

THE INFLUENCE OF TEACHERS' JOB SATISFACTION ON THE HAPPINESS AMONG PUBLIC SECONDARY SCHOOL TEACHERS

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ABSTRACT

This study endeavored to determine the significance of the influence of teachers' job satisfaction on the happiness among public secondary school teachers. The study utilized quantitative research design, specifically, descriptive-correlational approach. A total of 208 research respondents answered the survey instruments from the research locale using random sampling. The instruments used were adapted questionnaires that underwent pilot-testing and were validated by the panel of experts. Descriptive analysis revealed that the level of the teachers' job satisfaction was high. On the other hand, the extent of happiness was also high. Result of the correlational analysis on variables showed that job satisfaction has a positive, moderate, and significant influence on the happiness of teachers. The findings were indicative on the need for the school administrators to support the teachers in the performance of their duties and functions for them to sustain their levels of job satisfaction and eventually happiness.

Keyword: job satisfaction, happiness, correlational research design, Davao de Oro, Philippines

1. INTRODUCTION

A major issue facing worldwide education systems has been teacher satisfaction, which is influenced by a number of factors. People's happiness levels are declining for a variety of reasons, such as low self-worth, fewer optimistic thoughts, insufficient managerial abilities, and troubled family dynamics. Many educators around the country are unhappy that they don't get paid enough for their work in the classroom and in their professional capacities. Inadequate pay and benefits may be the cause of teachers' discontent. Certain individuals may encounter a deficiency of support from their managers or have challenges in obtaining instructional materials, chances for career advancement, and extra staff members.

The high teacher turnover causes a large loss of qualified personnel. One of the primary reasons for professional exits is dissatisfaction at work [20]. Research has shown that teachers who are unhappy in their jobs typically produce less [3];[13]. The results of [11] survey among Thai teachers who expressed dissatisfaction at work make this clear. It was discovered that their inadequate instructional management produced subpar learning results. On the other hand, due to challenges faced during the shift in learning delivery modalities, teacher satisfaction scores have reached an all-time low since the COVID-19 epidemic [24].

According to a study, teachers who are unhappy in their jobs face a variety of challenges, including poor performance in meeting learning objectives and even the possibility of quitting [15]. The Department of Education's public school instructors in the area are overburdened with work-related obligations, forcing them to prioritize their many other jobs and responsibilities over their real teaching duties [4]. Teachers are anxious about the new normal as well since they think that extended in-person training can close the learning gap while still adhering to safety

protocols. According to data from the Human Resource Division, the Schools Division of Davao de Oro handled over 200% more resignations in their office for the 2021–2022 school year than in the prior years. The primary motivation for leaving the Division Office to take teaching jobs overseas, which provide higher benefits, fewer non-teaching related activities, and a supportive teaching-learning environment, was the lack of baseline data from exit interviews. Nonetheless, the lower level of satisfaction among public school teachers could possibly be the cause of this turnover. The majority of these teachers faced several challenges related to education that have a detrimental effect on their satisfaction.

Teacher job satisfaction pertains to the contentment experienced by teachers in their present occupation, encompassing both internal and outward satisfaction [23]. The process of Teacher job satisfaction inquiry and analysis can assist managers in understanding teachers' professional attitudes and preventing burnout. Additionally, it can offer valuable insights for management decision-making. Enhancing teacher job satisfaction will aid teachers in sustaining a high degree of ardor and zeal for their vocation over an extended period, enabling them to perform even more effectively during lessons and assuring a consistent standard of teaching quality [17]. In order for teachers to effectively impart knowledge and skills necessary for learners to develop in South Africa, it is crucial that they have adequate job satisfaction. Teachers have been highly respected and honored as individuals who play a crucial role in shaping and developing a nation. Specifically, professors who instruct at universities and cultivate pupils into highly skilled individuals with expertise in many fields are crucial for a nation's success. Insufficient teacher job satisfaction can result in decreased educational attainment [7]; [19].

The teachers' satisfaction with social elements, such as that of their supervisor and colleagues, was found to improve the teachers' self-reported happiness towards their workplace [1]. Also, the provision of a human resource support system facilitated the increased level of job satisfaction. In turn, this increases the perceived workplace happiness of the employees [10].

On a similar stance, teachers who experienced high job satisfaction demonstrated high levels of workplace happiness. They were able to provide better support services to the school and its clientele [6]. In support, the literature pinpointed that the felt satisfaction of the teachers, such as conducive working conditions, equal opportunities for promotion, and good relationship with colleagues, significantly influence subjective happiness in the workplace. Whereas, mistrust, a non-transparent system, and work-life imbalance led to the teachers' dissatisfaction [17].

Due to the increasing number of teacher turnover which led to the loss of quality teachers, the researcher deems it imperative to determine the predictors of workplace happiness among the public school teachers since this is a crucial factor in maintaining the quality of the delivery of the educational mandates. Reading through the literature, the researcher is unable to find a study that looks into the domains of teachers' job satisfaction as predictors of workplace happiness among the public school teachers in the context of the new normal. The findings of the study may serve as basis for policy review and recommendation which can help support the teachers' productivity in the field.

2. METHODS

Presented in this chapter are the discussion of the research design, research respondents, research instruments, data gathering procedure and statistical instrument used in the analysis and interpretation of the data gathered.

2.1 Research Design

A quantitative research design—more precisely, a descriptive-correlational approach—was used in this study. Quantitative research entails gathering numerical data and evaluating it using techniques derived from mathematics, especially the application of statistical tools to explain events [3].

Specifically, descriptive research is used to describe the characteristics of a population. It gathers information on a certain population or group in order to respond to a variety of what, when, and how queries. It doesn't answer issues like what causes a phenomena or why it occurs. A descriptive study is frequently employed to generate hypotheses that need to be put to the test using more exacting research techniques [18].

Descriptive statistics helped to explain the varying levels in this research situation. Since this study examined the link between the variables, the use of correlational statistics was suitable. Finding the current relationship between the variables was the goal. Furthermore, a survey questionnaire serving as the primary research instrument was a suitable fit for the research methodology employed.

2.2 Research Local

The study was carried out at Davao de Oro's Nabunturan National Comprehensive High School. A public high school called Nabunturan National Comprehensive High School (NNCHS) is situated in Barangay Poblacion, Nabunturan, Davao de Oro, Indonesia. It is regarded as one of the best high schools in the province of Davao de Oro and is the biggest public secondary school in the municipality of Nabunturan. Since its founding in 1951, NNCHS has provided students in grades 7 through 12 with a comprehensive secondary education program. Various special program classes are available at the school, including Science, Technology, and Engineering (STE), Journalism (SPJ), Sports (SPS), and Special Program in the Arts (SPA).

In 2023, the school has an enrollment of around 5000 pupils, together with over 200 faculty and staff members. NNCHS is renowned for its exceptional academic achievements and is proudly recognized as the "Home of the Achievers." The institution has also generated a number of accomplished graduates, including government officials, entrepreneurs, and experts in other domains.

Assumption College of Nabunturan is one of the notable educational institutions in the area. In the Compostela Valley, there is a private school called Assumption College of Nabunturan (ACN). The Daughters of Mary of the Assumption (FMA) created it as the Assumption School of Nabunturan in 1954. After the Second World War, the FMA sisters arrived in the Philippines from Canada and opened Assumption School as their first establishment. The Commission on Higher Education (CHED) and the Department of Education (DepEd) have duly acknowledged the School and its programs.

Nabunturan is particularly well-known for being the site of the Provincial Capitol, which was home to the biggest ring ever created in the Philippines and given the fitting moniker of "Solidarity Ring." This enormous jewel was made to represent the historical cohesion, rich cultural legacy, and plenty of natural resources of Davao de Oro.

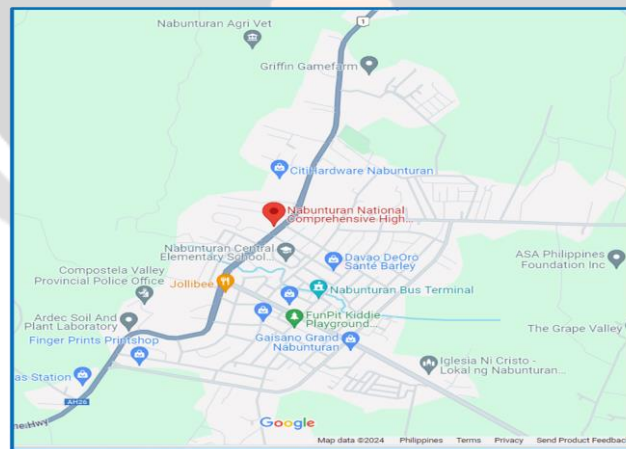


Fig - 1 Location Map of Poblacion, Nabunturan, Davao de Oro

2.3 Research Respondents

This study included secondary school teachers from the public sector who are permanently hired by the Department of Education. The target respondents were from Nabunturan National Comprehensive High School in the West District of Davao de Oro. An aggregate of 219 high school teachers participated in this study. In selecting the sample size, the researcher used the recommendations generated by Raosoft, Inc.'s database web survey

program. The researcher utilized a sample of 208 from a total population of 219 to satisfy the criteria of 95% confidence level.

The stratified random sample technique was used to ensure that all included schools were equally represented. This method separates a population into many subgroups, or strata, based on some shared characteristics. This strategy is beneficial when the population is heterogeneous, and a simple random sample would not provide accurate results. Researchers can use stratification to ensure that their sample is closest to the population and to avoid sampling biases [2]. Furthermore, random selection utilizing the MS Excel function selected who participated as the respondents in every institution. Random sampling selects each sample to represent the total population [12].

2.4 Research Instrument

This study used the standard survey form to assess teachers' satisfaction and job happiness. All research instruments were evaluated by an expert panel to ensure that they were appropriate for the context of this investigation. They also recommended contextualizing the instruments as needed.

Teachers' Job Satisfaction Questionnaire. The instrument was adopted from the work of [14] and as validated in the work of [21]. The instrument consisted of 66 items for the following indicators: pay, security, colleagues, working conditions, supervision, advancement, recognition, responsibility, and the work itself. The respondents were asked to rate the extent by which each item represents their job satisfaction using the 5-point Likert scale ranging from 1 for “*Strongly disagree*” to 5 for “*Strongly Agree*”. The following parameter limits were used in presenting the data for the variable, job satisfaction:

Parameter limits	Descriptive equivalent	Description
4.50-5.00	Very High	This means that the teachers have very high job satisfaction.
3.50-4.49	High	This means that the teachers have high job satisfaction.
2.50-3.49	Moderate	This means that the teachers have moderate job satisfaction.
1.50-2.49	Low	This means that the teachers have low job satisfaction.
1.00-1.49	Very Low	This means that the teachers have very low job satisfaction.

Happiness. The instrument was referred from the Oxford happiness questionnaire. In the context of this research, the multidimensional instrument validated in the work of Demo and [16] was adopted. The respondents was tasked to rate the extent by which each item represents their workplace happiness using the 5-point Likert scale ranging from 1 for “*strongly disagree*” to 5 for “*strongly agree*”. The following parameter limits were used in presenting the data for the variable, happiness:

Parameter limits	Descriptive equivalent	Description
4.50-5.00	Very High	This means that the teachers manifested workplace happiness at all times.
3.50-4.49	High	This means that the teachers manifested workplace happiness most of the time.
2.50-3.49	Moderate	This means that the teachers manifested workplace happiness occasionally.

1.50-2.49	Low	This means that the teachers manifested workplace happiness in a few instances.
1.00-1.49	Very Low	This means that workplace happiness is rarely manifested.

2.5 Research Procedure

The researcher sought permission to conduct the study. To accomplish this, the researcher received a letter of recommendation from the Dean of Graduate Schools. The researcher then requested permission to conduct the study by sending a letter with the attachment mentioned above to the Office of the Schools Division Superintendent in Davao de Oro. Once authorized, a copy was distributed to the prospective school principals. This was required to obtain access to the targeted respondents.

The respondents were the public secondary school teachers of Nabunturan National Comprehensive High School, Nabunturan West District, Division of Davao de Oro. Because the responses came from different departments at Nabunturan National Comprehensive High School, the gatekeeper's aid was needed. The gatekeeper was requested to sign a confidentiality agreement to protect the respondents' identity. The hardcopy copies of the study instruments were sent to responders on a set schedule. The instruments were recovered a week after they were released, giving responders enough time to fill them out with the necessary information. Soft copies were also made via Google Form for responders with strong internet connectivity, allowing them to retrieve the information more easily. To safeguard the confidentiality of their data, the questionnaire did not collect personal information.

2.6 Statistical Treatment of Data

For comprehensive interpretation and analysis of data, the following statistical tools were utilized:
Mean. This was used to determine the level of the teachers' job satisfaction and happiness.

Pearson Product – Moment Correlation Coefficient. This was used to determine the significant influence of the level of teachers' job satisfaction on their happiness.

3. RESULTS

This chapter presents the results obtained from the collected data and the subsequent analyses in the sequence corresponding to the problems presented. Data and preliminary information were also provided as the bases for the computation and interpretation of results.

Domains	Mean	SD	Descriptive Equivalent
Supervision	4.04	0.54	High
Colleagues	4.09	0.42	High
Working Conditions	4.14	0.58	High
Pay	3.65	0.70	High
Responsibility	4.45	0.34	High
Work Itself	4.12	0.44	High
Advancement	4.16	0.60	High
Security	3.69	0.711	High
Recognition	3.96	0.64	High
OVERALL	4.03	0.35	High

Table - 1 The Level of the Teachers' Job Satisfaction

3.1 Level of the Teachers' Job Satisfaction

Table 1 has reflected an overall mean of 4.03 which means that the level of the teachers' job satisfaction is high. In addition, its minimal standard deviation of 0.35 shows that the responses of the teachers are clustered close to the mean.

Domains	Mean	SD	Descriptive Equivalent
Self-Value	4.06	0.42	High
Positive Thought	4.20	0.48	High
Self-Management	3.74	0.65	High
Family Relations	4.49	0.56	High
OVERALL	4.12	0.36	High

Table – 2 The Extent of the Teachers' Happiness

3.2 The Extent of the Teachers' Happiness

Table 2 has reflected an overall mean of 4.12 which means that the extent of the teachers' happiness is high. In addition, its minimal standard deviation of 0.36 shows that the responses of the teachers are clustered close to the mean.

Correlation		Teachers' Happiness
Job Satisfaction	Pearson's r	0.438***
	p-value	<0.001

Table - 3 Significance of the Influence of Job Satisfaction to the Happiness of Public School Teachers

3.3 Significance of the Influence of Job Satisfaction to the Happiness of Public School Teachers

The table 3 shows that job satisfaction poses a positive, and influence on the teachers' happiness (R=0.438). The finding revealed a p-value of <0.001 which is lower than the set alpha of 0.05. The finding indicates that the influence of job satisfaction to the happiness of the teachers is significant.

4. CONCLUSIONS

This chapter presents the discussion of the conclusions and recommendations. The organizations of the topics were all based from the problems as supported in the first chapter of the study.

Based on the findings, there is sufficient evidence to conclude the following:

1. The level of job satisfaction of the teachers is high. Consequently, the indicators supervision; colleagues; working conditions; pay; responsibility; work itself; advancement; security; and recognition are all rated high.
2. The extent of the teachers' happiness is high. Therefore, the teachers' happiness in terms of self-value; positive thought; self-management; and family relations are manifested most of the time.
3. Job satisfaction significantly influences happiness among public secondary school teachers.

4.1. RECOMMENDATIONS

Based on the conclusions derived from the findings of the study, the following recommendations are hereby presented:

The school administrators may make use of the findings as part of the research-based initiatives in providing tangible means of recognizing the invaluable services of the teachers. In this way, the level of the teachers' job satisfaction may be raised.

The human resource division of schools may consider crafting programs that would promote the development of proper self-management for the teachers. In this way, teachers may be given different alternatives and pathways for distressing and handling work-related responsibilities. Having good self-management may help increase the extent of the teachers' happiness.

The school administrators may use the findings for improving administrative practices in a way that the teachers become satisfied with their job, with considerations on supervision and working conditions. Future researchers may further validate the findings through using larger scope of respondents.

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