

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

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The main purpose of this study was to find out the relationship between teachers' job satisfaction and school climate as assessed by the students in the four-year college institutions in Bacolod City during the school year 1979-1980. Two groups of schools were studied—five big schools, each with a college enrolment of more than 1500, and four small schools with less than 1500 college students. Answers to these questions were also sought:

1. To what extent are the teachers satisfied with their jobs 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 condi-

tions, (h) future and progress towards goals, and (i) past achievement and accomplishment?

2. What are the students' perceptions 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 enrollment?

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 Job Satisfaction Survey used in this study was patterned after Johnson's Job Satisfaction Scales. To check

¹ *Master's Thesis done for a Master of Arts in Education at Central Philippine University. 1981.*

the validity of the instrument, the point biserial coefficient of correlation was used. Each item was correlated with the scale to which it belonged. This analysis was based on data collected on the school personnel of Central Philippine University. Items whose coefficients were negative and below .20 were eliminated. The coefficient values for items in the research version ranged from .23 to .67 which de voted substantial correlation. When the questionnaire was tested for reliability, the coefficient alphas of all the scales ranged from .65 to .92 which showed that the scales were sufficiently reliable.

The validity and reliability of the School Environment Assessment Scales were already established by Ruiz when he first made the scales. Only the developmental scales were used in the study. The coefficient alphas ranging from .93 to .98 indicated high internal consistency.

The Job Satisfaction Survey was administered to 317 college teachers. To convert teachers' scores for each factor to "satisfied-dissatisfied" ratings, the perfect score for each factor (number of items under that factor) was multiplied by 80%, 60%, 40%, and 20% to determine the lower limit of each category of satisfied-dissatisfied rating. Since the teachers' scores were integers, the obtained limits rounded to the nearest whole numbers. After the limits were determined, the following categories were identified: the Very Satisfied, the Satisfied, the Neutral, the Dissatisfied, and the Very Dissatisfied. The number and percentage of respondents falling under each of the five groups were taken for each of the nine factors for every school. Then the number and percentage of respondents belonging to the combined S-VS and DS-VDS groups were taken. The significance of the difference between the percentages of teachers with S-VS ratings in the two

size groups was tested using critical ratio. The difference between the percentages of teachers who obtained DS-VDS ratings was also tested for significance.

The School Environment Assessment Scales was administered to 1108 college seniors to assess their perceptions of their school climate. The institutional score, an indicator of the school climate, was obtained using the "65% plus-35% minus", method of scoring. In each dimension, the mean and means of the total

big and small schools were computed. These means were compared with the mean obtained by Ruiz for the forty-two institutions in the West Visayas in 1973. Difference between the means of the two size groups was also tested for significance.

Schools with medians above the medians were classified as total

having "high" scores, or favorable climate, and those with medians below the median total were classified as having "low" scores, or unfavorable climate. To determine the relationship between teachers' satisfaction and school climate, the students' scores on school climate were dichotomized into "high" and "low. The number of teachers having the various satisfaction scores in schools with favorable and unfavorable climates was tallied. The mean score of each group (with the favorable and with the unfavorable climate), the mean

total and the SD were computed. The total

biserial coefficient of correlation was then obtained and tested for significance.

To determine the relationship between teachers' satisfaction and the size of schools, the biserial r was used. The mean satisfaction score of each size group and the mean of all

the schools were computed as needed in the formula.

Findings showed that in each size group, there was no significant difference between the percentages of teachers with S-VS ratings and those with DS-VDS ratings in the two factors of job satisfaction which are (1) mental and physical exertion and (2) job status and job information. Most teachers of both groups showed great satisfaction where these two factors are concerned. In regard to the rest of the factors of job satisfaction, teachers in big schools showed greater satisfaction than those in small schools. The highest average percentage of correct responses were on job status and job information, while the lowest average percentage of correct responses were on security, advancement, and financial considerations. These indicate that a great majority of the teachers were satisfied regarding their job status and job information, but were dissatisfied with their insufficient income and failure to get promotions and pay increases.

In all the dimensions of school climate, there was no significant difference between the obtained means of the two size groups of schools of Bacolod City in 1979 and the means for the West Visayas in 1973. However, in the dimensions of orderliness and supportiveness, the differences between the means of the big and small schools were statistically significant. Students of small schools perceived their school environment as being more oriented to orderliness and to supportiveness than those of the big schools did.

Among the four dimensions of school climate, only one dimension (Welfare-Social Orientation) was slightly but significantly related to teachers' job satisfaction. The rest of the dimensions (Achievement Orientation, Orderliness, and Supportiveness) had

negligible and insignificant relationship. There was substantial relationship between teachers' job satisfaction and the size of schools. Teachers of big schools were more satisfied than those of small schools. This finding corroborates the previous findings made which showed that teachers in big schools showed greater satisfaction than those in small schools in seven factors of job satisfaction out of the nine factors used in the present study.

The following recommendations are supported by findings of the study:

1. As pointed out, the teachers were most dissatisfied with the fact that superiors do not give recognition for their work. An administrator can make jobs seem more attractive by giving recognition for the good work of teachers. Teachers should be consulted before action is taken to assure them that their feelings and reactions are given importance. Usually, good suggestions for ways of improvement of the school and its programs come from teachers.

2. Since findings of the study show that teachers have insufficient income to support their families, the government should institute policies to increase teachers' salaries, monthly allowances, and other fringe benefits to ameliorate their conditions and boost their morale.

3. Teachers' failure to get promotions and pay increases they deserve is one aspect with which teachers were very dissatisfied. They should be made familiar with the basis for ranking in order to minimize complaints and dissatisfaction.

It is also recommended that the implementation of the "Master-teacher plan" in the public schools should be extended to private colleges. Under this system of career progression, a teacher who exhibits a very high deg-

ree of competency, efficiency, initiative, and creativity can be given a higher salary upon promotion to master-teacher position. This plan may improve private school teacher morale.

4. Administrators of small schools should strive to make teachers' work conditions pleasant and wholesome. Studies have shown a high correlation between good working conditions and the high level performance of teachers. Aside from the wholesome physical surroundings, desirable work conditions should be given to teachers, like personal consideration and opportunities for leadership.

5. Administrators of the participating schools should be informed of the results of the study so that they can administer the same instruments two or three years later to determine whether "changes" have taken place in their schools.

6. Finally, it is recommended that similar studies be conducted on school climate as assessed by teachers and also on the relationship between teachers' job satisfaction and school climate in public schools. Further research of this nature would be most helpful to administrators who would want to improve their organizations.