THE SIGNIFICANT RELATIONSHIP BETWEEN WORK PERFORMANCE AND JOB SATISFACTION IN PHILIPPINES

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ABSTRACT

This study attempted to find out the relationship of work performance job satisfaction and among teachers of Cotabato City, Philippines. Specifically, a significant relationship between teacher respondents personal profile in terms of age, length of service, educational attainment and job satisfaction and others.

A total of 200 teachers teaching in elementary public schools were selected and descriptive correlational design was used in order to see relationships of the variables included in the study. Survey questionnaires were distributed to the teacher respondents in twelve sample elementary schools in Cotabato City Philippines.

The study yielded that most of the teacher respondents are female, married, earned a college degree with master’s unit, 11 to 15 years in service and belongs to 31-40 years age bracket. Regarding work performance rating it was rated very satisfactorily. The age, highest educational attainments and length of service were significant to the job satisfaction while sex and civil status were noted having significant difference to job satisfaction.

KEYWORDS: Significance Relationship, Work Performance and Job Satisfaction

INTRODUCTION

The relationship between work performance and job satisfaction is significant. A more complete understanding of its significance requires more investigation beyond the significant relationship between teacher respondents personal profile in terms of age, length of service, educational attainment and job satisfaction and between personal profile in terms of sex, civil status and job.

STATEMENT OF THE PROBLEM

This study sought to answer the following questions: 1. Is there a significant relationship between work performance and job satisfaction? 2. Is there a significant relationship between teacher-respondents personal profile in terms of age, length of service, educational attainment and job satisfaction? 3. Is there a significant difference between personal profile in terms of sex, civil status and job satisfaction?

SIGNIFICANCE OF THE STUDY

This study is important because of the following: It will give an idea regarding the level of job satisfaction and work performance of their teachers. It will help the school administrators to review existing motivational policies and practices with a hope that they can enhance work performance and job satisfaction among the teachers. This will be the basis to plan programs for teacher development that will lead to the teacher’s professional growth. It will also help them identify specific demographic characteristics of the teachers which could influence work performance and job satisfaction of teachers.
Finally, the researcher finds this study very important because it will awaken the teachers to conduct periodic self-assessment to improve their teaching performance.

LITERATURE REVIEW

Work Performance

Work performance is a complex construct, taking into account the changing nature of work and the organizations themselves. It speaks of work performance in terms of quantity and quality expected from each employee.

Thorndike cited by Labadia (2010) started the process of defining work performance by articulating the ultimate criterion. This ultimate criterion is a specification of everything that defines work success across the full domain of specific job. He further explains that the ultimate criterion is conceptual in nature and cannot be measured. Therefore, researchers and practitioners use the ultimate criterion as a guide to choosing indicators of work performance, with the knowledge that they will never fully capture the entire performance domain.

Kesseler (2007) conceptualized the criteria in assessing work performance by choosing between subjective and objective methods of appraisal. Subjective methods refer to “soft” criteria such as peer, self, or supervisory ratings.

Employment preparation must target improvement of work performance in future employees, as well as the design and delivery of work supports (Brady & Rosenberg, 2002a; Rogan, Banks, & Howard, 2000). In addition, employment assessment systems need to target these two separate, but related dimensions (Brady, Rosenberg, & Frain, 2008).

Furthermore, education experts all over the country work tirelessly to identify the salient points or domains needed in line with the vision of transforming the Filipino Teacher into a globally competitive one. Thus, National Competency-Based Teachers Standards (NCBTS) was born and Teacher Work Performance Appraisal was based on it (Cebrian, 2009).

The Teacher Work Performance Appraisal System provides teachers with meaningful appraisals that encourage professional learning and growth. The process is designed to foster teacher development and identify opportunities for additional support.

Moreover, the Teacher Work Performance Appraisal framework is divided in seven domains such as diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, learning environment, community linkages, social regard for learning and personal growth and professional development.

Job Satisfaction

Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Satisfaction is not the same as motivation. “Job satisfaction is more an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative.” In recent years attention to job satisfaction has become more closely associated with broader approaches to improved job design and work organization, and the quality of working life movement (Buchanan, 2006).

Job satisfaction has been defined as, the attitude of an employee toward a job, sometimes expressed as a hedonic response of liking or disliking the work itself, the rewards pay, promotions, recognition, or the context such as working conditions, benefits (Corsini, 1999 cited by Tillman, 2008).
Job satisfaction describes the context an individual has with his or her job. The happier the persons are within their job, the more satisfied they are (Wikipedia, the free encyclopedia). Job satisfaction is not the same as motivation or aptitude, although it is clearly linked.

Job satisfaction is critical to retaining and attracting well-qualified principals and teachers in educational environment. Job satisfaction can define as an employee's affective reaction to a job, based on a comparison between actual outcomes and desired outcomes (Mosadeghrad & Yarmohammadian, 2006).

Ayeni and Popoola (2007) give a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of ones job or job experience. Job satisfaction is a result of employee’s perception of how well their job provides those things that are viewed as important. Weiss (2002) has argued that job satisfaction is an attitude but points out that researchers should clearly distinguish the objects of cognitive evaluation which are affect the emotion, beliefs and behaviours.

Teachers who are satisfied with their work typically display higher levels of motivated behavior and performance as well as lower levels of stress, anxiety, and burnout Brouwers and Tomic, 2000; Caprara, Barbaranelli, Borgogni, and Steca, 2003; Caprara, Barbaranelli, Steca, and Malone, 2006; Greenglass and Burke, 2003). The satisfaction that teachers gain from their work may be experienced individually, but teaching is not practiced in a social or cultural vacuum (e.g., Huang & Van de Vliert, 2004; Yetim & Yetim, 2006).

Job satisfaction-perceptions of the fulfilment derived from day-to-day activities-is associated with job commitment, and with higher levels of performance at work (Judge, Thoresen, Bono, & Patton, 2001). In educational contexts, Caprara et al. (2003) labeled job satisfaction a “decisive element” that influences teachers’ attitudes and performance, and he suggested that self-efficacy and collective efficacy both contribute to teachers’ job satisfaction. However, teaching is often a stressful occupation, with demands from administrators, colleagues, students, and parents compounded by work overload, shifting policies, and a lack of recognition for accomplishments (Greenglass & Burke, 2003). The outcomes of teachers' work-related stress are serious and may include burnout, depression, poor performance, absenteeism, low levels of job satisfaction, and eventually, the decision to leave the profession (Betoret, 2006; Jepson & Forrest, 2006).

Teacher stress is not inevitable in challenging conditions; teachers in schools in which there is good communication among staff and a strong sense of collegiality express lower levels of stress and higher levels of commitment and job satisfaction (Kyriacou, 2001).

A growing body of research is illuminating the relation between teachers' motivation and job-related factors, but understanding how teachers' motivation, job satisfaction, and job stress are influenced by context and cultural values has been largely overlooked. Kirkman and Shapiro (2001) discovered that job satisfaction and job commitment were higher for collectivists because of lower resistance to teamwork and increased willingness to defer to managerial decisions.

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Job satisfaction varies between studies (Morice & Murray, 2003; Protheroe, Lewis, & Paik, 2002; Singer, 1995). Job satisfaction is important in terms of teacher retention, but is also related to teacher empowerment, school culture, quality work environment, and student achievement. Greater job satisfaction is also a critical factor to consider in terms of
recruitment of new teachers into the profession. It is not surprising that researchers suggest school must give more attention to increasing teacher job satisfaction to recruit and retain quality personnel (Bogler, 2001). As importance of retaining quality teacher steadily continues to increase, numerous studies have determined factors contributing to teacher satisfaction and dissatisfaction (Colgan, 2004; Houchins, Shipper & Cattret, 2004; Rlienhenz & Ingvars, 2000; Reyes & Hayle, 1992).

Importance of Job Satisfaction

Spector (1997) cited by Labadia (2010) presented three reasons to clarify the importance of job satisfaction. First, organizations can be directed by humanitarian values. Based on these values they will attempt to treat their employees honourably and with respect. High level of job satisfaction could also be a sign of emotional wellness or mental fitness. Second, organizations can take on a utilitarian position in which employees’ behaviour would be expected to influence organizational operations according to the employees’ degree of job satisfaction/dissatisfaction. Third, job satisfaction can be an indicator of organizational operations. Assessment of job satisfaction might identify various levels of satisfaction among organizational departments and, therefore, be helpful in pinning down areas in need of improvement. Spector (1997) believed that each one of the reasons is validation enough of the significance of job satisfaction and that the combination of the reasons provides an understanding of the focus on job satisfaction.

JOB SATISFACTION AND DEMOGRAPHIC CHARACTERISTICS

Age

According to Mison and Bernabe, (2004) there are personal characteristics that affects employee’s performance such as age, sex, marital status, and tenure. The relationship between age and work performance may be an issue of increasing importance during the next decade. There is a widespread belief that work performance declines with increasing age. With age and experience come a variety of benefits including, for many, enhanced self-esteem. Reviewing a range of studies on the subject, Tim Khlai (2006) reports, “All studies show positive shifts occurring in the middle years, particularly between ages 40 and 50.” Coupled with that, teachers usually find themselves with increased responsibilities and just as much, if not more, to do. One of the more consistent findings has been that there is a positive relationship between job satisfaction and age.

Weiler (1985) cited by Labadia (2010) sought to determine the relationship of demographic variables as age and length of service to job satisfaction, job effectiveness and career satisfaction. Results showed that age was negatively correlates with job satisfaction. Moreover, age was positively correlated with career effectiveness.

Sex

There is no consistent evidence that women differ from men in job satisfaction. There is no enough information available to down even the most tentative conclusions with regards to the relationship between the sex of the worker and job satisfaction.

According to Mison and Bernabe, (2004) there are few differences between males and females that will affect their work performance. On absence and turnover rates, some evidences show that females have higher turnover rates while others found differences. On absences, women have higher rate of absenteeism than men do.

Kim Khlai (2006) concluded that certain studies on sex and job satisfaction noted that women’s job satisfaction is not lower than men’s, given that women’s jobs are often inferior in terms of pay, autonomy, and promotional opportunity. Using the data set on the work orientation from the 1997 International Social Survey Program, showed that in most
countries, women were actually less satisfied than men, whereas in Great Britain, and United States, women had much higher job satisfaction levels than men among at least 21 countries. Thus it seems that the sex/job satisfaction paradox is not a worldwide but an Anglo-Saxon phenomenon.

Traditional culture is of substantial importance in predicting and affecting job satisfaction in Kuwait (Metle, 2002). Kuwaiti women employees were dissatisfied with their job in the Kuwaiti government sector because Kuwaiti traditional culture negatively affects Kuwaiti women’s level of job satisfaction. There have been few empirical studies of sex and job satisfaction in Korea.

Witt and Nye (1999) evaluated sex differences in correlates with job satisfaction relationship was not higher for men and there were no practical differences in fairness’ perceptions and job satisfaction between men and women, value pay, promotions and opportunities for advancement less than men do. It was found out that the equality satisfaction relationship was considerably stronger among men than women.

**Highest Educational Attainment**

Educational attainment is found to be negatively associated with correctional officer job satisfaction when other variables are held constant. http://wox.sagepub.com@yahoo.com. Rogers (1991) have found positive relationships between education levels and job satisfaction.

Holdaway, Friesen and Williams cited by Labadia (2010) revealed that overall job satisfaction of personnel was mostly related to achievement, career orientation, recognition, interpersonal relations, and feelings of responsibility, authority, and autonomy.

**Length of Service**

In the study of conducted by Federico (1996) on the relationship between communication satisfaction and organizational commitment in three Guatemalan organizations, it was found out that employees with more tenure status were significantly more committed to their organization. Older workers seem report higher levels of job satisfaction than younger ones. Tenure does not appear to hold the same consistency in its relationship with job satisfaction. The psychological consequences of increasing service in a given job are probably more dependent on the characteristics of the work situation. Hence, in considering the variable of tenure, one must be careful to attend to the specifics of job situation.

**RELATIONSHIP OF WORK PERFORMANCE AND JOB SATISFACTION**

Teacher job satisfaction relates positively to participative decision-making, higher autonomy at work, and ultimately leads to positive work environment condition, Hughes (2006). “A happy worker is a productive worker”. As a result of the Hawthorne studies, managers generalized that if their employees were satisfied with their jobs, that satisfaction would be translated into high productivity. Woods and Weasmer (2002) suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves. Teachers who find their work environment supporting and nurturing have self-perceptions of competence, worth, ownership, and satisfaction with their school and find it difficult to leave a responsive workplace.

In the study of Factor (2001), he found out that there were three major theoretical perspectives are postulated, viz, the hypotheses that: (a) satisfaction leads to performance; (b) the relationship is moderated by a number of variables; and (c) performance leads to satisfaction. Relevant research results are found to be equivocal at best, thereby implying that the relationship between satisfaction and performance is highly complex. Important areas of concern for management arising out of the review include the psychological effects of job content, the matching of jobs to individual needs, the
appropriateness of reward systems, and the use of performance appraisal and salary evaluation. All are seen as being pertinent to the quality of organizational functioning. It is therefore contended that a holistic contingency approach which takes into account the needs of workers, the characteristics of their work environment and the requirements of the organization be adopted.

Buchanan (2006) strives to describe the relation of job satisfaction and performance, keeping in mind the value this relation has for organizations. Individual performance is generally determined by three factors. Motivation, the desire to do the job, ability, the capability to do the job, and the work environment, the tools, materials, and information needed to do the job. If an employee lacks ability, the manager can provide training or replace the worker. If there is an environmental problem, the manager can also usually make adjustments to promote higher performance. But if motivation is the problem, the manager's task is more challenging. Individual behavior is a complex phenomenon, and the manager may not be able to figure out why the employee is not motivated and how to change the behavior. Thus, also motivation plays a vital role since it might influence negatively performance and because of its intangible nature.

Mastura (2004) found out that the higher rating of employee is line with the belief that accomplishing tasks and performing at higher level can be a source of job satisfaction, with feeling of mastery and pride.

Employee satisfaction is supremely important in an organization because it is what productivity depends on (Wagner & Gooding 1987; Wright & Crapanzano 1997). If your employees are satisfied they would produce superior quality performance in optimal time and lead to growing profits. Satisfied employees are also more likely to be creative and innovative and come up with breakthroughs that allow an institution to grow and change positively with time and changing market conditions. The quality or effectiveness of teachers is considered to be associated with his satisfaction towards his profession, his satisfaction with his values. Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided he is satisfied in his profession or job.

FINDINGS

In line with the problems raised in this study, the researcher came up with the following findings:

- Profile of the Teacher Respondents. Most teachers belong to 31-40 age bracket. Majority of Cotabato City teachers are females. As to the highest educational attainment, many of the teachers earned a college degree and further master’s unit. Sixty- four percent of the teachers had 11 to 15 years of service. Many of them are married.

- Test of Relationship between Work Performance and Job Satisfaction among Teacher Respondents. There are moderate correlation between work performance and job satisfaction

- Test of Relationship between Teacher-Respondents Personal Profile and Job Satisfaction. The age, highest educational attainments and length of service were significant to the job satisfaction. Sex and civil status were noted that there is significant difference to job satisfaction.

CONCLUSIONS

It is concluded that the teachers of Cotabato City Philippines implies 31-40 age bracket majority are females. Many of them earned college degree and further master’s unit. Therefore, if the teachers contented with their job, they will develop and maintain high level of performance. Teaching learning process make more efficient and effective that could produce high competitive learners. The age, highest educational attainments and length of service were significant to the job satisfaction. Sex and civil status were noted that there is significant difference to job satisfaction.
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AUTHOR’S DETAILS

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