



SATISFACTION ON JOB DESCRIPTION AND BENEFITS OF THE TEACHERS IN SOFRONIO ESPAÑOLA DISTRICT

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ABSTRACT

This study examined the level of satisfaction of teachers in the district of Sofronio Espanola, Division of Palawan with 68 teacher-respondents. The instrument used was a researcher-made in which the validity was obtained by soliciting the suggestions of the department's higher officials and experts. The sampling procedure used was stratified accidental sampling. The researchers surveyed the schools which are close to the nearest District Office. Restrictions in travel were also considered as well as following health protocols. Respondents were also chosen according to their availability during the time of the survey. Online platforms for surveys were also used. Mean, mode, percentages and ranks were used in the treatment of their data.

Results indicated that the respondents' age ranges from 20-45 years old which were considered middle-aged. Mostly were females. The majority were married raising 0-2 kids. The respondents' years of service to the department range from 6-10 years. They have an income amounting to 20,000-30,000 and mostly said that their monthly salaries are their major source of income. Their net take-home is below 10,000.

The level of satisfaction of the teacher-respondents in terms of the affirmative statements on the job description and benefits is very satisfied. They are satisfied when it comes to the completeness and promptness of the department's allocation of benefits, to some administrative functions given to them, to the higher compensation being received by the teaching force of the country.

However, their level of satisfaction on the undesirable statements towards the situation is less satisfied. They were less satisfied with the exigency of workloads being held by the respondents. They were even less satisfied if these tasks have affected their family time.





Factors that satisfy the respondents were the competitive salary, timely wages and seminars while the dissatisfying factors are paperwork, overtime and reports.

Based on the findings, the researcher recommends to the Department of Education to minimize the volume of the workloads being put to the teacher's burden and maximize the welfare's improvement of the teachers; to the School Heads to give the teachers an ample time in working on reports and other paper works and that the family time will be considered and; to other researchers to conduct the study to other population, so that studies like this may serve as the voice of the teaching-workforce populace.

Keywords: benefits, job description, satisfaction, paperwork, public teachers.

INTRODUCTION

Background of the Study

In education, the essential quality of the teacher is to have a positive mindset. Every teacher must have the potential and clear intentions to do his/her duty with utmost devotion to derive satisfaction from his/her work. Teachers play a vital role in achieving the objectives of the Philippines educational system's vision.

In the Philippine setting, others say that being one in the pool of teaching forces in the government-funded sector seems to have won in the lottery. Because among the working groups in the country, an ordinary citizen may conclude that being a public school teacher is one of the highest-paying jobs. They could see teachers do the daily routine of going from and to the school, receiving more than twenty thousand monthly salaries and waiting for several types of bonuses for the rest of their lives. But those are not just the only thing about being a teacher. There is more than that.

The country is still struggling to have a better teacher-learner ratio to provide the quality education that has to be achieved. Such shortage is an international problem, but teacher job satisfaction merits closer attention. A successful educational system lies in high-quality teaching staff. The largest portion of the human capital in the school system is the teachers (Aruta et al 2021). It is imperative in every organization to retain its employees and make them feel satisfied with their jobs as well as the benefits to compensate them. They said that essential to the success of the organization depends on how the latter understands the factors to teacher's job satisfaction.

Teachers' job satisfaction is an important element that helps achieve the goals of the education system. According to Republic Act No. 9155 known as Governance of Basic Education Act of 2001, the Department of Education (DepEd) issued D. O. No. 44, s. 2015 aimed to strengthen the participation and involvement of schools in the School-





Based Management (SBM) by making the delivery of education services more responsive, efficient and effective to the learners. This can be done through an enhanced communication process and school planning. However, teachers who are not satisfied with their job may not be productive and may not perform to the best of their capabilities. Their duties are reflected in what they are doing during working hours. However, because of the exigency of service, they tend to do extra workload even beyond the working hours. And due to the demand that the department has to meet, teachers have to do things that are beyond their tasks and duties. That is the time when something in the teacher's life gets compromised. They tend to do a lot of things that are not in their oath out of the eagerness and understanding innate at being a selfless public school teacher. Teachers do things beyond what they were supposed to do. They couldn't focus much on delivering instruction due to urgent technical works, management and some administrative assignments.

This study will let people know if teachers were still satisfied with the demands of the profession and other things whether or not relevant to it. It measured the collection of beliefs and feelings that people have about their job called job satisfaction. Job satisfaction is the degree of satisfaction of an individual in his or her job. It may range from extreme satisfaction to extreme dissatisfaction. People also can have perceptions about various aspects of their jobs like working relationships with coworkers, their subordinates, their pay, or the work that they do (George et al., 2008).

This study was conducted so that the voice of some would be heard. It aimed to know whether the respondents still enjoy their current situation or if the government has lapses in terms of addressing the problems in reality. It also aimed to know the satisfying and dissatisfying factors of being a teacher in the country. By determining all of these, higher officials may tend to do actions to give remedy to this problem.

Statement of the Problem

The general aim of this study is to determine the job satisfaction of selected Teachers in the District of Sofronio Espa ola, Division of Palawan.

Specially, it sought to answer the following questions:

1. What are the demographic profile of the respondents in terms of:

- a. Age
- b. Gender
- c. Civil status
- d. Years in Service
- e. Sources of Income
- f. Net-Take Home Pay





g. Number of Children

2. What is the level of satisfaction of the respondents in terms of the affirmative and negative situations on the nature of work and benefits satisfaction in the teaching profession?

3. What are the factors that made the respondents satisfied or not satisfied in their profession?

Objective of the Study

Generally, the study aimed to discern and determine the job satisfaction of the teachers in the Sofronio Espa ola District.

Specifically, it aimed to:

1. describe the demographic profile of the respondents in terms of:

- a. Age
- b. Gender
- c. Civil status
- d. Years in Service
- e. Source of Income
- f. Net-Take Home Pay
- g. Number of Children

2. determine the level of satisfaction of the respondents in terms of the affirmative and negative situations on the nature of work and benefits satisfaction in the teaching profession.

3. identify factors that made the respondents satisfied or not satisfied in their profession.

Significance of the Study

Job satisfaction plays an essential role in the overall commitment and productivity of the school organization. The teacher's job satisfaction significantly influenced their commitment to the organization. The happy or satisfied feeling of the teachers towards the organization affects the overall process in carrying out their job, thus, contributing to the school's success as a whole (Baluyos 2019)

The study was conducted to determine the satisfaction of the job description and benefits of selected teachers in the District of Sofronio Espa ola. The findings would be beneficial to the following:





Teachers. The role of teachers is a crucial instrument for the transfer of knowledge and skills to students in the school. The teacher plays an important constituent of professional expertise, teacher subject-matter knowledge, teaching experience and professional development may affect job satisfaction. This study would be beneficial to the teachers to assess their satisfaction with their job description and benefits.

Principals or School Administrator. The data gathered thru this study will enable the school principal to assess the satisfaction with the job description and benefits of their teachers. The school administrator will be able to identify what are the factors that can affect the job satisfaction of its teachers, which area was wrong and which needed improvement.

Researchers. Findings in this study may serve as a reference for future studies related to the satisfaction of the job description and benefits of teachers. Results of this study can be used in developing plans for establishing conferences among the teachers, school administrators, and researchers. This will provide necessary information that will help them assess, plan, and redirect priorities regarding teachers' safety, trust and confidence in school and job improvement.

Educational Institutions and Department. Results of this study will likewise give hints to higher authorities of what went well or not in terms of their management. This will enlighten them for this study will serve as the voice of the teachers in the field.

Scope and Delimitation of the Study

The study was delimited also in describing the demographic profile of the respondents.

It was delimited in determining the satisfaction on the job description concerning their benefits and other monetary privileges they enjoyed.

It was conducted on the selected teachers in the district of Sofronio Española.



REVIEW OF RELATED LITERATURE

This chapter presents the review of related foreign and local literature and studies written by different authors, theoretical framework, conceptual framework, and definition of terms.

Local Studies

Teaching is usually tagged as a noble profession. As it is often regarded to be such, working beyond hours has been normalized. Ancho and Bongco (2019) stated in their research that teachers tend to work beyond the official working hours, more than any other professionals in the world as global data agree.

Recently, a series of educational reforms brought by the outbreak of pandemics resulted in an abrupt shift in educative processes. The everyday struggles due to pandemic substantially made an impact on a person's daily pleasure and experiences with their job (Tus et.al, 2020). In the study conducted by Dela Cruz (2020) entitled "Direct and Indirect Factors Affecting Teachers' Burnout in the New Normal", it has been found that the teacher's burnout is dependent on their emotional stability rather than their level of control (Carreon et.al, 2020). Though the study is for aging Filipino workers, de Guzman et. Al (2014) found in their study that happiness has an impact on job satisfaction. These local studies could support the notion that teaching workloads have something to do with job satisfaction.

Republic Act No. 4670, known as the Magna Carta for the Public Teacher of 1966, reiterates that such act aims to promote and improve the social and economic status of the public teacher, their living and working conditions, their terms of employment and career prospect in so that they may compare existing opportunities that are favorably on them with the works of life, encourage and retain in the teaching workforce. Teachers will be recognized as advanced in education and that have high qualifications and their abilities play an essential factor in the economic growth of the nation.

Job satisfaction is the combination of positive or negative feelings that workers have towards the work itself. When a worker is employed in a business organization, he brings with him his needs, desires and experiences which determine the expectations that he has for the job. This satisfaction represents the extent to which expectations and recognition match. It is closely linked to that individual's behavior in the workplace (Davis et al.,1985).





Foreign Studies

A study indicate teachers' satisfaction level and their attitude towards teaching is affected by their marital status, gender and minimum qualifications (Kumar, et. Al 2011). Their satisfaction can be greatly affected by other engagement they have in their personal lives.

Another results observed that there is a significant difference in the level of satisfaction of government and private school teachers according to John, et. Al (2010). They conducted a survey regarding the teacher's job satisfaction to know whether their perception is affected by the type of organization they are in.

Gupta and Sahu(2009) conducted a study on job satisfaction. Their study deals with the relationship of the working environment of vocational teachers in relation to their stress. It was revealed that there is no significant difference between place of control on vocational school teachers and organizational stress.

Neog and Barua(2014) found few factors which are accountable for job satisfaction, the relationship between job satisfaction and fair compensation, working environment and job satisfaction, job security and job satisfaction. It has been shown that the level of satisfaction among employees is average and that salary was the major important factor that influences it.

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Kumar and Bhatiya (2011) indicate teachers' satisfaction level and their attitude towards teaching is affected by gender, marital status and their minimum qualification.

John (2010), Mehta (2012), and Zilli (2012) conducted a survey regarding the teacher's job satisfaction to know whether the teacher's perception is affected by the type of organization. The result observed that there is a significant difference in the level of satisfaction of government and private school teachers.

The same study was conducted by Mehboob, F., Sarwar, M. A. and Bhutto, N. A. (2012). But their results are contrasting to the earlier cited study. They have found that in their study, female faculty members were normally less satisfied with their job than males do. It has been observed that two factors of Herzberg's theory were practically or noticeably related to the respondents' job contentment. The factor "work itself" was the most satisfying factor found in the job in this study correspondingly while "Policy" and "Working condition" were the least satisfying characteristics.

The management of "SALU" need to pay attention to those factors which creates displeasure among faculty members' mostly the intellectual strategy execution; they should also arrange certain training and development sessions that will give importance not only to knowledge, skills and abilities' enhancement but also to link the gap between contentment and discontent. The "Working Condition" of the organization was also a factor that creates contentment and discontentment. Higher officials should attempt to advance organizations working conditions by performing research and upgrading development services to faculty members. They also have to make necessary changes in recovering the classroom environment in the organizations.

Iqbar and Akhtar(2012) also conducted a study to compare the level of satisfaction of the public school secondary teachers between male and female teachers employed in Pakistan and the Lahore district. The T-test can be used to compare the satisfaction. The results revealed that upon comparing, female teachers are satisfied compared to males.

Raj and Lalitha(2013) conducted a survey on the level of job satisfaction among private and government school teachers. The results showed that there is no significant difference in the level of satisfaction of private and government school teachers. We can observe that the two institutions differ on the working environment, kind of learners and benefits. But they seem to have the same level of job satisfaction. It may be attributed that teachers are committed to their profession regardless of the factors that surround them.





Operational Definition of Terms

For proper and better understanding of this study, the following terms are defined operationally:

Teacher-respondent. She/he is considered one of the respondents from the District of Sofronio Espa  ola, Division of Palawan who holds a position in the Department of Education.

Net take-home pay. This refers to the monthly-salary income earned from the teaching position which was already unobligated from deductions of the agency.

Job description. This is used to describe posts duties and responsibilities in the school that the teacher-respondent is teaching in. This also includes other ancillary services such as coordinatorships, external linkages in community levels, in-school organizations and others that are designated to them.

Satisfaction. This pertains to the internal feelings of contentment among respondents with regards to their duties, function and monetary provisions to them.

Privileges. These are provisions given to the respondents as their compensation at work.

Factor. The reason or contributing agent why some incidents or instances happen.

Theoretical Framework

This study is anchored on Herzberg's Two-Factor Theory wherein there are two distinctive factors that influence a worker's job satisfaction. One of which is the factor called 'Hygiene Factor' which includes the policies and rules, security, status, working environment and the like. Another is the 'Motivator' which entails recognition, growth, sense of responsibility, commitment and the work itself. These two factors need to be equally given an emphasis so that the real satisfaction of workers in their jobs be met by themselves. An employee needs to meet the motivating factors like pay and benefits, recognition, and achievement so that he will be satisfied with his work. However, in the absence of "hygiene" factors like working conditions, company, policies, and structure, job security, interaction with colleagues and quality of management, the employee will be dissatisfied with his job. If an employer wants to motivate his team to perform better in the company, then he needs to focus on factors

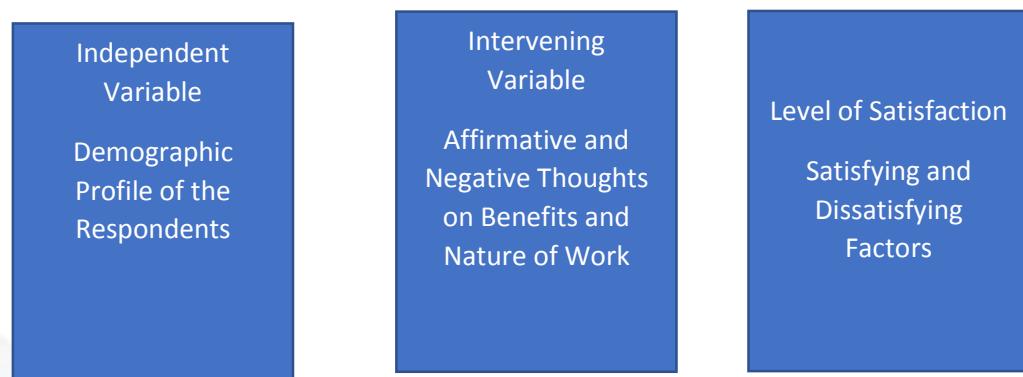




that lead to satisfaction like achievement, recognition, and responsibility (Baluyos, 2019).

Below is the graphical representation of the study. It would help readers to immediately scrutinize what does this study wants to determine.

In the presentation, the study aimed to know if the demographic profile of the respondents. It also aimed to determine their level of satisfaction on affirmative and undesirable situations in with the profession. The satisfying and dissatisfying factors are also given emphasis through the respondent's ranking.



METHODOLOGY

This chapter presents the locale of the study, research design, respondents, sampling procedure, instrumentation, data collection procedures, and treatment of data.

Locale of the Study

This study was conducted in the District of Sofronio Espa ola, Division of Palawan.

Research Design

This research used the descriptive correlation method of research to determine the demographic profile of the respondents and the level of satisfaction on job description and benefits or other privileges. This design will enable the researcher to obtain their present condition. Frequency counts, percentages, means, and modes were used as a descriptive statistical tool treat the data obtained from the respondents.

Population of the Study

The respondents were the selected teachers of the District of Sofronio Espa ola in the Division of Palawan.





Sampling Procedure

This study used stratified and accidental sampling procedures in determining the respondents. They were chosen depending on their availability and the schools were picked according to their current situation with regards to the pandemic. Highly affected areas by the pandemic were the least priority.

Instrumentation

The researchers used a survey questionnaire in the data gathering. The researchers had seek for advice as to the validity and relevance of the instrument to the agencies concerned as perceived by the researchers themselves. The major concepts of each part of the instrument were:

Part I included the demographic profile of respondents consisting of their personal information, family background and other information.

Part II were the statements about the day-to-day issues in their workplace. Workplace and compensations' satisfaction questions are given emphasis in this part. This part is divided into category, one of which were the desirable statements and the other were the negative statements relevant to the situation.

Part III was the list of factors that affects or does not affect the respondents' satisfaction towards the situation.

Data Collection Procedure

A communication letters was sent to the District Supervisor and school heads to formally ask their permission. Due to the pandemic, Google Form was also used in obtaining the data. Results were kept confidential.

Treatment of Data

This study used statistical tools to analyze and interpret the data. The study was descriptive in nature thus it was analyzed through descriptive measures such as weighted mean, mode, frequency counts and percentages.



RESULTS AND DISCUSSION

Table 1. Frequency Distribution on Demographic Profile of the Respondents

Profile	f	%
Age		
a. 20-30	23	33.82
b. 31-45	27	39.70
c. 45 and above	18	26.48
Total	68	100
Respondent's Sex		
a. Female	54	79.41
b. Male	14	20.59
Total	68	100
Respondent Civil Status		
a. Single	25	36.76
b. Married	43	63.24
Total	68	100
Number of Children		
0	28	41.18
1-2	27	39.71
3-4	7	10.29
5-6	5	7.35
7-8	1	1.47
Total	68	100
Years in Service		
a. 0-5 years	16	23.53
b. 6-10 years	26	38.24
c. 11-15 years	8	11.76
d. 16 years above	18	26.47
Total	68	100
Source of Income		
a. Salary	67	98.53
b. Rents	3	4.41
c. Business	4	5.88
d. Online Job	0	0
e. Farm/Agricultural	12	17.65
f. Allotment	1	1.47
Monthly Income		
a. Below 10,000	7	10.29
b. 11,000-20,000	8	11.76
c. 21,000-30,000	44	64.71
d. 31,000-40,000	3	4.41
e. 41,000-50,000	6	8.83
Total	68	100
Net Take-Home Pay		
a. Below 10,000	32	47.06
b. 11,000-15,000	15	22.06
c. 16,000-20,000	14	20.59
d. 21,000-25,000	5	7.35
e. 26,000 and above	2	2.94
Total	68	100

Table 1 represents the demographic profile of the respondents. In this table, information about the respondents was indicated. The profile consisted and delimited to the respondents' basic information such as age, sex, civil status, number of children



and years in the service. Moreover, socio-economic information of the respondents such as sources of income, amount of the overall monthly income and net take-home pay was also asked.

Age

The table revealed that the ages range from 31-45 got 27 responses or 39.70%, 20-30 got 23 responses or 33.2% and 45 and above got 18 or 26.48%. The results showed that the respondents' age seems to range from 20 to 45 years old. Such results implied that the majority of the respondents are middle-aged individuals. It also further revealed that respondents who were older seemed not to be participative in the survey. Realistically, the locale of this study is a mainland district wherein teachers' ages range higher in the older age group.

Sex

The table also shows that majority of the respondents were female. As the table shows, 54 or 79.41% are females while 14 or 20.59% are males.

Civil Status

As to the Civil Status of the respondents, there were 43 or 63.24% of the respondents are married and 25 or 36.76% were single.

Number of Children

The table also has the number of children of the respondents. It shows that the majority or 28 from the respondents does not have a child yet for some personal reason, 16 respondents said that they have 1-2 children, 7 respondents with 3-4 children, 5 respondents with 5-6 children, 1 respondents with 7-8 children, The results also emphasized that majority of the teacher-respondents have 0-2 children in their family.

Year in Service in the Department of Education

The table also shows the number of years the respondents have been serving the Department of Education as teaching personnel. The majority, 26 or 38.24% of them were already in their 6-10 years, 18 or 26.47% were in their 16 years onward service, 16 or 23.53% were in their 0-5 years and 8 or 11.76% were in their 11-15 years in the service, respectively.





Respondents' Sources of Income

The table also represented the sources of income of the respondents. The results showed that the main source of their income is from their monthly salary wherein 67 or 98.53% of the teacher-respondent said that they were dependent on their salaries as the source of income. Others have also said that they have farms or agricultural produce as another source. This, however, only obtained a very low response as much as the rest of the other sources.

This may be attributed to the commitment of the respondents and as well as the time constraint due to the demand of the teaching profession.

Respondents' Monthly Income

As to the amount of the monthly income of the respondents. Majority of them, 44 or 64.71% have an income amounting to 21,000-30,000. Others' responses are below 10,000 which obtained 7 or 10.29% of the responses. Eight or 11.76% responded that they were receiving 11,000-20,000 monthly income. Higher amounts like 31,000 and above obtained a very low response.

Net Take-Home Pay

The table shows the amount of Net Take Home Pay (NHTP) of the respondents as of the moment. It is the amount they have been receiving from the Gross Monthly Income after all the deductions have been made. Deductions are monthly fees, amortizations and mortgages obtained by an individual.

The table shows that the majority or 32 (47.06%) of the respondents have below 10,000. Fifteen or 22.06% have 11,000-15,000; 14 or 20.59% have 16,000-20,000; 5 or 7.35% have 21,000-25,000 and 2 got 20,000 and above.

It was only implied that almost half of the teacher-respondent have only less than 10,000 amount of money in a month, be it as of the moment or for several months or for years.





Table 2a. Level of Satisfaction to the Affirmative Statements on Nature of Works and Benefits of the Respondents

Statements	Mean	Descriptive Rating
What I love with my job is that I don't just teach but I am also exposed to some administrative functions.	3.83	Very Satisfied
Most of the days, I look forward to going to work in this organization as long as I am able.	4.09	Very Satisfied
I am receiving the full provisions of the government for teachers like salary, bonuses, cash gifts and etc.	4.02	Very Satisfied
Compensation in the institution is comparatively high than any other.	2.93	Satisfied
I don't even think of leaving teaching for some more greener and paper-less works.	3.35	Satisfied
Overall, I am very satisfied with my job.	3.97	Very Satisfied
Overall Mean	3.698	Very Satisfied

Level of Satisfaction are as follows:

4.50- 5.0 - Highly Satisfied

3.50-4.49 - Very Satisfied

2.50-3.49 - Satisfied

1.50-2.49 - Less Satisfied

1.00-1.49 - Not Satisfied

Table 2a represents the level of satisfaction towards the nature of work and the benefits being received by the respondents in positive and favorable situations. Statements about their satisfaction towards benefits, nature of work and exposures to other functions are given emphasis.

As to the statement, "What I love with my job is that I don't just teach but I am also exposed to some administrative functions", it earned 3.83 mean which has a descriptive rating of Much Satisfied. This implies that teachers somehow enjoyed being an agent of learning as well as doing other things related to it.

As to their response to the statement "Most of the days, I look forward to going to work in this organization as long as I am able," a mean of 4.09 was garnered with a descriptive rating of Very Satisfied. This means that teachers are looking forward to serving the Department as long as the time and health warrant them.





As to the statement, "I am receiving the full provisions of the government for teachers like salary, bonuses, cash gifts and etc.", it garnered a mean of 4.02 with a descriptive rating of Very Satisfied. This means that they have been receiving the DepEd's provisions and benefits completely. These benefits are the approved advocacy, signed into law and eventually being implemented by the government. This excludes other requests of provisions by concerned organizations to promote the economic welfare of the teachers.

As to the statement, "Compensation in the institution is comparatively high than any other," it garnered a mean of 2.93 with a descriptive rating of Satisfied. Respondents are neutral in terms of the comparison of the amount of compensation with that of the others who are working in the government.

As to the statement, "I don't even think of leaving teaching for some greener and paper-less works," the respondents said that they are Satisfied, which garnered a mean of 3.35. The respondents are neutral whether to leave or not the teaching profession to a lighter kind of jobs with equal or higher pay. There is a commitment but they might decide to stay or leave the department whenever better opportunities come along.

As to the statement, "Overall, I am very satisfied with my job", respondents said that they are Very Satisfied in the teaching profession.

Having all the mean obtained from the responses, the table represents an Overall Mean of 3.698 with a descriptive rating of Very Satisfied. The respondent's level of satisfaction on the statements favorable to them received a Very Satisfied rating.

Table 2b. Level of Satisfaction to the Negative Statements on the Nature of Works and Benefits of the Respondents.

Statements	Mean	Level of Satisfaction
I do reports or other tasks that are due even during classes.	2.01	Less Satisfied
Our family time are neglected because I have to finish something else at work.	2.24	Less Satisfied
I ensure that my lessons are in quality even if I am drained working with many paperwork.	2.00	Less Satisfied
I am able to maintain a reasonable balance between work and my personal life.	2.35	Less Satisfied
My salary is enough for all my tasks in school including teaching-learning process and other ancillary and or coordinatorships.	2.85	Satisfied
Sometimes I felt that I am underpaid due to the workloads I have to finish in a day.	2.94	Satisfied
Overall Mean	2.398	Less Satisfied





Level:

4.50- 5.0	- Very Much Satisfied
3.50-4.49	- Much Satisfied
2.50-3.49	- Satisfied
1.50-2.49	- Less Satisfied
1.00-1.49	- Not Satisfied

Table 2b represents the list of statements on the respondents' balance in family time and work, the quality of work they produce even under pressure, their feelings towards the extra tasks in school and others. Such statements are all negative and undesirable in nature, however, this aimed to measure their truest perception.

As to the statement, "I do reports or other tasks that are due even during classes," such statement garnered a mean of 2.01 with a descriptive rating of Less Satisfied. In addition to teachers' responsibility to teach, they also do their less major functions that are relative to it. Teachers' job is to teach but whenever urgency of reports and other paperwork arise, they do it in a multi-tasking manner.

As to the statements, "Our family time is neglected because I have to finish something else at work; and I am able to maintain a reasonable balance between work and my personal life, these have garnered a mean of 2.24 and 2.35, respectively, with a descriptive rating of Less Satisfied. Respondents seem to be not so satisfied with the imbalance of work and private matters. This could also mean that additional functions given to teachers may put family bonding time at stake.

Next, the statement "I ensure that my lessons are in quality even if I am drained working with many paperwork," had a mean of 2.00 with a Less Satisfied descriptive rating. This may mean that respondents' confidence in guaranteeing the best in serving their students is low. This might serve as the basis of education to recognize the request of the teaching force to lessen or limit the tasks.

As to the statement, "My salary is enough for all my tasks in school including teaching-learning process and other ancillary and or coordinatorships," it garnered a mean of 2.85 with a descriptive rating of Satisfied. This means that they are satisfied with their monetary benefits even though they have coordinatorships handled in school.

Lastly, regarding the mean of the statement, "Sometimes I felt that I am underpaid due to the workloads I have to finish in a day", it garnered 2.85 with a Satisfied descriptive rating.

The overall mean of this table greatly suffices the idea that teacher-respondents are Less Satisfied with the imbalance of nature of work, compensation and private life. This will greatly affect the quality of teaching – their sole and major function, the very



reason why they are called teachers. Such results should serve as a realization to the higher authorities that teachers are burnout to the loads being put on their shoulders.

Table 3. Factors Affecting Satisfaction to Job and Benefits among the Respondents

Factors	f	Rank
Seminars	37	1.5
Competitive Salary	37	1.5
Timely Wages	23	3
Ancillary Services	20	4.5
System Of Promotion	20	4.5
Teaching Loads	10	5
External Functions	7	7
Pay Hikes	6	8
Competition	4	9
Reports	3	11
Overtime	3	11
Paperworks	3	11

Table 3 represents the factors affecting the satisfaction of the respondents. The table shows that seminars and competitive salary which both have 37 frequency counts are the factors that greatly satisfy them. It ranked 1st out of the 11 factors. Then, the timely adjustment to wages which has 23 frequency counts. Factors such as ancillary service and system of promotion both have 20 frequency counts and are ranked 4.5. Teaching load which ranked 5th having 10 frequency counts, external functions ranked 7 having 7 frequency counts, Pay Hikes in the 8th rank having 6 frequency counts, Competition in the department is in the 9th rank which has a frequency count of 4 and is on the last rank which is reports, overtime and paperwork which all garnered only 3 frequency counts.

The respondents were asked to choose three options that serve as satisfying and another 3 options that serve as dissatisfying factors. According to their ranks on the table, factors such as seminars, competitive salary and time wage adjustment are the ones that satisfy them. On the other hand, the factors on the bottom of the rank, which are paperwork, overtime and reports, are the dissatisfying factors that the respondents have perceived.



SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The study was entitled Satisfaction on Job Description and Benefits of Teachers in Sofronio Española District. This was conducted in the district of Sofronio Española with 68 respondents which were gathered thru stratified and accidental sampling. The research instrument used was researcher-made and its validity was solicited from the experts and higher officials. The instrument determined the demographic profile of the respondents, their level of satisfaction with their nature of work and the perceived factors of satisfaction and dissatisfaction with the profession by the respondents.

As raised in Chapter 1, the following question given answers based on the data gathered in the study:

1. What is the demographic profile of the respondents?

The majority of the respondents are middle-aged, married, has 0-2 children, are 6-10 years in service. The respondents dependent on their salaries has a monthly income amounting to 20,000-30,000 and the majority have a net take-home pay of 10, 000 and below.

2. What is the level of satisfaction of the respondents in terms of nature of work and benefits satisfaction in the teaching profession?

The respondents said that they were very satisfied when it comes to their satisfaction on the nature of work and benefits in the affirmative situation. They are very satisfied with the following statements such as: "What I love with my job is that I don't just teach but I am also exposed to some administrative functions"; "Most of the days, I look forward to going to work in this organization as long as I am able"; "I am receiving the full provisions of the government for teachers like salary, bonuses, cash gifts and etc."; and "I am very satisfied with my job." Moreover, they are satisfied with the following statements. These are: "Compensation in the institution is comparatively high than any other"; and "I don't even think of leaving teaching for some more greener and paper-less works."

There are also undesirable and negative statements that the respondents are not satisfied with. Overall satisfaction of the respondents to these statements is less satisfied. The statements in which the respondents are less satisfied are: "I do reports or other tasks that are due even during classes;" "Our family time is neglected because I have to finish something else at work;" "I ensure that my lessons are in quality even if I am drained working with many paperwork;" and "I am able to maintain a reasonable balance between work and my personal life." They also said that they are satisfied with the statements such as: "My salary is enough for all my tasks in school





including teaching-learning process and other ancillary and or coordinatorships;” and “Sometimes I felt that I am underpaid due to the workloads I have to finish in a day.”

3. What are the factors that made the respondents satisfied or not satisfied in their profession?

Factors are presented and the respondents were asked to choose the satisfying and dissatisfying factors perceived by them. The satisfying factors are seminars, competitive salary and timely wages. The dissatisfying factors are paperwork, overtime and reports.

Conclusion

Based on the results obtained, the researchers conclude that the respondent's level of satisfaction with their job description and benefits are very satisfying especially if it is related to the demand of their profession. And it is not satisfying that they are handed over many burdens related or not. Moreover, their family time and other tasks beyond their profession are at stake due to their priority where their profession is the greatest. The researchers also conclude that one is at their best when they are given balanced time towards everything.

Recommendation

Given the preceding data, findings and analysis, the researchers propose the following recommendations:

1. To the Department of Education, to minimize the volume of the workloads being put to the teacher's burden and maximize the welfare's improvement of the teachers. They also have to consider retention strategies and promptness of benefits and essential provisions for the teachers.
2. To the School Heads, to give the teachers ample time in working on reports and other paperwork and that family time will be considered.
3. To other researchers, to conduct the study to other populations, so that studies like this may serve as the voice of the teaching-workforce populace.

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