ADDRESSING TEACHERS’ JOB SATISFACTION: A GATEWAY TO IMPROVE THEIR TEACHING PERFORMANCE

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Teachers are important aspects of the society for a multitude of reasons. They are the front liners who educate the youth and impart knowledge in their most impressionable years. Most likely, what children learn from their teachers will stay with them in some features for the rest of their lives. Undoubtedly, teachers have a significant role in their pupils’ development.

In all education system, the performance of teachers is one of the factors determining school effectiveness and learning outcomes. Teaching is believed to be an honorable job, but a demanding occupation as well. In order for teachers to maintain a high level of professional performance, they must assume personal responsibility for their own development.

Ayele (2014) cited that education is widely recognized as one indicator of development. One of the basic purposes of education is to produce trained human resource, which can overcome development impediments of a given country. To achieve this, there should be a satisfied work force in the organization. Employees who have high level of job satisfaction are committed to work which result in high productivity.

Wodon (2014) emphasized that job satisfaction is known to have an impact on employee well-being, productivity, absenteeism, and turnover. Pupils may not reap the full benefits of education when teachers’ job satisfaction levels are low, or when teachers are plainly dissatisfied with their work or working conditions. Job satisfaction among teachers
should be a major topic of concern not only for Department of Education, but also for children, parents, and societies as a whole.

As a general observation in far-flung schools, teachers have frequent turnovers. Teacher reassignment may have negative impact on school performance. Stakeholders, particularly the pupils are aware of the expectations of their teacher. In the same manner, co-teachers and the school head are comfortable with the routine. Teacher reassignment may affect the idea of school leadership. With this in view, it is vital to assess the job satisfaction of the teachers predominantly those who are employed in far-flung schools.

Attracting and retaining high quality teachers is a primary necessity as well as a challenge for educational leaders. While teachers may be strongly motivated to enter the teaching profession, there could be other factors or conditions, which can influence their job satisfaction and desire to remain in the schools where they are assigned.

In a study conducted by Bautista (2018) entitled “Job Satisfaction of Public Elementary Teachers Assigned in Far-flung Schools in Hermosa, Bataan: An Assessment”, results found out that Awards and Recognition had the highest average weighted mean while Working Condition obtained the lowest perception from the two groups of respondents as regards to teachers’ job satisfaction. In general, teachers were still satisfied on their job even if they were designated in far-flung schools.

As to Awards and Recognition, Work Achievement, Work Responsibility, School Policy and its Administration, and Income and Other Benefits, the null hypothesis was rejected. This means that the two groups of respondents viewed job satisfaction differently particularly on these five aspects. On the contrary, Satisfaction on the Job Itself, Professional Development, Opportunities for Promotion, Instructional Supervision, Working Relationship and Working Condition revealed no significant difference on the perception of the two groups of respondents. Hence, the findings manifested good working relationships among school principals and teachers.
Summing up, there is no variation on how the school heads and the teachers themselves perceived teachers’ job satisfaction. This signifies that both groups of respondents have the same perspectives on teachers’ job satisfaction.

In the light of the findings, the researcher recommends that school principals as well as the teachers should be encouraged to acquire higher level of professional development programs such as completion of graduate and post-graduate studies. Both respondents should also aspire for promotion since higher rank or designation leads to higher compensation. Quarterly distribution of hardship allowance is further suggested for those teachers who are assigned in hardship posts.

Moreover, higher authorities in DepEd-Bataan should continue to designate newly-hired teachers in schools near to their residences for them to be able to save time and travel fare. This will also lessen the frequent teacher-turnover in far-flung and upland schools. With proper guidance and monitoring, implementation of 6-hour teaching load is hereby suggested. Certainly, this will help the teachers most especially those who travel for more than an hour just to reach the school and go back home afterwards. Lastly, both school heads and teachers should work hand in hand to attain the goals of the school while at the same time, become more satisfied in their chosen profession as well.

Based on the result of the study, it implies that teachers have realized that their profession is not just an occupation but a vocation as well. Evidently, based on their responses, they were pleased with the different aspects related to their duties. However, their working condition needs to be improved. Addressing teachers’ difficulties encountered in school-related duties may lead to improved teaching performance. Eventually, as they get satisfied on their job, they may be more determined to render better services which in return may improve learning outcomes.
References:

Ayele, Desta (2014) Teachers’ Job Satisfaction and Commitment in General Secondary Schools of Hadiya Zone, In Southern Nation Nationality and People of Regional State, Jimma University
