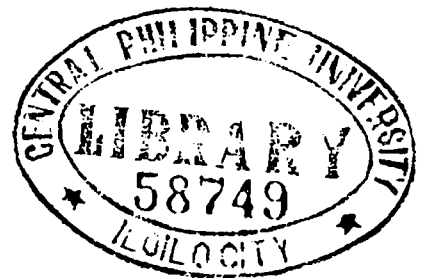


A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS'
JOB SATISFACTION AND SCHOOL CLIMATE

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CHAPTER I

INTRODUCTION

Education, public and private, has not escaped the dissatisfaction and public criticism that is currently leveled against almost all institutions in our country. We often hear complaints aired by people including educators themselves indicating that our schools are turning half-baked graduates. Many of the observations we now have are still the same observations felt several years ago. This was pointed out by Carlos P. Romulo in a speech delivered during the First National Conference on Education. He said:

In the indictment of the state of education in the Philippines, we cannot point an accusing finger at any one individual nor at any single factor. For we are all to blame. We have allowed a promising system to run down over the years, without re-charging its batteries. We have not redefined our objectives in the light of the changing society and a world simmering in ferment. We have failed to give ourselves new directions.¹

Aware of the pressing problems demanded by our times, Presidential Decree No. 6-A, otherwise known as the Educational Development Decree of 1972 was passed making our educational system relevant to our national goals and supportive of national development.

¹Carlos P. Romulo, "New Challenge and Orientation," Philippine Education: A Forward Look Gaffud and Elerazo, editors, First National Conference on Education (Baguio City, 1964), p. 144.

One of our national goals set forth in this decree is to "develop the high level professions that will provide leadership for the nation, advance knowledge through research, and apply new knowledge for improving the quality of human life."² To implement this objective, educational reforms have been introduced and higher education has been restructured to make it more responsive to national development needs.

In spite of the introduction of educational reforms and innovations in our schools to meet the demands of the times, it is lamentable to note that there is still much to be desired in the educational output. During the recent superintendents' convention, our top officials and administrators presented some of the vital problems besetting our school system--among them are the dissatisfaction and low morale of teachers and poor student performance.

The teachers, the moulders of the youth, constitute the pillars of our society. No campaign for a worthy goal, no movement for a meaningful change could effectively be implemented without the commitment of the teachers. Administrators therefore, should try to build up the morale of their teachers.

²Philippine (Republic), Ministry of Education and Culture, Educational Development Projects Implementing Task Force, The Management of Innovations in Education, A Handbook (College of Education, University of the Philippines, 1975), p. 162.

In a speech addressed to all superintendents in their convention this year, Former Minister of Education and Culture, Juan L. Manuel expressed emphatically this view when he said:

I want you to make your teachers happy. They are doing a great job. They need all the happiness you can give to make them strong, to make them succeed in all the multifarious works assigned to them.³

The teacher plays a vital role in the teaching-learning process. All the characteristics he possesses-- his job satisfaction, interests, attitudes, values, and personal qualities affect the quality of his instruction. The effectiveness of the teacher, however, is not solely dependent on the factors attributed to him as a person. Other external factors impinge upon him and his work, some inherent in the work itself while others may be found in his physical surroundings and work conditions. All these influence his attitudes, interests, and efficiency in his job.

Environmental assessment of schools assists people in understanding the nature of environmental impact, and it represents a large initial step toward the improvement of schools. Various socio-physical factors that make up

³Paulina B. Viray, "Make Teachers Happy," The Philippine Journal of Education, 58:150-151, August, 1977.

the school climate influence the education of the students. The character traits of the teacher, the students' relations with their peers, the attention with which their problems are attended to, the encouragement they get, the inhibitions they suffer from school rules and practices, and many other experiences are all contributory factors that could affect the students' scholastic achievements, their decisions, and plans for the future.

THE PROBLEM

Statement of the Problem

The main purpose of this research was to find out the relationship between teachers' job satisfaction and school climate as assessed by students. More specifically, it sought to answer the following questions:

1. To what extent are the teachers satisfied with their jobs as determined in terms of the following factors of job satisfaction: (a) mental and physical exertion, (b) relations with associates or peers, (c) relations with superiors, (d) job security, advancement, and financial considerations, (e) interest and emotional involvement, (f) job status and job information, (g) physical surroundings and work conditions, (h) future and progress towards goals, and lastly, (i) past achievement and accomplishment?

2. What are the perceptions of students of their school climate in terms of (a) achievement orientation, (b) orderliness, (c) supportiveness, and (d) welfare-social orientation when schools are grouped according to size of enrolment?

3. Is there relationship between teachers' job satisfaction and each of the four dimensions of school climate as assessed by students?

4. Is there relationship between teachers' job satisfaction and the size of schools?

The concept of job satisfaction has always posed a challenge to management in any work organization. This is so because of its relevance to the attainment of organizational goals. If education must perform its role effectively, the teachers, the primary change agents, must be given the proper attention they deserve. The extent of their job satisfaction is dependent on how the various factors of the job are met. Usually teachers grow in unity and effectiveness as they find satisfaction of their needs.