance and directly affected by the teachers' job security. It is recommended that the schools shall minimize their supervision on their teachers' teaching performance but maximize their concern over the welfare of their teachers.

Keyword: *job satisfaction, millennial teachers, work-related factor, personal factor, causal comparative research*

1. INTRODUCTION

Job satisfaction has always been a flash point of discussion among the researchers and scholars since long. This critical issue has gained enthusiastic attention of researchers all around the world after the beginning of industrialization, but now it is applied to each and every organization.

In Nigeria a studies showed low job satisfaction (Businge, 2011) [1] as well as low morale amongst Nigerian teachers (Kayode, 2012) [2]. The country's National Union of Teachers (NUT) therefore argued that the government should develop a good remuneration and reward system to promote teachers' job satisfaction (Komolafe, 2010) [3]. Nigerian teachers have both low job satisfaction and low salaries (Adelabu, 2005; Ayeni, 2005), [4][5] as do Egyptian teachers' (Abd-El-Fattah, 2010) [6].

In the Philippines during this age of technology, millennial teachers dominate most schools (Lacdo-O et al., 2018) [7]. Spiegel (2013) [8] described the millennial generation as people whose world is driven by technology as information and social networking at their fingertips are their way of life. Greenbaum (2009) [9], described the

millennial generation as “incompatible with a stagnant education system that can be painfully isolating and uninspiring”. This may be one of the reasons why millennial teachers explore international teaching opportunities.

In Del Monte National High School, there are millennial teachers left their job to look for a greener pasture in the other country. Teaching can be an avenue for traveling the world, discovering new cultures, and acquire intercultural competencies for people who choose to teach abroad (Chacko & Lin, 2015) [10]. Therefore, it is important to investigate the effects of personal and work-related factors affecting the teachers’ job satisfaction. All of these factors encourage the researcher to ardently conduct this study.

1.1 Theoretical Framework

This study was anchored to the two-factor theory of Herzberg. The two-factor theory implies that the managers must stress upon guaranteeing the adequacy of the hygiene factors to avoid employee dissatisfaction. Also, the managers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better.

This theory emphasizes upon job-enrichment so as to motivate the employees. The job must utilize the employee’s skills and competencies to the maximum. Focusing on the motivational factors can improve work-quality. Herzberg’s two-factor theory states that motivation comes from the nature of the job itself, and not from external rewards or job conditions (Spector, 2003) [11].

1.2 Statement of the Problem

This study sought to answer the following questions:

1. What is the demographic profile of respondents in terms of:
 - 1.1. Gender
 - 1.2. Civil Status?
2. What is the level of personal factors of the respondents in terms of:
 - 2.1. personality, and
 - 2.2. interpersonal relationship?
3. What is the level of work-related factors of the respondents in terms of:
 - 3.1. working environment
 - 3.2. nature of job; and
 - 3.3. salary?
4. What is the level of job satisfaction of the respondents in terms of:
 - 4.1. achievement,
 - 4.2. recognition,
 - 4.3. supervision; and
 - 4.4. school policy?
5. Is there a significant relationship between personal and work-related factors and job satisfaction of millennial teachers?
6. Is there a difference in the personal and work-related factors when grouped according to:
 - 6.1. Gender
 - 6.2. Civil Status?
7. Is there a difference in job satisfaction when grouped according to:
 - 7.1. Gender
 - 7.2. Civil Status?

1.3 Definition of Terms

Achievement. It refers to the attainment of academic performance usually demonstrated by tests, examinations or through teacher assessment.

Interpersonal Relationship. It refers to a social connection or affiliation between two or more people.

Job Satisfaction. It refers to the pleasurable emotional state resulting from the appraisal of one’s job or job experiences.

Millennial Teachers. It refers to the teachers who are born between 1980 to 2000.

Nature of job. It refers to the basic daily tasks carried out as part of a job and can refer to other non-routine tasks that may be required.

Personality. It refers to the combination of characteristics or qualities that form an individual's distinctive character.

Recognition. It refers to the process of giving an employee a certain status within an organization.

Salary. It refers to a fixed regular payment, typically paid on a monthly or biweekly basis but often expressed as an annual sum, made by an employer to an employee, especially a professional or white-collar worker.

School Policy. It refers to the rules that are intended to help schools teach students and teachers efficiently, fairly and safely as per the regulatory norms and the Board to which the institution is affiliated.

Supervision. It refers to the process by which one worker is given responsibility by the organization to work with another worker in order to meet certain organizational, professional and personal objectives which together promote the best outcomes for service users.

Working Environment. It refers to the setting, social aspects, and physical conditions in which an individual performs their job. It has the potential to significantly impact employee morale, workplace relationships, performance, job satisfaction, and employee's health.

2. METHODS

2.1 Research Design

A quantitative causal comparative research design was used in this study. The quantitative method, according to Babbie (2010) [12], is a type of research method that focuses on objective measurements and statistical, mathematical, or numerical analysis of data collected through polling data, survey-questionnaires, as well as the modification of pre-existing statistical data using computing tools. It is concerned with collecting numerical data and generalizing it across groups of people or explaining a phenomenon (Creswell, 2013) [13]. In addition, the researcher was utilized the causal comparative research design. A causal comparative design is a research design that seeks to find relationships between dependent and independent variables after an action has occurred (Ragin & Zaret, 1983) [14].

2.2 Research Respondents

The respondents of the study were the 50 millennial teachers who were purposively chosen from the 2 public schools in the municipality of Talacogon, Agusan del Sur for the school year 2022-2023.

The researcher used purposive sampling method. Purposive sampling is an acceptable kind of sampling for special situations. It uses the judgment of an expert in selecting cases or it selects cases with a specific purpose in mind. Purposive sampling is used most often when a difficult-to-reach population needs to be measured.

Table 1
Research Respondent Schools

School	Number of Millennial Teacher/s
Del Monte National High School	29
Talacogon National High School	21
Total	50

2.3 Research Instruments

This study adapted and modified the questionnaires for the two variables of the study. To determine the personal and work-related factors, the researcher adapted and modified questionnaires from the four-point Likert

scale. It aims to measure the level of personal factors in terms of personality and interpersonal relationship and work-related factors in terms of working environment, nature of job and salary.

To determine the job satisfaction of the teachers, the researcher adapted and modified the Job Satisfaction Questionnaire. This questionnaire measures the level of a person's job satisfaction. It aims to measure the level of job satisfaction in terms of achievement, recognition, supervision and school policy.

2.4 Data Collection

The researcher wrote a letter of request to the Office of the Schools Division Superintendent of Agusan del Sur and likewise to the principals of selected schools in Municipality of Talacogon to conduct the study. In like manner, the researcher informed the teacher-respondents who are chosen to answer the survey instrument. Furthermore, the researcher observed proper ethical standards on the conduct of the study and the names of the teacher respondents were not indicated and any important matters were kept with utmost confidentiality.

The researcher facilitated in the distribution and administration of the survey questionnaire. After which, the retrieval of the research instrument followed and all responses were encoded and stored in the personal computer of the researcher.

The researcher collected and tallied all data and submitted it to the statistician for statistical treatment. Subsequently, the data were subjected to analyses and interpretations.

2.5 Statistical Treatment of Data

The following are the statistical tools that were used in this study:

Mean. This was to determine the level of personal and work-related factors and the job satisfaction of millennial teachers.

Pearson-r. This was to determine the significant relationship between the personal and work-related factors and job satisfaction of millennial teachers.

T-test. This was to determine the significant difference between the personal and work-related factors and job satisfaction of millennial teachers when grouped according to civil status and gender.

3. FINDINGS AND DISCUSSIONS

This chapter presented the findings to the statement of the problem obtained from the data collected and the subsequent analyses and interpretation based on the problems presented.

Level of Job Satisfaction of Millennial Teachers of Personal Factors in terms of Personality. The extent of personal factors experienced by the millennial teachers as indicated by personality was manifested satisfying with an overall mean of 3.28.

The result implied that the biggest effect on job satisfaction of millennial teachers are being open-mindedness with others. It is truly helpful when teachers accept the idea and viewpoints of others so that they can be able to come up better plan and outputs in the field of teaching.

Neal et al. (2012) [15] found a differential pattern of relationships among the five personality traits and nine dimensions of work role performance. They found that openness to experience was positively related to proactivity at the individual and organizational levels. These results suggest that individuals who are creative and curious also engage in self-directed behaviors that initiate change in an individual's own role or the organization. Surprisingly, they found that openness to experience was negatively related to team and organizational proficiency. This could suggest that openness to experience inhibits cooperative behaviors. Agreeableness was negatively related to individual proactivity, which could suggest that cooperative characteristics inhibit behaviors that challenge existing role definitions.

Level of Job Satisfaction of Millennial Teachers of Personal Factors in terms of Interpersonal Relationship. The extent of personal factors experienced by the millennial teachers as indicated by interpersonal relationship was manifested in grateful manner with overall mean of 2.92.

Teacher support as well as the school head support is important in realizing educational goals for the good of the students. Lack support from the administration and the teachers will lead to dissatisfaction of job. It is evident that the principal knows what kind of school he/she wanted. Furthermore, teachers strongly agree that they are satisfied with how their principal implemented activities relevant to the schools' vision and mission. Effective

communication between the principal and teachers is also evident in schools. This is supported by the statement that teachers strongly agree that their principal or the leaders of the organization are open to comments and suggestions. In fact, the faculty strongly agree that their school administration supported and encouraged them to do their job well. The smooth functioning of the workplace is manifested in the school because teachers strongly agree that they have trust in their principal or the leaders of their organization. The trust of the teachers is essential. This serves as the primary basis from which leadership springs. Trust allows the leader to lead with authority and make tough decisions as expected from them.

Summary on the Extent of Millennial Teachers' Level of Job Satisfaction of Personal Factors in terms of Specified Indicators. Personality is seen to be the highest contributor among the indicators. Teachers are more likely to agree that they can be satisfied with their job if their colleagues are open minded and willing to accept suggestions. Interpersonal relationship obtained the lowest mean score among the two indicators. The teachers are satisfied with their job if they have maintained the good relationship with their colleagues and also the support and assistance of the administration.

Level of Job Satisfaction of Millennial Teachers of Work-related Factors in terms of Working Environment. The extent of work-related factors experienced by the millennial teachers as indicated by working environment was manifested enjoyable with an overall mean of 3.22. Safety in the work environment gives a feeling of stability among teachers.

In terms of the working environment, respondents strongly agree that their physical working condition is good. The article, *Creating a Healthy Workplace Environment for your Employees*, states that the most important thing that influences employees' motivation and happiness, and how productive and efficient they can be is linked to their working environment. The institute provides a safe environment to the teachers as respondents strongly agree that they feel physically safe working in the school. Issues of safety and security of the employees are crucial in determining that the working environment is good. It is the school's responsibility to provide an appropriate working ambiance for their teachers to do their job.

Level of Job Satisfaction of Millennial Teachers of Work-related Factors in terms of Nature of Job. The extent of work-related factors experienced by the millennial teachers as indicated by nature of job was manifested agreeable with an overall mean of 3.36.

Teachers should know their duties and responsibilities because they are an important part of society, they help educate, support and coach students during their formative years and beyond. Teachers bring many skills to their profession and fulfill many daily responsibilities that highlight their abilities to teach and mentor students.

Level of Job Satisfaction of Millennial Teachers of Work-related Factors in terms of Salary. The extent of work-related factors experienced by the millennial teachers as indicated by salary was manifested satisfying with an overall mean of 2.74.

Pay influences job satisfaction. Respondents strongly agree that their pay is fair for the work they perform. Compensation is important for both employers and employees because it is one of the main reasons why people work. Overall, respondents strongly agree that they are satisfied with the benefits offered by the organization. These benefits include vacation leave, maternity leave, paternity leave, and sick leave. Disability and retirement plan benefits were also enjoyed by the teachers.

Based on the article of the summit express, it was mentioned that the Philippine government has continued its commitment to making education as their top priority. Stated in Article XIV, Section 5 of the 1987 Philippine Constitution —The State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment.

Neog & Barua (2014) [16] found few factors which are accountable for job satisfaction, the relationship between job satisfaction and fair compensation, working environment and job satisfaction, job security and job satisfaction. They observed that salary was the major important factor that influences the job satisfaction and showed that the level of satisfaction is average among employees.

Summary on the Extent of Millennial Teachers' Level of Job Satisfaction of Work-related Factors in terms of Specified Indicators. Nature of job is seen to be the highest contributor among the indicators. Teachers who love their jobs will have a higher level of job satisfaction. Being a teacher isn't going to make anyone rich but it

is one of the most rewarding careers on the planet. A teacher can have a huge impact on student's life, and to see a student progress and grow is something that brings great joy to teachers.

According to Polite (2020) [17], firms can aid in the development of employee conviction in their job by establishing clear objectives and emphasizing to employees how their efforts contribute to the organization's success. Salary obtained the lowest mean score among the indicators. The amount of remuneration a teacher earns to do his or her professional tasks can increase a teacher's appreciation of his or her institution. According to Nyamubi, (2017) [18], teachers' financial pay is a significant factor in their satisfaction with their jobs. He goes on to say that when a teacher is happy with his or her pay, his or her accountability is increased.

Level of Job Satisfaction of Millennial Teachers in terms of Achievement. The results revealed that job satisfaction of millennial teachers in terms of achievement is notable that obtained a mean rating of 3.30 with a 'satisfied' descriptive equivalent.

In general, the job satisfaction of teachers in terms of achievement has evident. It can be seen that these teachers are satisfied with their current job because they are properly guided by their department. Also, teachers are productive because they are given equal opportunity to do their task in their schools.

Navarathinam (2016) [19] concluded that every teacher should set the goals of achieving an appropriate work-life balance and excelling in both their careers and their family role. Some of the strategies and skills used in the workplace, such as planning, organizing, and setting limits, also can be used at home for achieving a satisfying, fulfilling, well-balanced life, both professionally and personally.

Level of Job Satisfaction of Millennial Teachers in terms of Recognition. The results revealed that job satisfaction of millennial teachers in terms of recognition is noteworthy that obtain a mean rating of 2.97 with a 'satisfied' descriptive equivalent.

Accordingly, this may imply that the level of job satisfaction of the millennial teachers in terms of recognition is satisfied. Individuals at all levels want to be acknowledged for their accomplishments created on the job (Kadtong, et al., 2017) [20].

Anchored from Kessler and Snodgrass (2014) [21], administrators can improve the overall quality of the school environment by communicating clearly and recognizing teachers' contributions to the school community. According to Buble, Juras, and Matic (2014) [22], the recognition under job satisfaction is a supervisor-driven activity that motivates employees and leads to emotions of job satisfaction.

Level of Job Satisfaction of Millennial Teachers in terms of Supervision. The results revealed that job satisfaction of millennial teachers in terms of achievement is notable that obtained a mean rating of 2.30 with a 'dissatisfied' descriptive equivalent. This may denote that the millennial teachers were not satisfied with the job supervision.

Job supervision is one of the keys under the human resource management, and it should be the school's emphasis because it influences the school's organization directly or indirectly (Mukhtar, Ali, & Rusmini, 2017) [23].

Level of Job Satisfaction of Millennial Teachers in terms of School Policy. The results revealed that job satisfaction of millennial teachers in terms of school policy is superior that obtained a mean rating of 3.00 with a 'satisfied' descriptive equivalent. Teachers believe that if there could be a chance for suitable way of settling grievances and hostility among teachers, spouse to live together, a good relation between teacher and supervisor, teachers' accommodation in school area they are likely to be the contributor for their job satisfaction.

Teachers who possess professional and personal characteristics are humans too; they are not perfect and even not exempted from committing mistakes, there are some circumstances that may turn them into discomfort and dissatisfaction while at work. These conditions are the reasons why despite sincere dedication of teachers, they still commit an action which are against the existing rules and policies of an educational institution (Lucila, 2015) [24].

Summary on the Extent of Millennial Teachers' Level of Job Satisfaction in terms of Specified Indicators. Achievement is the highest indicator in contributing the job satisfaction of millennial teachers. Achievement was identified with the fruitful finishing of the job, acknowledgment was any consideration toward the specialist from anybody through one or the other recognition or fault, job itself was the satisfaction that came about because of the real work exercises, duty was the power or responsibility for work, the chance of headway was the upward positional change granted from the job and growth was identified with expertise improvement and progression inside the job Herzberg et al., (2010) [25]. Buechner et al., (2019) [26] uncovered that that self-based

pride was identified with self-approach objectives, singular achievement esteems, just as achievement and relationship intentions. Social correlation-based pride, thus, is emphatically identified with other-approach objectives, social achievement esteems, just as achievement and power thought processes.

Relationship between Personal and Work-related Factors and Job Satisfaction of Millennial Teachers. The result shows that there is significant relationship between personal and work-related factors to job satisfaction of millennial teachers.

According to Lee et al. (2016) [27], there are positive correlations amongst job satisfaction, happy employees, and high performing organizations. Adhering to the factors that contribute to job satisfaction does not always guarantee that Millennials would not move to a new job, as they still could be attracted to better job offers (Ware, 2014) [28] and they could move to different jobs despite being happy at work (Fisher, 2015) [29].

Difference of Personal and Work-related Factors when measured according to Gender. The result shows that there is no significant difference between males and females was found of millennial teachers when measured to gender.

Personal advancement, achievement and development, responsibility and recognition in the execution of their duties at their workplace, increased the teachers' satisfaction (Ali, 2017) [30].

Difference of Personal and Work-related Factors when measured according to Civil Status. The result shows that there is no significant difference between personal and work-related factors of teachers when measured to civil status.

Civil status is one of personal demographic factors which is researched many times regarding its effects on job satisfaction. The findings of this study confirmed that married millennial teachers were slightly less satisfied in all aspects than their single counterparts. Thus salary was one of aspects which caused married respondents to be least satisfied with their job.

Job Satisfaction when measured according to Gender. The result shows that there is no significant difference of job satisfaction when measured to gender. Male and female millennial teachers do not significantly differ in their job performance level in public secondary school in Del Monte National High School and Talacogon National High School.

Gender differences in faculty productivity, satisfaction, and salary were studied (Hagedorn, 2001) [31] using 2 large datasets. Findings show very little evidence of gender differences in job satisfaction. Overall job satisfaction for male and female faculty members was virtually identical. The area that shows the greatest difference between men and women is salary. Men and women are paid differently, although the reasons why are not so clear. It was suggested that the best way to change the culture and practices of higher education to enable female faculty members to be full-fledged members of the academy is to examine and adjust the reward structure to be fair and equitable for all. Salary differentials do not exist in the employment in the present study context as could be observed in some cases in Europe. Studies (Fagan & Burchell, 2002) [32] conducted in Europe indicated that women were lower paid and were more likely to be working in jobs dealing directly with customers or other users of the workplace, to have experienced or been aware of intimidation and discrimination at their workplace, and to feel that they have insufficient health and safety information when working in hazardous conditions. Women were also less likely to have planning responsibilities and more likely to have lower levels of job autonomy and working-time autonomy and were more likely to be employed part-time.

Job Satisfaction when measured according to Civil Status. The result shows that there is no significant difference of job satisfaction when measured to civil status. Married and unmarried millennial teachers do not significantly differ in their job performance level in public secondary school in Del Monte National High School and Talacogon National High School.

Millennials' parents have been involved in every facet of their child's life from birth through adulthood. The term "helicopter parents" often is used to describe the parents of Millennials (Rainer & Rainer, 2011) [33].

4. CONCLUSIONS

Based on the results, it indicated that teachers' job satisfaction of personal and work-related factors go in hand, if the teachers are satisfied with their job they will never leave it. The teachers' very high level of job satisfaction on achievement is contributory factor to their work performance. The teachers' work performance is

inversely affected by the school heads' guidance and directly affected by the teachers' job security. The results clearly show that as to the organization's leadership and planning, role within the school, work environment, relationship with the principal, pay and benefits; millennial teachers agree that they are satisfied.

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