
Job Satisfaction and Compliance of Elementary School Teachers in the School's Learning Delivery Modality

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Abstract — The study aimed to determine the significant relationship between job satisfaction and compliance with elementary school teachers' learning delivery modality. Utilizing the descriptive-correlational research design for an in-depth analysis of the study, the researcher utilized the Job Satisfaction Survey and Compliance Survey on Learning Delivery Modality. Simple Percentage, Weighted mean, and Pearson r were the statistical tools used. The researcher found out that job satisfaction is moderate, and compliance with teachers' learning delivery modality is very high. Likewise, it was found out in the study that there is no significant relationship between the level of job satisfaction and compliance of the learning delivery modality of teachers. Thus, teachers' compliance on learning delivery modalities does not predict teachers' job satisfaction in this new normal.

Keywords — *Job Satisfaction, Compliance, Learning Delivery Modality*

I. Introduction

The success and downfall of man's existence based on how he works effectively. Suppose he appreciates what he does, with all the knowledge and proficiency he has. In that case, there will not be even a single reason for him not to succeed. To become successful in his endeavor requires satisfaction from the job he is at. Teachers can easily be satisfied with what he has achieved. Simple motivation may help achieve it.

One of the most pressing problems today is motivating teachers to work more productively and increase their feelings of satisfaction and involvement with their job. In today's society, money does no longer serve as the sole motivating force. In times of severe economic depression such as, when jobs were extremely difficult to find, the question of survival being able to provide enough food for one's family was paramount and money was indeed the prime mover. Teachers are country most important and valuable resources. Mitika (8) stated that the teaching profession, is considered as the noblest profession, yet it is one of the most neglected in the Philippines society. Unrealistic salary scales, unanswered demands, and the slow scheme of advancement prompt teachers to take alternative jobs.

Teachers are the major components of the educative process. They serve as potent catalysts for the responsive transformation of society. In light of the changing knowledge, values, and expectations today, modifying existing conditions in the educational system is a must. The changes that happen in a man's life become part of the world, in the same manner that changes that happen in the world influence people's lives. It is the fact the quest for teachers who can effectively coordinate efforts to meet the challenge of a fast-changing world endless. The learners' quality of learning is related to the quality is measured not only by their academic and professional training but also by their devotion and dedication to their job and by the satisfaction they get in performing their duties and responsibilities.

The most important determinants in the entire school situation are the teachers. The teachers should manage an unquestionable character and reflective of government and trustworthy image, they must have the dedication of service to handle and lead the clientele to the successful attainment of established goals and objectives in the teaching learning process. The students rely on their good qualities of teaching. The teachers should be looked upon with the highest esteem respect and should be knowledgeable and should be possess the outstanding traits or qualities of an ideal teacher.

Teachers are the role model for the students as they transfer knowledge, values and morality to their students; prepare them for future education and life. They are igniting the inherent talents of the children by their manipulative skills. Thus, during this time of pandemic effective teachers are needed in the field to continue the quest for quality education. With the present teaching-learning situation, the use of modular distance learning, teachers need to be satisfied with their work in order to become effective.

Job satisfaction is one of the important elements to measure employees' feelings about their job and has significant effects on the development of organizations and employees themselves (5,3). Working conditions, including communication with supervisors and coworkers, and working pressures have effects on job satisfaction (4). Also, employee's characteristics, such as age and education background (6), and benefits and promotions at work all influence employee' job satisfaction (10). Facing a shortage of teachers in education (9), it is important to value teacher job satisfaction because it influences teacher turnover rate (9) and quality of teaching (2). Even though many predictors of teacher job satisfaction have been found, such as pay (1), and working conditions (7), the relationship between teacher job satisfaction (3) and degree of compliance on learning delivery modality is unclear and unstudied. With this, the researcher decided to come up with this study to determine the significant relationship between job satisfaction and compliance on the learning delivery modality of elementary school teachers.

In the aforementioned rationale, the researcher who is currently teaching in the above-mentioned local would like to delve worthy research undertaking that will benefit the school he is currently teaching and that of her Graduate Program.

This study determined the relationship between job satisfaction and compliance with elementary school teachers' learning delivery modality. Specifically, this study sought to answer the following questions:

1. What is the level of job satisfaction of elementary school teachers?
2. What is the degree of compliance on learning delivery modality of elementary school teachers?
3. Is there a significant relationship between job satisfaction and compliance on the learning delivery modality of elementary school teachers?
4. What intervention plan can be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational research design. This design was the most appropriate research design for this study because it sought to determine job satisfaction and degree of compliance on elementary school teachers' learning delivery modality. Moreover, this design also determined the degree of the linear relationship between the variables, the level of Job Satisfaction, and Degree of Compliance on Learning Delivery Modality of Elementary Teachers. Masaba I ES, San Miguel ES, Mabini ES and Palompon North CS, Palompon North District, Leyte Division are the study's main locale. The 30 teachers in the said locales are the respondents of the study. The Job Satisfaction Survey and Compliance Survey on Learning Delivery Modality of DepEd were utilized. This research determined job satisfaction and degree of compliance on learning delivery modality and its correlation between the dependent and independent variables. A Proposed Intervention Plan based on the findings of the study is the output.

Sampling. There are 30 teachers involved in this study. A survey questionnaire was administered through face-to-face interaction with consent from the Local IATF and strictly following the prescribed Health Protocol.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. The research instrument was administered personally to the teachers and school heads in selected schools of Palompon North District. A letter to orient on how to accomplish the survey was appended in the questionnaire. The teachers were given ample time to answer the survey. Retrieval, tabulation and submission for statistical treatment was done. Making of Proposed Improvement Plan.

Ethical Issues. The right to conduct the study strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District and School

Principal. The orientation of the respondents was done using face to face modality. In the orientation, issues and concerns were addressed, and consent included in the study was signed.

Treatment of Data. Descriptive statistics such as frequency counts, percentage and weighted mean were applied as statistical treatment. The Pearson Product Moment Correlation was used to analyze the significant relationship between job satisfaction and degree of compliance on the learning delivery modality of elementary school teachers. This proved and disproved the hypothesis of the study.

III. Results and Discussion

Table 1
Level of Job Satisfaction (N=30)

Statement	Weighted Mean	Description	Interpretation
1. I feel I am being paid a fair amount for the work I do.	4.12	Satisfied	High
2. There is really too little chance for promotion on my job.	2.31	Not Satisfied	Low
3. My supervisor is quite competent in doing his/her job.	4.72	Very Satisfied	Very High
4. I am not satisfied with the benefits I receive.	2.55	Undecided	Moderate
5. When I do a good job, I receive the recognition for it that I should receive.	2.81	Undecided	Moderate
6. Many of our rules and procedures make doing a good job difficult.	3.23	Undecided	Moderate
7. I like the people I work with	4.78	Very Satisfied	Very High
8. I sometimes feel my job is meaningless.	2.12	Not Satisfied	Low
9. Communications seem good within this organization.	4.25	Satisfied	High
10. Raises are too few and far between.	3.16	Undecided	Moderate
11. Those who do well on the job stand a fair chance of being promoted.	4.08	Satisfied	High
12. My supervisor is unfair to me.	1.23	Not Very Satisfied	Very Low
13. The benefits we receive are as good as most other organizations offer.	4.32	Satisfied	High

14. I do not feel that the work I do is appreciated.	1.33	Not Very Satisfied	Very Low
15. My efforts to do a good job are seldom blocked by red tape.	3.39	Undecided	Moderate
16. I find I have to work harder at my job because of the incompetence of people I work with.	1.34	Not Very Satisfied	Very Low
17. I like doing the things I do at work.	3.96	Satisfied	High
18. The goals of this organization are not clear to me.	1.98	Not Satisfied	Low
19. I feel unappreciated by the organization when I think about what they pay me.	1.34	Not Very Satisfied	Very Low
20. People get ahead as fast here as they do in other places.	3.23	Undecided	Moderate
21. My supervisor shows too little interest in the feelings of subordinates.	1.21	Not Very Satisfied	Very Low
22. The benefit package we have is equitable.	4.04	Satisfied	High
23. There are few rewards for those who work here.	2.76	Not Satisfied	Low
24. I have too much to do at work.	3.77	satisfied	High
25. I enjoy my coworkers.	4.65	Very Satisfied	Very High
26. I often feel that I do not know what is going on with the organization.	2.45	Not Very Satisfied	Very Low
27. I feel a sense of pride in doing my job.	4.45	Satisfied	High
28. I feel satisfied with my chances for salary increases.	4.03	Satisfied	High
29. There are benefits we do not have which we should have.	3.34	Undecided	Moderate
30. I like my supervisor.	4.46	Satisfied	High
31. I have too much paperwork.	4.34	Satisfied	High
32. I don't feel my efforts are rewarded the way they should be.	2.67	Not Satisfied	Low
33. I am satisfied with my chances for promotion.	3.89	Satisfied	High
34. There is too much bickering and fighting at work.	1.45	Not Very Satisfied	Very Low
35. My job is enjoyable.	4.01	Satisfied	High
36. Work assignments are not fully explained.	2.47	Not Very Satisfied	Very Low

GRAND MEAN	3.17	Undecided	Moderate
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Table 1 presents job satisfaction in terms of pay, promotion, supervision, benefits, contingent rewards, operating conditions, nature of work, communication and overall job satisfaction of elementary school teachers. It was revealed that the level of job satisfaction in terms of pay, promotion, supervision, benefits, contingent rewards, operating conditions, nature of work, communication, and overall job satisfaction of elementary school teachers have a grand mean of 3.17 is interpreted as moderate. This means that teachers are undecided if they are satisfied with their work in terms of the pay, promotion, supervision, benefits, contingent rewards, operating conditions, nature of work, communication and overall job satisfaction while implementing the modular distance learning modality. This implies that with the new learning modality, teachers have to adjust the kind and type of work they are engaging with and the extra time they are rendering to their service to meet the expectations in modular distance learning modality.

Moreover, this table also presents the indicators where teachers rated very satisfied. It was revealed on the table that teachers are very satisfied on their job when “My supervisor is quite competent in doing her job”, “I like people I work with” and “I enjoy my coworkers”. This implies that teachers are enjoying or very satisfied with their work with the presence of their coworkers, for they are confident if they are working together.

On the other hand, the indicators in which teachers are not satisfied on their job states that “My supervisor is unfair to me”, “I do not feel that the work I do is appreciated”, “I find I have to work harder at my job because of the incompetence of people I work with”, “I feel unappreciated by the organization when I think about what they pay”, “My supervisor shows too little interest in the feelings of subordinates”, “I often feel that I do not know what is going on with the organization”, “I don’t feel my efforts are rewarded the way they should be”, and “There is too much bickering and fighting at work”. This means that teachers are dissatisfied with their work when they are unappreciated and their efforts to improve is unrecognized. This implies that working environment including the school heads and supervisors can affect teachers’ level of job satisfaction.

Table 2
Compliance on Learning Delivery Modality (N=30)

Statement	Weighted Mean	Description	Interpretation
6. always make sure that the students have self-learning modules to work on everyday	4.56	Strongly Agree	Very High
7. am ready to respond to any query my students or learning facilitator asks of me regarding the lesson in the modules.	4.58	Strongly Agree	Very High
8. make myself available to whatever changes this new normal way of teaching have.	4.62	Strongly Agree	Very High
9. have always been responsive to students' views and comments	4.66	Strongly Agree	Very High
10. provide clear explanations of important issues in my subject(s)	4.52	Strongly Agree	Very High
11. have always prepared well for my lessons despite this new normal way of learning	4.67	Strongly Agree	Very High
12. make an effort to stimulate students' interest to learn while they are at home accomplishing their self-learning modules	4.45	Agree	High
13. do my best to deliver on teaching duties because my salary is adequate	4.66	Strongly Agree	Very High
14. participate in co-curricular activities as a result of principal's support	4.44	Agree	High
15. get encouraged to do my best in all my responsibilities in school because there is a clear policy on reward of top achievers	4.38	Agree	High
16. get myself updated to the new trends in teaching the new normal.	4.63	Strongly Agree	Very High
17. am aware of the roles and responsibilities of teachers in the new normal learning modality	4.76	Strongly Agree	Very High
18. adhere to the policies and guidelines of the school and department I am in.	4.72	Strongly Agree	Very High
19. comply and submit necessary reports needed to improve the quality of teaching and learning	4.65	Strongly Agree	Very High
20. accomplish the task given me with honesty, integrity and responsibility	4.58	Strongly Agree	Very High

GRAND MEAN	4.59	Strongly Agree	Very High
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Table 2 presents the degree of compliance on learning delivery modality of elementary school teachers. It was revealed on the table that the degree of compliance on learning delivery modality of elementary school teachers has a grand mean of 4.59 which is interpreted as very high. This means that teachers complied all the necessary competencies and requirements to implement this new learning delivery modality. With teachers' preparations and readiness from the technical and pedagogical, teachers rated strongly agree in implementing the agreed learning delivery modality.

Moreover, this table also presents the indicator with the highest mean of 4.76 which states that teachers are aware of their roles and responsibilities in the new normal learning modality. This means that teachers' degree of compliance on learning delivery modality, especially on teachers' roles and responsibilities, is very high. This implies that teachers strongly agree that they competent, knowledgeable and physically ready to implement the new normal learning delivery modality.

On the other hand, the indicator with the lowest mean of 4.38 states that teachers get encouraged to do their best in all the school's responsibilities because there is a clear policy on reward of top achievers. This means that teachers' degree of compliance on learning delivery modality in terms of rewards and recognition for teachers is high. This implies that rewards and recognition motivate them to do their job well and comply with all the necessary indicators to effectively implement the learning delivery modality of teachers.

Table 3
Test of Relationship Between the Job Satisfaction and Compliance
on Learning Delivery Modality (N=30)

Variables Correlated to Parental Involvement	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
JOB SATISFACTION AND COMPLIANCE SURVEY	0.16	0.86	1.118	Fail to Reject Ho	No Significant Relationship

Table 3 presents the test of the relationship between job satisfaction in terms of pay, promotion, supervision, benefits, contingent rewards, operating conditions, nature of work, communication and overall job satisfaction, and degree of compliance on the learning delivery

modality of elementary school teachers. It was revealed on the table that the computed value or t of 0.86 is lesser than the tabular value of 1.118 at .05 level of significance, so null hypothesis fails to reject. This means that there is no significant relationship between the level of job satisfaction in terms of pay, promotion, supervision, benefits, contingent rewards, operating conditions, nature of work, communication and overall job satisfaction and degree of compliance on learning delivery modality of elementary school teachers. This implies that teachers have a very high compliance on learning delivery modality but are moderately satisfied with their job. With the present situation in education where teachers are given multitasking work, they just did it for compliance. They are doing it because it is their roles and responsibility. Whatever result the pupils will get; the performance of teachers is affected.

IV. Conclusion

The data revealed no significant relationship between job satisfaction in terms of pay, promotion, supervision, benefits, contingent rewards, operating conditions, nature of work, communication and overall job satisfaction and degree of compliance on learning delivery modality of elementary school teachers. Thus, compliance with the learning delivery modality does not mean teachers are satisfied with their job. There are other factors which affect the satisfaction of teachers on their job. Therefore, a very high degree of compliance on learning delivery modality does not predict elementary school teachers' job satisfaction.

V. Recommendations

- 1.The proposed intervention plan formulated should be utilized;
- 2.School Heads should treat teachers fairly;
- 3.School Heads should provide an adequate and conducive teaching environment to enhance work satisfaction;
- 4.School Heads should provide materials for the teachers in the implementation of the new learning delivery modality;
- 5.School Heads should provide a healthy, motivating and pleasant teaching environment where love and harmonious relationship is observed;
- 6.Teachers and School Heads should work hand in hand to effectively implement the learning delivery modality with satisfaction and accomplishments;
- 7.Schools Heads should give rewards and awards to deserving teachers; and
- 8.Future researchers should replicate this study to include different locale, variables and factors which affects job satisfaction of teachers aside from what is mentioned in this study.

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AUTHOR'S PROFILE



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The author is born on June 4, 1994 at Palompon, Leyte Philippines. She finished her Bachelor of Elementary Education at Palompon Institute of Technology. She still studying her Master's Degree in Administration and Supervision at Western Leyte College, Ormoc City.

She is currently a Teacher I in Department of Education and she is assigned at Masaba I Elementary School, Palompon, Leyte, Philippines. The school she is assigned is a Multigrade School and the teachers are handling combined classes from Kindergarten to Grade VI. She is handling Grade V and VI pupils and teaching all the subjects. Her previous work background was an Elementary Teacher in private school for 2 years at Saint Anne's Playschool, Ormoc City.

She bagged 2nd Place winner during the Division Contest on Success Stories of Multigrade Teachers held on March 14, 2019 at Leyte Division Office, Candahug, Palo, Leyte, Philippines.