



JOB SATISFACTION AMONG TEACHING AND NON-TEACHING PERSONNEL OF ADIONG MEMORIAL POLYTECHNIC STATE COLLEGE

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Keywords

Job Satisfaction, Personnel, Teaching

ABSTRACT

The study was mainly concerned with determining the level of satisfaction and the degree of agreements about their job as teaching and non-teaching personnel of the Adiong Memorial Polytechnic State College (AMPSC) at the Municipality of Ditsaa- Ramin in the Province of Lanao del Sur. Specifically, answers to the following questions were sought: 1. What are the socio- demographic characteristics of respondents in terms of age, gender, civil status, educational attainment, job tenure, length of service and monthly income? 2. What is the level of job satisfaction of the respondents as to degree of agreements on hygiene or maintenance factors? 3. What is the level of job satisfaction of the respondents in terms of agreements as to the motivators? and, 5. What are the problems encountered by AMPSC personnel in relation with their job and recommendations to resolve them? The study employed the descriptive method of research in determining the level of job satisfaction among the teaching and non-teaching personnel of the Adiong Memorial Polytechnic State College (AMPSC) in Ditsaan Ramin, Lanao del Sur. It explored associations between variables by validating hypotheses through testing using non-inferential tests. A 10-item questionnaire was used to gather data from the 95 teaching and non-teaching personnel of the AMPSC who were completely enumerated. Most of the respondents, both teaching and non-teaching, were middle aged with ages of 36 to 45 years old, were females, married, bachelor's degree holders, non-permanent as to tenure, length of service ranging from 5 years and below, and with monthly incomes between 9,000.00 to 24,000.00 pesos. Majority of both respondents, the teaching and non-teaching personnel of AMPSC, agreed to all of the hygiene statement indicators. They agreed that working conditions in the school such as working space, facilities and equipment were good for one's health; wages and salaries and other compensation were also good; they got along well with the supervisors; had good opportunities for promotion; and they felt close to people at work and got along well with them. These results indicated that both of the respondents were satisfied with these hygiene factors as provided at AMPSC. Moreover, as to agreements in motivators, both respondents agreed and were thus satisfied with feeling good about their jobs as well as in the opportunities to take responsibility given them in AMPSC. However, in chances to achieve and opportunity for advancement, the teaching personnel disagreed and were therefore dissatisfied about them while the non-teaching personnel did agree on such indicators and were thus satisfied about them. And while the teaching personnel agreed they were given recognition for job well done and were thus satisfied, the non-teaching personnel on the other hand, disagreed and were therefore dissatisfied about it. The top five (5) problems cited by both teachers and staff were quite similar. These were the lack of laboratory equipment and facilities, chairs, supplies; no maintenance of facilities; unfair management practices; unclear policies and guidelines; and, lack of references, books and reading materials. The rest of the top problems cited by the respondents were mostly administrative in nature. These included the following: disorganized management, improper tasking and unclear designations, lack of interest among the students, presence of attitudes like "palakasan" and crab mentality, lack of proper administrative coordination between heads of offices and their subordinates, and full of plans but no implementation. The respondents also offered their recommendations to solve or minimize the problems they encountered at AMPSC. The top five (5) solutions were as follows: 1) provide/procure equipment, books, and learning aids as well as improve facilities, 2) implement by-laws, policies, and school guidelines as well as improve other physical facilities such as the school's drainage system and potable water system, 3) enhance task structuring, specialization, and minimize multi-tasking as well as disseminate policies and guidelines through a newsletter, 4) designate a good leader with high academic qualifications and ability to supervise and control, and 5) improve academic qualifications and skills of personnel

INTRODUCTION

Job satisfaction has tremendous significant managerial implications; thus, thousands of studies have examined between it and other organizational variables (Krietner, Kinicki, and Buelens 2002). Among others, the status or level of job satisfaction of employees may directly affect their motivation, job involvement, organizational commitment, turnover and job performance (Cranny et al. 1992).

Defining job satisfaction has been a challenge for researchers as work plays a major significant role in people's lives and it is also important for employers since satisfied employees can be more committed to the organization. They become more efficient and creative (Smith 1969).

Some scholars define job satisfaction as the emotional state of enjoyment that an employee gets from doing his or her job well and being suitably rewarded. Others take into account the emotional fulfillment an individual reaches when the job meets his or her expectations (Cranny 1992). For most researchers, however, job satisfaction has multiple dimensions and is determined by a number of factors such as the nature of the work itself, relations and interactions with superiors and peers, pay, benefits, promotion, the organization and its management and last but not least the working conditions (Kolleberg 1977). Moreover, ensuring job satisfaction is important for employers as it can reduce absenteeism and staff turnover and save costs on recruitment and retraining (Hacker 1989).

It may therefore be argued that one central variable in work and organizational psychology is job satisfaction. In any type of endeavor, it is undoubtedly strategic to make work as gratifying as possible to ideally carry out the tasks expected though people oftentimes fall short of their dream jobs, maybe due to inaccessibility of positions that correspond to their qualifications, among other reasons (Weiss 1999).

A recent survey suggested that job dissatisfaction has become prevalent among workers of all ages across all income groups particularly in the Philippines where widespread underemployment has been experienced over the year resulting to a huge decline of worker satisfaction (Hechova et al. 2006).

The Adiong Memorial Polytechnic State College (AMPSC) is no exception to the many establishments, including educational institutions as regard the issue on job satisfaction of employees. A long list of administrative problems faced by the various units of the said institution in its day-to-day operations are expected to have an impact on the satisfaction of employees. There have been concerns expressed by employees consisting of inadequacy of manpower such as teachers, researchers, janitors, messengers and permanent laborers. As a participant-observer, having worked at the said school's Registrar's Office for a couple of years now, the researcher can attest to the veracity of these problems. Lack of plantilla or permanent positions for deserving instructors, messengers, clerks, janitors, and laborers have added to the problems that may spawn dissatisfaction. Complaints from employees in AMPSC have been mounting to include inadequate number of classroom chairs, instructional materials, supplies, audio-visual and computer equipment. Demands from both the academe and the administrative staff have mounted which are mostly on the needs for improvement and purchase of new laboratory supplies such as chemical agents, laboratory equipment like electronics and radio recording gadgets, serving machines, microscopes, and other necessities.

In terms of opportunities for advancement, AMPSC has very little to offer, considering its limited budget as a state college. As personally experienced, the school has very limited support services including transportation.

The school may have devised its Ten (10) year Development Plan. However, for it to survive and prove its worth as a public or higher education institution that would someday take a huge role in the socio-economic development of Lanao and Southern Philippines as a whole, it has to have a cadre of personnel who are well satisfied and motivated enough to sustain good performance.

It is therefore necessary to know the status of satisfaction of AMPSC employees. Thus, this investigation was conducted at the Adiong Memorial Polytechnic State College in Ditsaan-Ramain, Lanao del Sur in 2012.

METHODOLOGY

This study employed a combination of descriptive, quantitative and comparative method of research, involving the use of a survey questionnaire as the primary research instrument. It is a combination of descriptive, quantitative and comparative in nature since it attempted to quantify, describe and compare all the existing data gathered with the objective to find out the level of job satisfaction among teaching and non-teaching employees of the Adiong Memorial Polytechnic State College in Ditsaan Ramain, Lanao del Sur.

Locale of the Study

The study was conducted at the Adiong Memorial Polytechnic State College in the Municipality of Ramain, in the province of Lanao del Sur, Mindanao, Philippines.

Ditsaan Ramain is located approximately 10 kilometers west of Marawi City and 45 kilometers from Iligan City. On the west it is bounded by Marawi City, Bubong, and by Kapai on the eastern portion, and in the south by Buadipuso Buntong and Lake Lanao. The municipality is further subdivided into 34 barangays.

From 1960 to 1975, the population of Ditsaan Ramain had grown with an average annual growth rate of 2.7%. In 1975, the

population count was 20,088. By 1980, the count went down by 11,024 or had a 45% decrease. This was brought about by the creation of the Municipality of Buadipuso Buntong in 1977. The population, however, grew by 19,157 by the year 2000, with an annual growth rate of 3.55%.

The 2000 Census data indicate that literacy rate in the municipality stands at 94% of those aged 10 and older, the highest in the province which was 80.12% in 1995. There are primary, secondary and tertiary schools in Ditsaan Ragain. Data on education sufficiently validate the municipality's literacy rate.

Fifty- four percent (54%) of Ditsaan Ragain's population belongs to the productive age group. However, a survey of the 1,938 households indicated that some 57% fell below the poverty level, unable to meet the needs of their respective households. Accordingly, about 60% of those in the productive age level were not gainfully employed.

Respondents of the Study

The respondents of the study consisted of ninety-four (94) personnel of Adiong Memorial Polytechnic State College (AMPSC) during the data gathering, regardless of their employment status and position. All of these personnel were taken as respondents of the study, or they were completely enumerated. The total roster of personnel in AMPSC was retrieved from the School Registrar and was therein classified into teaching and non-teaching personnel. This classification was used in the study to compare the results among the two groups. There was a total of 94 personnel, 37 of them were teaching and 57 were non-teaching personnel.

Method of Data Analysis

Data processing and analysis were made possible with the Statistical Package for the Social Sciences version 19 (SPSS). The initial presentation of results on characteristics of respondents was done through frequency counts, percentage distribution and mean score. Cross tabulations were done to show the comparison of the results obtained among teaching and non- teaching personnel.

The test on association between the socio-demographic characteristics and their level of job satisfaction in terms of hygiene (maintenance) and motivating factors were computed and analyzed with the use of chi square:

Formula:

Where:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

O = the frequencies observed

E = the frequencies expected

Σ = the 'sum of'

For the interpretation of results on level of agreements on the hygiene indicators and motivation indicators, the following equivalence was used:

Level of Agreement	Mean Score	Level of Satisfaction
Strongly Agree	3.45 – 4.0	Very Satisfied
Agree	2.45 – 3.44	Satisfied
Disagree	1.45 – 2.44	Dissatisfied
Strongly Disagree	1.0 – 1.44	Very Dissatisfied

RESULTS AND DISCUSSIONS

Socio- Demographic Characteristics of Respondents

This section discusses the socio-demographic characteristics of respondent who were categorized into the teaching and non-

teaching personnel. The socio- economic characteristics considered included age, gender, civil status, educational attainment, job tenure, length of service and family income. The data were analyzed using frequency and percentage distribution as well as the mean score

As presented in Table 1, figures show there was wide variation in age of the respondents. Among the teaching personnel, (13 or 35.1%) were middle aged (36-45 bracket), while others were distributed in the other age brackets as indicated in the said table.

Most of the non- teaching personnel had ages of 36-45 years (18 or 31.6%), while others were almost evenly distributed in the other age brackets as illustrated in the table below. Respondents who belonged to the 56 years and above age bracket had the least number for both teaching and non-teaching personnel, 4 or 10.8% and 7 or 12.3%, respectively. The findings imply that AMPSC tend to have younger personnel through the non-teaching personnel are younger than those with teaching jobs.

Table 1 Frequency and Percentage Distribution of Respondents as to Age

Age	Teaching		Non-Teaching	
	F	%	F	%
18-25	5	13.5	11	19.3
26-35	7	18.9	10	17.5
36-45	13	35.1	18	31.6
46-55	8	21.6	11	19.3
56 and above	4	10.8	7	12.3
Total	37	100.0	57	100.0

Table 2 indicates that among the thirty-seven (37) teaching personnel, more than one half (24 or 64.9%) were female, while only 13 or 35.1% were male. On the other hand; the non-teaching was almost evenly distributed since 30 or 52.6% were female while 27 or 27.4% of them were male.

Table 2 Frequency and Percentage Distribution of Respondents as to Gender

Gender	Teaching		Non-Teaching	
	F	%	F	%
Female	24	64.9	30	52.6
Male	13	35.1	27	47.4
Total	37	100.0	57	100.0

In terms of civil status, it is presented in Table 3 below that majority (28 or 75.7%) of teaching personnel were married. The single ones accounted for only 9 or 24% of the teaching staff. On the other hand, more than one half (35 or 61.4%) of non-teaching personnel were married while 22 or 38.6% of them had a single status.

Table 3 Frequency and Percentage Distribution of Respondents as to Civil Status

Civil Status	Teaching		Non-Teaching	
	F	%	F	%
Married	28	75.7	35	61.4
Single	9	24.3	22	38.6
Total	37	100.0	57	100.0

As presented in Table 4, majority of the teaching personnel were bachelor’s degree holders, 27 or 73%, while 8 or 21.6% had master’s degrees and 2 or 5.4% had doctoral degrees. Also, majority of the non-teaching personnel (42 or 73.7%) were bachelor’s degree holders while four (7.0%) of them were master’s degree holders while one had a doctoral degree. However, 10 or 17.5% of the non-teaching personnel were perhaps, undergraduates and high school graduates.

Table 4 Frequency and Percentage Distribution of Respondents as to Educational Attainment

Educational Attainment	Teaching		Non-Teaching	
	F	%	f	%
Bachelor's Degree	27	73.0	42	73.7
Master's Degree	8	21.6	4	7.0
Doctoral Degree	2	5.4	1	1.8
Others	0	0	10	17.5
Total	37	100.0	57	100.0

In terms of job tenure, it is illustrated in Table 5 below that for both teaching (22 or 59.5%) and non-teaching (36 or 63.2%) personnel, majority were non-permanent perhaps with probationary or casual/contractual employment status. The rest of the respondents in both categories had permanent tenure, as shown in table 5. This finding may mean that a good number of the school's personnel may not be feeling secured in their jobs.

Table 5 Frequency and Percentage Distribution of Respondents as to Job Tenure

Job Tenure	Teaching		Non-Teaching	
	F	%	F	%
Non-permanent	22	59.5	41	71.9
Permanent	15	40.5	16	28.1
Total	37	100.0	57	100.0

In both categories of respondents, a good number, teaching (15 or 40.5%) and non-teaching (36 or 63.2%), had been employed in only five years and less as presented in Table 5. The rest for both categories had higher length of service as further showed in Table 5. This finding may imply that the personnel of Adiong Memorial Polytechnic State College – Marawi City are still in the process of cultivating their commitment and identification to the said institution.

Table 6 Frequency and Percentage Distribution of Respondent as to Length of Service

Length of Service	Teaching		Non-Teaching	
	F	%	F	%
5 years and below	15	40.5	36	63.2
6- 10 years	10	27.0	5	8.8
11-15 years	6	16.2	5	8.8
16 years and above	6	16.2	11	10.3
Total	37	100.0	57	100.0

Of the thirty-seven (37) teaching personnel, one half (19 or 51.4%) earned a monthly income ranging from 16,000-24,999 pesos is 15 or 40.5% only earned 8,999 pesos or less through one (1) had a monthly income in the 25,000 pesos or nine bracket as shown in Table 6. Whereas of the seven non-teaching personnel, almost one-half (27 or 47.4%) only earned a monthly income that ranged from 9,000-15,999 pesos. While 16 or 28.1% earned the lowest monthly income of 8,999 pesos or less. However, some of the non-teaching personnel who were perhaps the school's administration earned higher monthly incomes.

Table 7 Frequency and Percentage Distribution of Respondents as to Monthly Income

Monthly Income	Teaching		Non-Teaching	
	F	%	F	%
P8,999 and below	15	40.5	16	28.1
P9,000-P15,999	2	5.4	27	47.4
P16,000-P24,999	19	51.4	8	14.0
P25,000 and above	1	2.7	6	10.5
Total	37	100.0	57	100.0

Level of Job Satisfaction of Respondents in Terms of Degree of Agreements in Hygiene or Maintenance Factors

This section presents the results obtained on the frequency and percentage counts on level of job satisfaction among the teaching and non-teaching personnel as to agreements in hygiene (maintenance) factors comprised of working condition, pay, supervision, opportunities for promotion and relations.

As shown in Table 8, more than half of the teaching personnel (23 or 62.2%) and non-teaching personnel (37 or 64.4%) agreed on the statement or item, that the working conditions in AMPSC such as working space, facilities and equipment were good one’s health. Moreover, the mean score of 2.54 obtained from the responses of the teaching personnel meant that they were satisfied with the school’s working conditions. The trend was the same with the non-teaching personnel where responses earned a mean score of 2.57 which also meant that they were satisfied with the school’s working conditions. It should be noted that 3 or 8.1% of the teaching personnel and 6 or 10.3% of the non-teaching staff strongly disagreed on this indicator. The finding implies that the AMPSC personnel are generally satisfied with the working conditions in the school.

Table 8 Frequency of Percentage Distribution and Mean Scores of Responses in Hygiene Item 1: “Working Conditions such as working space, facilities and equipment are good for one’s health”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	23	62.2	37	64.9
Disagree (2)	11	29.7	14	24.6
Strongly Disagree (1)	3	8.1	6	10.5
Total	37	100.0	57	100.0
Mean Scores	2.54		2.54	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied	3.45 – 4.0
Agree/Satisfied	2.45 – 3.44
Disagree/Dissatisfied	1.45 – 2.44
Strongly Disagree/Very Dissatisfied	1.0 – 1.44

Table 9 shows that majority of the teaching (26 or 70.3%) agreed while only 11 or 29.7% of them disagreed that their salaries or wages and other compensation were good. The same results were found among the non-teaching personnel as further disclosed in Table 9. The mean score of 2.7 obtained among the responses of the teaching staff meant that they generally agreed on the indicator and therefore were satisfied. However, in the case of the non-teaching personnel, majority disagreed (29 or 50.9%) that their salaries were good and thus the mean score of 2.49 indicated satisfaction among them, as further shown in Table 9.

On the other hand, there were still one third of the teaching (11 or 29.7%) and non-teaching (9 or 31.6%) who were dissatisfied. These findings imply that there are still personnel who are discontented and feel they are not compensated well enough with their salaries at AMPSC.

Table 9 Frequency and percentage Distribution and Mean Score of Responses in Hygiene Item 2: “Wages or Salaries and other compensation are good”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	26	70.3	28	68.4
Disagree (2)	11	29.7	9	31.6
Strongly Disagree (1)	0	0	0	0
Total	37	100.0	57	100.0
Mean Scores	2.70		2.49	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied 3.45 – 4.0
 Agree/Satisfied 2.45 – 3.44
 Disagree/Dissatisfied 1.45 – 2.44
 Strongly Disagree/Very Dissatisfied 1.0 – 1.44

Table 10 discloses that majority of the teaching (28 or 75.7%) and non-teaching (39 or 64.9%) personnel agreed that they got along well with their supervisors in AMPSC. However, 9 or 24.3% of the teaching personnel and 18 or 21.4% of those non-teaching staff disagreed in the matter. The findings indicate that generally both employees of the AMPSC do have a positive outlook on their supervisors. Moreover, Table 10 further indicates that a mean score of 2.7 was obtained from the responses of teaching personnel while 2.49 was the mean score obtained by the responses of non-teaching personnel. In both categories, the findings indicate that the respondents were satisfied with their supervisors.

In regard to the implications of the findings, the assumption of Herzberg that good supervision only works to keep people from becoming dissatisfied, is invalidated.

Table 10 Frequency and Percentage Distribution and Mean Scores of Responses in Hygiene Item 3: “I get along well with my supervisors”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	28	75.7	39	64.9
Disagree (2)	9	24.3	18	14.0
Strongly Disagree (1)	0	0	0	21.1
Total	37	100.0	57	100.0
Mean Scores	2.76		2.68	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied 3.45 – 4.0
 Agree/Satisfied 2.45 – 3.44
 Disagree/Dissatisfied 1.45 – 2.44
 Strongly Disagree/Very Dissatisfied 1.0 – 1.44

As illustrated in Table 11, more than half of the teaching (26 or 70.3%) and non-teaching (28 or 68.4%) personnel agreed that they had good opportunities for promotion in AMPSC. However, a good number of the respondents, 11 or 29.7% of the non-teaching staff and 18 or 31.6% of the non-teaching disagreed with the indicator. While the findings imply a positive work environment for AMPSC, these also imply a non-validation of Herzberg’s assumption that hygiene factors do not work to stimulate workers’ satisfaction.

Table 11 Frequency and Percentage Distribution and Mean Scores of Responses in Hygiene Item 4: “I have good opportunities of promotion”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	26	70.3	39	68.4
Disagree (2)	11	29.7	18	31.6
Strongly Disagree (1)	0	0	0	0
Total	37	100.0	57	100.0
Mean Scores	2.70		2.67	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied	3.45 – 4.0
Agree/Satisfied	2.45 – 3.44
Disagree/Dissatisfied	1.45 – 2.44
Strongly Disagree/Very Dissatisfied	1.0 – 1.44

As shown in Table 12, majority of the teaching personnel (28 or 75.7%) and non-teaching personnel (39 or 64.9%) agreed that they felt close to people at work and got along well with them. A number of them however, disagreed, 9 or 24.3% of the teaching personnel and 18 or 21.4% of the non-teaching personnel. For both categories of respondents, the mean scores of responses was 2.76 which signified that they agreed and were satisfied with the interpersonal relations within the school.

Table 12 Frequency and Percentage Distribution and Mean Scores of Responses in Hygiene Item 5: “Feel close to people at work and get along well with them”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	28	75.7	39	68.4%
Disagree (2)	9	24.3	18	31.6%
Strongly Disagree (1)	0	0	0	00
Total	37	100.0	57	100.0
Mean Scores	2.76		2.68	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied	3.45 – 4.0
Agree/Satisfied	2.45 – 3.44
Disagree/Dissatisfied	1.45 – 2.44
Strongly Disagree/Very Dissatisfied	1.0 – 1.44

The same pattern of results can be seen in Table 13, Majority of the respondents in both categories, 22 or 59.5% of the teaching personnel and 37 or 64.9% of the non-teaching personnel agreed that they felt good about their jobs at AMPSC. Nine or 15.8% of the non-teaching staff though, did disagree.

It is further shown in Table 13 that the respondents in both categories generally agreed feeling good relative to their jobs at school and therefore, had a satisfactory level of satisfaction as evidenced by their respective scores of 2.6 and 2.5 as Table 13 shows.

The findings imply that the content of the respondents’ jobs or their respective jobs are good enough to stimulate them. This is in keeping with the findings of Herzberg that the jobs themselves directly stimulate feelings of satisfaction and among workers (Krietner, Kinicki and Buelens 2002)

Table 13 Frequency and Percentage Distribution and Mean Scores of Responses in Motivation Item 1: “I feel good about my job”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	22	59.5	37	64.9
Disagree (2)	15	40.5	10	17.5
Strongly Disagree (1)	0	0	9	15.8
Total	37	100.0	57	100.0
Mean Scores	2.60		2.50	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied	3.45 – 4.0
Agree/Satisfied	2.45 – 3.44
Disagree/Dissatisfied	1.45 – 2.44
Strongly Disagree/Very Dissatisfied	1.0 – 1.44

Level of Satisfaction of Respondents in Terms of Agreements on Motivators

The results in Table 14 show a major difference in the responses of the two groups of respondents. While majority of the teaching personnel disagreed (39 or 68.4%) that they were given chances to achieve thus their talents were put to good use, majority of the non-teaching personnel disagreed (27 or 73%) on this indicator. The mean scores in the same table show that indeed the teaching staff disagreed generally ($x=2.27$) thus they tend to be dissatisfied while the non-teaching staff generally agreed ($x=2.5$) and thus, generally tend to be satisfied. The findings imply that the teaching and non-teaching staff of AMPSC may have differing access to advancement.

Table 14. Frequency and Percentage Distribution and Mean Scores of Responses in Motivation Item 2: “Given chances to achieve thus talents are put to good use”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	10	27.0	39	68.4
Disagree (2)	27	73.0	8	14.0
Strongly Disagree (1)	0	0	10	17.6
Total	37	100.0	57	100.0
Mean Scores	2.27		2.50	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied	3.45 – 4.0
Agree/Satisfied	2.45 – 3.44
Disagree/Dissatisfied	1.45 – 2.44
Strongly Disagree/Very Dissatisfied	1.0 – 1.44

As shown in Table 15, slightly more than one than half of the teaching (19 or 51.4%) and non-teaching (31 or 54.4%) personnel agreed that they received recognition for good work or job well done in AMPSC. Almost one half (18 or 48.6) of the teaching personnel and more than one third (16 or 28.1%) of the non-teaching personnel disagreed on the same indicator while there were also some among the non-teaching (10 or 17.7%) who were very dissatisfied. The mean score of 2.5 for the teaching personnel and 2.37 for the non-teaching personnel meant that generally the former agreed while the late were dissatisfied on this indicator. The findings imply that the two groups of employees of AMPSC have differing opinions on receiving recognition for a job well done. The findings further imply that the teaching personnel demand tend to be satisfied with this indicator which Frederick Herzberg called a motivator, while

the non-teaching personnel tend to disagree. Perhaps recognition as a reward for good work has not been opened to all.

Table 15 Frequency and Percentage Distribution and Mean Scores of Responses in Motivation Item 3: “Receive recognition for job well done”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	19	51.4	31	54.4
Disagree (2)	18	48.6	16	28.1
Strongly Disagree (1)	0	0	10	17.5
Total	37	100.0	57	100.0
Mean Scores	2.50		2.37	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied	3.45 – 4.0
Agree/Satisfied	2.45 – 3.44
Disagree/Dissatisfied	1.45 – 2.44
Strongly Disagree/Very Dissatisfied	1.0 – 1.44

Although majority of the respondents in both categories as shown in Table 16, agreed that they had opportunities to take responsibilities for more difficult jobs in AMPSC, a good number of them from both categories disagreed, 18 or 48.6% from teaching personnel and 10 or 17.3% from the non-teaching personnel in which 6 or 10.6% strongly disagreed. The mean scores obtained in both categories as further illustrated in Table 16 affirmed the opinion of the majority in both cases. Generally, both of these personnel agreed that increased responsibility which meant that they tend to be satisfied about it.

The findings imply that this indicator which Herzberg classified as motivation, is often observed or practiced in AMPSC in Lanao del Sur.

Table 16 Frequency and Percentage Distribution and Mean Scores of Responses in Motivation Item 4: “Have opportunities to take responsibilities for more different job”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	19	51.4	41	71.9
Disagree (2)	18	48.6	10	17.3
Strongly Disagree (1)	0	0	6	10.6
Total	37	100.0	57	100.0
Mean Scores	2.50		2.61	
Remarks/Level of Satisfaction	Agree/Satisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied	3.45 – 4.0
Agree/Satisfied	2.45 – 3.44
Disagree/Dissatisfied	1.45 – 2.44
Strongly Disagree/Very Dissatisfied	1.0 – 1.44

As in the other indicators, a slight majority of both categories of respondents, as illustrated in Table 17, agreed that they had opportunities in AMPSC for advancement such as advance studies, seminars and trainings (20 or 54.1%) for teaching personnel and 35 or 61.4% for non-teaching personnel. A good number of respondents from both categories disagreed and strongly disagreed on this indicator. The mean scores obtained in this indicator for both categories of respondents were at the boundary, 2.41 for the teaching personnel and 2.47 for the non-teaching personnel. This finding meant that the teaching personnel of AMPSC in Lanao del Sur were dissatisfied while its non-teaching personnel were satisfied on the opportunity for advancement available to them.

The findings imply that opportunities for advancement as a motivator within the perspective of Herzberg is not sufficiently institutionalized and not readily made available to AMPSC employees, particularly to the teaching personnel of AMPSC in Lanao del Sur.

Table 17 Frequency and Percentage Distribution and Mean Scores of Responses in Motivation Item 5: “Have advance studies, seminars and training”

Responses (Scores)	Teaching n = 37		Non-Teaching n =57	
	F	%	F	%
Strongly Agree (4)	0	0	0	0
Agree (3)	20	54.1	35	61.4
Disagree (2)	12	32.4	14	24.6
Strongly Disagree (1)	5	13.5	8	14.0
Total	37	100.0	57	100.0
Mean Scores	2.41		2.47	
Remarks/Level of Satisfaction	Disagree/Dissatisfied		Agree/Satisfied	

Scale:

Strongly Agree/Very Satisfied	3.45 – 4.0
Agree/Satisfied	2.45 – 3.44
Disagree/Dissatisfied	1.45 – 2.44
Strongly Disagree/Very Dissatisfied	1.0 – 1.44

Summaries of Mean Scores on Level of Job Satisfaction in Terms of Agreements on Hygiene/Maintenance and Motivator Indicators

Summary of Mean Scores in Hygiene/Maintenance Indicators

As illustrated in Table 18, the level of satisfaction of the teaching and on-teaching personnel of AMPSC were basically the same. The respondents in both categories agreed in all of the five (5) indicators of hygiene/maintenance. Thus, all the mean scores obtained in both categories which ranged from 2.49 to 2.76 indicated a satisfactory level. This implies an average level of satisfaction as regard the maintenance factors among the personnel of AMPSC in Lanao del Sur.

Table 18 Summary of Mean Scores in Level of Satisfaction in Terms of Agreements in Hygiene Indicators

Hygiene (Maintenance) Indicators	Teaching		Non-Teaching	
	Mean	Interpretation	Mean	Interpretation
Work’s conditions	2.54	Satisfied	2.54	Satisfied
Pay (Wages, Salaries)	2.70	Satisfied	2.49	Satisfied
Supervision	2.76	Satisfied	2.68	Satisfied
Opportunity for Promotion	2.70	Satisfied	2.70	Satisfied
Close to People at work	2.76	Satisfied	2.68	Satisfied

Legend:

Very Satisfied: 3.45-4.0	Satisfied: 2.45-3.44
Dissatisfied: 1.45-2.44	Very Dissatisfied: 1.0-1.44

Summary of Mean Scores in Motivators

Table 19 shows that the mean scores and the consequent level of satisfaction of the teaching and on-teaching personnel of AMPSC in the indicators of motivation factors, were a bit dissimilar. The teaching and non-teaching personnel were both satisfied on their feelings about their jobs and in the opportunity to be given responsibility but they differed in the rest of the indicators. The AMPSC teaching personnel were dissatisfied in their chances to achieve and in their opportunities for advancement while the non-teaching personnel were satisfied on these indicators. However, the non-teaching staff was dissatisfied over recognition for job well done while the teaching staff were satisfied about it.

Table 19 Summary of Mean Scores in Level of Job Satisfaction in terms of Agreements in Motivator Indicators

Motivating Indicators	Teaching		Non-Teaching	
	Mean	Interpretation	Mean	Interpretation
Feeling good about job	2.60	Satisfied	2.50	Satisfied
Chance to achieve	2.27	Dissatisfied	2.50	Satisfied
Recognition for job well done	2.50	Satisfied	2.37	Dissatisfied
Opportunity to take responsibility	2.51	Satisfied	2.61	Satisfied
Opportunity for advancement	2.41	Dissatisfied	2.47	Satisfied

Legend:

Very Satisfied: 3.45-4.0 Satisfied: 2.45-3.44
Dissatisfied: 1.45-2.44 Very Dissatisfied: 1.0-1.44

Test Results on Association Between Socio-Economic Characteristics and Agreements/Level of Satisfaction in Hygiene Factors

As presented in Table 20, with a chi square value of 17.016 at significant value of 0.30, it indicates that there is an association between age and the level of satisfaction in terms of hygiene indicators among teaching personnel. This implies that age affected the individual’s response on level of satisfaction in terms of their agreements in hygiene indicators as to work conditions, pay, supervision, opportunity for promotion and relations with people at work.

On the other hand, with a chi square value of 7.232 at significant value of 0.51, the non-teaching personnel’s level of satisfaction was found to have no association with age. This implies that the age of the respondents have nothing to do with these satisfaction or dissatisfaction. Thus, the null hypothesis of no significant association between age and level of satisfaction is rejected insofar as the teaching personnel is concerned but accepted when it comes to the non-teaching personnel.

Table 20 Test Result on Association Between Age and Hygiene Indicators

Teaching					Non-teaching				
Age Categories	SA/VS	A/S	D/D	SD/VD	Age Categories	SA/VS	A/S	D/D	SD/VD
18-25	0	2	4	0	18-25	0	5	5	2
26-35	0	2	2	2	26-35	0	2	5	3
36-45	0	5	7	2	36-45	0	4	11	2
46-55	0	4	3	0	46-55	0	2	5	4
56 up	0	4	0	0	56 up	0	2	5	0
Total	0	17	16	4	Total	0	15	31	11

$X_2 = 17.016$; sig.value= 0.30
Remark: Significant Association

$X_2 = 7.232$; sig.value= 0.51
Remark: no Association

As shown in Table 21, with a chi square value of 1.381 at significant value of 0.50, it indicates that there is an association between gender and the level of satisfaction in terms of hygiene indicators among the teaching personnel of AMPSC. This implies that gender affect the respondents’ response on level of satisfaction in terms of agreements in hygiene indicators such as work conditions, pay, supervision, opportunity to promotion and people around at work.

The test on the frequency of responses among the non-teaching personnel revealed a chi square value of .808 at significant value of 0.66 which indicates that there is no association between gender and the level of satisfaction in terms of hygiene (maintenance) factors. This implies that gender does not affect the respondents’ response on level of satisfaction in terms of agreements in hygiene indicators such as work conditions, pay, supervision, opportunity to promotion and relations with people at work. Thus, being satisfied or dissatisfied with the said hygiene indicators had nothing to do with being a male or female as to the non-teaching personnel. The statistics warrant the rejection of the well hypothesis when it comes to the teaching personnel but accepted as to the non-teaching personnel of AMPSC.

Table 21 Test Result on Association between Gender and Hygiene Indicators

Teaching	Non-teaching
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Gender	SA/VS	A/S	D/D	SD/VD	Gender	SA/VS	A/S	D/D	SD/VD
Female	0	10	12	2	Female	0	7	18	5
Male	0	7	4	2	Male	0	8	13	6
Total	0	17	16	4	Total	0	15	31	11

$X_2 = 1.381$; sig.value= 0.50
Remark: Significant Association

$X_2 = .808$; sig.value= 0.66
Remarks: No Association

Table 22 illustrates that with a chi square value of .830 at significant value of 0.66 obtained among teaching personnel indicates that there is no association between the respondents' civil status and the level of satisfaction in terms of agreements in hygiene indicators. This implies that civil status does not affect responses on level of satisfaction in terms of agreements in hygiene indicators work conditions, pay, supervision, opportunity to promotion relations with people at work. Thus, being satisfied or dissatisfied with the said hygiene indicators had nothing to do with being married or single.

In addition, with a chi square value of 4.020 at significant value of 0.13, obtained in a chi-square test of association on the non-teaching personnel's civil status and level of satisfaction, an association was found. This implies that civil status of AMPSC's non-teaching personnel which may be married or single, affects their response on being satisfied or dissatisfied. Hence the null hypothesis is accepted as to the teaching personnel but neglected insofar do the non-teaching personnel is concerned.

Table 22 Test Result in Association, Between Civil Status And Hygiene Indicators

Teaching					Non-teaching				
Civil Status	SA/VS	A/S	D/D	SD/VD	Civil Status	SA/VS	A/S	D/D	SD/VD
Married	0	14	11	2	Married	0	6	21	8
Single	0	3	5	2	Single	0	9	10	3
Total	0	17	16	4	Total	0	15	31	11

$X_2 = .830$; sig.value= 0.66
Remark: No Association

$X_2 = 4.020$; sig.value= 0.13
remarks: significant Association

As shown in Table 23, the chi square value of 2.589 at significant value of 0.62 among the teaching personnel-respondents revealed that there is no association between their educational attainment and the level of satisfaction in terms of agreement in hygiene indicators. On the other hand, with a chi square value of 7.672 significance value at 0.26, the non-teaching personnel's educational attainment was found to be associated with the hygiene indicators on relations with people at work.

The findings imply that in the case of the teaching personnel, educational attainment, that is, being a bachelor's degree holder or a master's degree holder, has nothing to do with their being satisfied or dissatisfied with their jobs at AMPSC. But the opposite seems to be holding true with the non-teaching personnel. The results are adequate to accept the null hypothesis of no association as to the teaching personnel but reject the same insofar as the non-teaching personnel are concerned.

Table 23 Test Result in Association Between Educational Attainment and Hygiene Indicators

Teaching					Non-teaching				
Educational Attainment	SA/VS	A/S	D/D	SD/VD	Educational Attainment	SA/VS	A/S	D/D	SD/VD
Bachelor's Degree	0	11	9	4	Bachelor's Degree	0	13	24	5
Masteral's Degree	0	3	5	0	Masteral's Degree	0	0	3	2
Doctral Degree	0	2	2	0	Doctral Degree	0	2	0	0
Others	0	0	0	0	Others	0	2	4	4
Total	0	17	16	4	Total	0	15	31	11

$X_2 = .2589$; sig.value= 0.62
Remarks: No Association

$X_2 = 7.672$; sig.value= 0.26
Remarks: Significant Association

As revealed in Table 24, with a chi square value of 6.801 at significant value of 0.03, job tenure was found to have an association

with the level of satisfaction in terms of agreement in hygiene indicators among the teaching personnel of AMPSC, but none as to the non-teaching personnel as evidenced by a chi-square value of .757 as Table 24 further shows.

The findings meant that tenure that is, being permanent or non-permanent, tend to influence the teaching personnel's level of satisfaction but not that of the non-teaching personnel.

It is implied by the findings that the tenured teaching personnel of AMPSC are well motivated in doing their jobs. Thus, an increase in the number of tenured teaching personnel may bring higher performance for AMPSC.

Table 24 Test Result on Association Between Tenure and Hygiene Indicators

Teaching					Non-teaching				
Job Tenure	SA/VS	A/S	D/D	SD/VD	Job Tenure	SA/VS	A/S	D/D	SD/VD
Non-Permanent	0	5	6	4	Non-Permanent	0	12	21	8
Permanent	0	12	10	0	Permanent	0	3	10	3
Total	0	17	16	4	Total	0	15	31	11

$X^2 = 6.801$; sig.value= 0.03

Remarks: Significant Association

$X^2 = .757$; sig.value= 0.68

Remarks: No Association

Table 25 shows a chi square value of 2.875 at significant value of 0.82 among teaching personnel-respondents and a chi square value of 4.354 at significant value of 0.62 among non-teaching personnel-respondents. This means that for both categories of respondents, no association between length of service and level of satisfaction in terms of agreement in hygiene indicators, was found. This implies that length of service does not affect the respondents' response on level of satisfaction in terms of agreement in hygiene indicators that included work conditions, pay, supervision, opportunity to promotion and relation with people at work. Therefore, the null hypothesis of no association between the length of service in the case of both categories of respondents, is accepted.

Table 25 Test Result on Association Between Length of Service and Hygiene Indicators

Teaching					Non-teaching				
Length of Service	SA/VS	A/S	D/D	SD/VD	Length of Service	SA/VS	A/S	D/D	SD/VD
5 years and below	0	6	6	2	5 years and below	0	9	20	4
6-10	0	5	4	2	6-10	0	2	3	2
11-15	0	3	3	0	11-15	0	2	2	2
16 and above	0	3	3	0	16 and above	0	2	6	3
Total	0	17	16	4	Total	0	15	31	11

$\chi^2 = 2.857$; sig.value= 0.82

Remarks: No Association

$X^2 = .4354$; sig.value= 0.62

Remarks: No Association

As depicted in Table 26, with a chi square value of 7.779 at significant value of 0.25 among teaching personnel-respondents and with a chi square value of 6.275 at significant value of 0.39 among non-teaching personnel-respondents, an association between monthly income and the level of satisfaction in terms of agreements in hygiene indicators, was found. This implies that monthly income affects response on level of satisfaction in terms of agreements in hygiene indicators such as work conditions, pay, supervision, opportunity to promotion and relations of people at work. Therefore, being satisfied or dissatisfied with said hygiene indicators tends to be influenced by how high or low the amount of earning personnel in AMPSC receives monthly.

Thus, for both categories of respondents, the null hypothesis of no significant association between monthly income and level of satisfaction is rejected.

Table 26 Test Result on Association Between Monthly Income and Hygiene Indicators

Teaching					Non-teaching				
Monthly Income	SA/VS	A/S	D/D	SD/VD	Monthly Income	SA/VS	A/S	D/D	SD/VD
8,999 and below	0	4	6	4	8,999 and below	0	5	7	4
9,000-15,999	0	2	2	0	9,000-15,999	0	8	15	3
16,000-24,999	0	9	8	0	16,000-24,999	0	0	7	2
25,000 and above	0	2	0	0	25,000 and above	0	2	2	2

Total	0	17	16	4	Total	0	15	31	11
X ₂ = 7.779; sig.value= 0.25					X ₂ = .6.275; sig.value= 0.39				
Remarks: Significant Association					Remarks: Significant Association				

Test Results on Association Between Socio-economic Characteristics and Level of Job Satisfaction in Terms of Motivating Factors

As shown in Table 27, a chi square value of 11.200 at significant value of 0.19, is obtained among teaching personnel-respondents as well as a chi square value of 8.857 at significant value of 0.35 among non-teaching personnel-respondents. This indicates that age affected responses on level of satisfaction in terms of agreements in motivating indicators such as feeling good about job, work (job intrinsic), chance to achieve, chance to be recognized for good work, opportunity to be given responsibility and opportunity for advancement. Thus, being satisfied or dissatisfied with the said aspects of motivation had something to do with how young or old the personnel is.

Given the evidence, the null hypothesis of no significant association between age and level of satisfaction in terms of agreements in motivating factors, is rejected.

Table 27 Test Result on Association Between Age And Motivating Factors

Teaching					Non-teaching				
Age	SA/VS	A/S	D/D	SD/VD	Age	SA/VS	A/S	D/D	SD/VD
18-25	0	0	2	2	18-25	0	6	5	0
26-35	0	0	5	2	26-35	0	4	3	3
36-45	0	4	7	2	36-45	0	3	9	3
46-55	0	2	5	2	46-55	0	2	6	4
56 up	0	0	4	0	56 up	0	3	3	2
Total	0	6	24	8	Total	0	20	26	12

X₂= 11.200; sig.value= 0.19 X₂= 8.857; sig.value= 0.35
Remarks: Significant Association Remarks: Significant Association

As presented in Table 28 a chi square value of 1.675 at significant value of 0.43, indicates an association between gender and the level of satisfaction in terms of agreements in motivating indicators among the teaching personnel. This implies that gender affect the individual’s response on level of satisfaction in terms of motivating factors in general—specifically, work (job intrinsic), chance to achieve, chance to be recognized for good work, opportunity to be given responsibility and opportunity for advancement.

On the other hand, with a chi square value of .735 at sig.val of 0.69, non-teaching personnel’s level of satisfaction was found not to be associated with their gender. This implies that gender— may it be female or male, does not affect one’s response on being satisfied or dissatisfied.

Table 28 Test Result on Association Between Gender and Motivating Factors

Teaching					Non-teaching				
Gender	SA/VS	A/S	D/D	SD/VD	Gender	SA/VS	A/S	D/D	SD/VD
Female	0	4	15	4	Female	0	12	13	6
Male	0	2	8	4	Male	0	8	13	5
Total	0	6	23	8	Total	0	20	26	11

X₂= 1.675; sig.value= 0.43 X₂= .735; sig.value= 0.69
Remarks: Significant Association Remarks: No Association

Table 29 shows that with a chi square value of 2.722 at significant value of 0.25, an association was found between civil status and the level of satisfaction in terms of agreements on motivation indicators among teaching personnel. On the other hand, no association was found between the civil status of the non-teaching personnel and their level of satisfaction as evidenced by the test result of .941, as shown in Table 29.

Thus, being married or single, tends to influence the level of satisfaction among the AMPSC teachers but not its administrative staff. This calls for the rejection of the null hypothesis of no association between the variables mentioned among the teaching staff while it is accepted as for the non-teaching staff.

On the other hand, with a chi square value of .941 at significant value of 0.62, non-teaching personnel's level of satisfaction was found to have no association with their civil status. This implies that their civil status— may it be married or single, does not affect one's response on being satisfied or dissatisfied.

Table 29 Test Result on Association Between Civil Status and Motivating Factors

Teaching					Non-teaching				
Civil Status	SA/VS	A/S	D/D	SD/VD	Civil Status	SA/VS	A/S	D/D	SD/VD
Married	0	6	17	5	Married	0	11	16	8
Single	0	0	6	3	Single	0	9	10	3
Total	0	6	23	8	Total	0	20	26	11

$X^2 = 2.722$; sig.value= 0.25

Remarks: Significant Association

$X^2 = .941$; sig.value= 0.62

Remarks: no Association

Table 30 shows a chi square value of 10.970 at significant value of 0.27 among the teaching personnel, and a chi square value of 5.459 at significant value of 0.48 among the non-teaching personnel. These indicate that there is an association between educational attainment and the level of satisfaction in terms of agreements in motivators for both categories of respondents. This implies that educational attainment affects responses on level of satisfaction in terms of agreements in motivators such as, feeling good about the job, chance to achieve, chance to be recognized for good work, opportunity to be given responsibility and opportunity for advancement among the teaching and non-teaching personnel of AMPSC.

Hence, the null hypothesis of no association between civil status and level of satisfaction of both respondents, is rejected.

Table 30 Test Results on Association Between Educational Attainment and Motivators

Teaching					Non-teaching				
Educational Attainment	SA/VS	A/S	D/D	SD/VD	Educational Attainment	SA/VS	A/S	D/D	SD/VD
Bachelor's Degree	0	2	18	6	Bachelor's Degree	15	18	7	0
Masteral Degree	0	2	5	2	Masteral Degree	2	2	2	0
Doctoral Degree	0	2	0	0	Doctoral Degree	1	0	0	0
Others	0	0	0	0	Others	2	6	3	0
Total	0	6	23	8	Total	20	26	11	0

$X^2 = 10.970$; sig.value= 0.27

Remarks: Significant Association

$X^2 = 5.459$; sig.value= 0.48

Remarks: Significant Association

As illustrated in Table 31, a chi square value of 5.774 at significant value of 0.05 among the teaching personnel and with a chi square value of 9.057 at significant value of 0.11, among the non-teaching personnel indicated an association between job tenure and the level of satisfaction in terms of motivating factors for both groups of respondents. This implies that job tenure tends to influence responses on level of satisfaction in terms of agreements in motivators that included feeling about job, chance to achieve, chance to be recognized for good work, opportunity to be given responsibility and opportunity for advancement. Therefore, the null hypothesis of no association between job tenure and level of satisfaction for both respondents, is hereby rejected.

Table 31 Test Result on Association Between Job Tenure and Motivating Factors

Teaching					Non-teaching				
Job Tenure	SA/VS	A/S	D/D	SD/VD	Job Tenure	SA/VS	A/S	D/D	SD/VD
Non-Permanent	0	0	10	5	Non-Permanent	0	15	22	4
Permanent	0	6	13	3	Permanent	0	5	4	7
Total	0	6	23	8	Total	0	20	26	11

$X_2 = 5.774$; sig.value= 0.05
Remarks: Significant Association

$X_2 = 9.057$; sig.value= 0.11
Remarks: Significant Association

It is presented in Table 32 that a chi square value of 8.913 at significant value of 0.17 among the teaching-personnel and a chi square value of 9.057 at significant value of 0.11 among the non-teaching-personnel were obtained in the test conducted. These indicate an association between length of service and the level of satisfaction of both respondents in terms of agreements in motivators. These findings imply that in both of the teaching and non-teaching personnel of AMPSC, their length of service affected the individual's response on level of satisfaction in terms of agreements indicator of motivators such as feeling about the job, the null hypothesis of no association between these variables – length of service and level of job satisfaction has to be rejected.

Table 32 Test Result on Association Between Length of Service and Motivating Factors

Teaching					Non-teaching				
Length of Service	SA/VS	A/S	D/D	SD/VD	Length of Service	SA/VS	A/S	D/D	SD/VD
5 years and below	0	0	10	4	5years and below	0	13	19	3
6-10	0	2	7	2	6-10	0	2	2	2
11-15	0	2	2	2	11-15	0	2	3	0
16 and above	0	2	4	0	16 and above	0	3	2	6
Total	0	6	23	8	Total	0	20	26	11

$X_2 = 8.913$; sig.value= 0.17
Remarks: Significant Association

$X_2 = 14.579$; sig.value= 0.24
Remarks: Significant Association

As depicted in Table 34, a chi square value of 11.367 at significant value of 0.07 among the teaching-personnel was yielded which indicates an association between the monthly income and level of satisfaction in terms of agreements in motivators among teaching personnel. In the case of non-teaching personnel, the same table shows a chi square value of 2.787 which indicates an absence of association between the aforementioned variables. The results meant that while monthly income tends to influence level of satisfaction among the teaching personnel, the contrary seems to hold true among the non-teaching personnel of AMPSC.

Therefore, as the statistical evidences suggest, the null hypothesis of no association between monthly income and level of satisfaction has to be rejected as to the teaching personnel while this has to be accepted insofar as the non-teaching personnel are concerned.

Table 33 Test Result on Association Between Monthly Income and Motivating Factors

Teaching					Non-teaching				
Monthly Income	SA/VS	A/S	D/D	SD/VD	Monthly Income	SA/VS	A/S	D/D	SD/VD
8,999 and below	0	0	10	5	8,999 and below	0	5	7	4
9,000-15,999	0	0	2	0	9,000-15,999	0	11	13	3
16,000-24,999	0	3	11	3	16,000-24,999	0	2	4	2
25,000 and above	0	3	0	0	25,000 and above	0	2	2	2
Total	0	6	23	8	Total	0	20	26	11

$X_2 = 11.367$; sig.value= 0.07
Remarks: Significant Association

$X_2 = 2.787$; sig.value= 0.83
Remarks: No Association

Problems Encountered in the Work Place

In relation to all the discussions on job satisfaction in the previous chapters, this section will present some problems encountered by AMPSC personnel in general, which may have affected their level of job satisfaction in the work place.

AMPSC personnel have indeed encountered various problems and issues related to material and non-material aspects in the workplace. Material aspects referred to those problems related to facilities, equipment, supplies, infrastructures and others whereas non-material aspects referred to those problems involving the administrative system and co-worker/student relations.

Material-related problems are those related to facilities, equipment and supplies and infrastructures in AMPSC which we can assume that may directly affect a personnel's job performance.

Table 37 below presents the list of all enumerated problems among all personnel-respondents in AMPSC. Each item has its corresponding frequency count implying the number of respondents stating the same type of problem. As shown in the table, there

are varied frequency counts as to the types of problems encountered by respondents, but

According to one teacher: *mas lalo malala ang mga problema sa laboratory, libro, upuan at office supplies dito* (problems on laboratory, books, chairs and office supplies here are too much). Another respondent, a staff, commented: *wala akong pakialam, basta sure lang ang sahod at ginagawa ko trabaho ko* (I don't mind for as long as my salary is sure and I am doing my work).

A usual observation suggests that problems on facilities, equipment and supplies are related to administration problems as the former are dependent on fund allocation which is in turn is dependent on administration whether there is money or not, funds allocation is under the control of administrator— depending on his qualifications, skills, character values, human relations, and priority. All these speak of the problems presented in Table 22. Employee respondents said values of *palakasan* and crab mentality worked to the disadvantage on the school and its constituents. Unqualified personages are recruited (*palakasan* and nepotism) and once inside they tend to pull each other down. Some said laws and policies and guidelines are not disseminated to faculty, staff and students. In short, there is mismanagement. Budget is mismanaged. There is no transparency. Everything seems to be in disarray because accordingly the school system is not working according to the structure. Heads do not coordinate with subordinates. In short, even simple responsibilities like monitoring attendance is the not lawfully practiced.

Though minor and maybe negligible, problems related to student- behavior were also ventilated by employee respondents. Students' lack of interest annoys a number of teachers as well as tardiness, which is somehow an expression of lack of interest. Dating among students has become an eyesore too, to some employees. As to material aspects, Out of the total number of respondents, 35 out of teaching personnel; 48 out of 57 from the non-teaching personnel, noted the laboratory equipment/ facilities as the worst problem in AMPSC as we can therefore interpret from its frequency counts. Problems on references/ reading materials, lack of chairs, lack of supplies, and no maintenance were also experienced by the personnel-respondents in their workplace.

As to non-material aspects, majority of teaching and non-teaching personnel pointed out administrative-related problems— wherein the school system is not working according to organizational structure, no maintenance, unfair practices, e.g., monitoring of attendance and by laws policies and guidelines are not published and disseminated to all concerned. Problems on transparency, nepotism, mismanagement, full of plans but no implementation, lack of coordination between heads and subordinates, Disorganization, *palakasan* system and crab mentality, budget shortage and improper designation of tasks.

Table 34 Frequency Count and Ranking of Problems Encountered by AMPSC Personnel in Workplace

MATERIAL ASPECT	Teaching n=37		Non-teaching n=57	
	F	Rank	F	Rank
Problems Related to Facilities/ Equipment/ Supplies				
Laboratory equipment/ facilities	35	1	48	2
References/ reading materials	24	5	25	7
Lack of chairs	30	2	57	1
Lack of supplies	29	3	37	5
No maintenance	30	2	41	3
NON-MATERIAL ASPECT				
Administrative Problems				
School system not working according to organizational structure	29	3	37	5
By laws policies and guidelines are not published and disseminated to all concerned	26	4	48	2
Unfair practices, e.g., monitoring of attendance	21	6	40	4
No transparency	6	12	8	16
Nepotism	4	13	10	14
Mismanagement	9	11	15	11
Full of plans but no implementation	10	10	14	12
Lack of coordination between heads and subordinates	13	8	9	15
Disorganized	14	7	16	10
Values like <i>palakasan</i> system and crab mentality	11	9	19	8
Shortage of budget	4	13	8	16
Improper designation of tasks	14	7	17	9
No maintenance	21	6	31	6

Student Behavior Related Problems				
Students' misbehavior- e.g., dating	9	11	13	13
Students' tardiness	26	4	17	9
Students' lack of interest in studies	21	6	19	8

* Multiple responses allowed

Recommendations

As personnel-respondents have been asked as to the problems encountered in AMPSC, suggestions and recommendations on possible ways to resolve them and to improve the school were also solicited.

Table 38 enumerates the suggestions and recommendations shared by both teaching and non-teaching personnel-respondents so as to minimize if not solve problems and to contribute the school's improvement, which are all equally self-explanatory.

Table 35 Recommendations of Personnel

Recommendations to Minimize Problems	Teaching n=37	Non- teaching n=57
	F	F
1. Provide for facilities/ equipment/ supplies. Procure enough references, books and learning aids.	35	41
2. Implement by-laws, policies and guidelines	29	48
3. Publish and disseminate policies and guidelines. Maintain a simple newsletter.	15	39
4. Maintenance of existing facilities.	29	41
5. Increase employees' salaries	8	18
6. Conduct PTA meetings and encourage active participation of parents	16	6
7. Designate a qualified leader— one who is academically qualified. One could provide supervision and control.	26	35
8. Organization of employees for empowerment.		
a. Work for freedom of expression	8	11
b. Promote teamwork	15	10
c. Improve academic qualification and skills	21	15
9. Enhance of task differentiation/ specialization. Minimize multi-tasking.	27	18
10. Provision for physical improvements to create balanced environment conducive to learning. Improve drainage system and provide potable water.	29	21

* Multiple responses allowed

Conclusion

A good number of respondents were middle-aged wherein there were more females for both teaching and non-teaching personnel. A great number were married and were bachelor's degree holders for both teaching and non-teaching personnel. In terms of job tenure, overall, there were more non-permanent personnel for both teaching and non-teaching who had rendered only 5 years and below years of service. Results varied in the monthly income wherein almost half of teaching personnel's income ranged from P16,000-P24,999; whereas almost half of the non-teaching personnel's income ranged from P9,000-P15,999.

Results in the level of job satisfaction in terms of hygiene (maintenance) factors—Work conditions, Pay, Supervision, Opportunities for Promotion and People around revealed that majority for both teaching and non-teaching personnel were satisfied.

Results in the level of satisfaction in terms of motivating factors revealed varied results— in terms of Work (Job Intrinsic), revealed that for both teaching and non-teaching, more personnel were satisfied; in terms of Chance to achieve, there were more

teaching personnel who were dissatisfied, whereas there were also more non-teaching who were satisfied; in terms of Chance to be recognized for good work, almost equal figures on being satisfied and dissatisfied were revealed among the teaching personnel, whereas there were more non-teaching personnel were satisfied; in terms of Opportunity to be given responsibility, almost equal figures on being satisfied and dissatisfied came out among the teaching personnel, whereas there were more non-teaching personnel were satisfied; last but not the least, in terms of Opportunity for advancement, majority of both teaching and non-teaching personnel were satisfied.

In general, results have shown that in terms on Hygiene (Maintenance) and Motivating Factors, the teaching and non-teaching personnel revealed to have been equally dissatisfied.

As to the first part of the test of association, results have shown that among the socio-demographic characteristics, only monthly income resulted to have an association with hygiene (maintenance) factor for both teaching and non-teaching personnel. As to the second part of the test of association, results have shown that among the socio-demographic characteristics, age, educational attainment, job tenure, and length of service were found out have an association with motivating factor for both teaching and non-teaching personnel.

There is no difference on the level of job satisfaction on hygiene (maintenance) and motivating factors among teaching and non-teaching personnel, wherein both categories were Dissatisfied.

A good number of problems were expressed by employees categorized into; 1) Problems related to facilities/ equipment/ supplies, 2) Administrative problems and 3) Student behavior related problems.

Along this line, recommendations to minimize these problems were also forwarded, to include those for policy-making. Special attention is focused on recruitment of employees in light with findings related to job satisfaction in terms of socio-economic factors.

Therefore, with the overall findings, it appears that there is a need for serious actions to resolve and improve the Adiong Memorial Polytechnic State College.

Recommendations

For Policy-making

From the preceding implications just presented, it is then suggested that the AMPSC Academic/ or Personnel office should modify its policy, especially with regard to recruitment and retention. Under the AMPSC situation, the following are recommended:

1. Recruit younger applicants to teaching positions because they are evidently highly motivated and vibrant. Being young they are adventurous even to go as far as where AMPSC is located.
2. Recruit even bachelor's degree holders, who may be later sent to graduate program.
3. Strengthen the policy on tenure, implement this if only to increase job satisfaction performance.

For Further Study

Findings of this study are not conclusive but their implications are of great help. Despite that AMPSC is a limited setting it is an interesting focus for further research on the same subject using other measures and statistical tools. Research on the other aspects of the same respondents, may be on their job performance, can be conducted this time to include students as respondents.

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