

# Aiming High

Monograph No.11  
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## *Banhi*

A Research Monograph for the Grade School Department



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DIVINE WORD COLLEGE OF LEGAZPI  
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# AIMING HIGH

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***Banhi***, bicol term for seedlings. In a child education development, parents, teachers enjoined in implanting basic morals, values and learning as they grow maturely. Guided by the norm in cultural and educational upbringing, ones' seed outshined in the field of discovery, in search for higher ideals in the acquisition of greater knowledge and the creation from one's imaginations, that becomes a grown up *Banhi* or *Seed*.

## INTRODUCTION

A “BANHI” is a simple act of setting something into motion that will help one create the life one wants to lead. Seeing the little seeds that start to peek out from the earth in the form of something new, one can start to see the progress one is making in his/her journey. Just like what our Department has, pupils are the seeds that are nourished over a period of time. A seed cannot stay a seed forever, when cared for with nourishing soil, rays of sunlight, and water which can be considered as its learning, the teachers, and by the school itself; it can change its shape and start becoming whatever it is meant to be.

Nowadays, the fast-paced society and technological advances not just merely influence how our pupils learn but even influence our learners of the different trends in the day-to-day living in the industry that seems to be a barrier in the achievement of our pupils’ progress. Thus, as educators, it is imperative to take steps to overcome these barriers.

As many changes continuously expand and as many inevitable occurrences happen, the Grade School Department felt the need to conduct research as part of addressing the pupils’ present and future needs not just in their academics but also in their emotional and social endeavor. It is to produce and find out results that could possibly provide meaningful implications for policy and future project implementation in the department. Aside from this, greater results and opportunities enable the teachers to pursue an in-depth study about any other related topic of interest to bridge the gap among learners to learning through evidence-based/results-based interventions.

With the increasing trends in education, as curriculum implementers, any classroom-based or school-based research will be beneficial; it may not provide a

totally new aim or objective in the school, but it may somehow offer fresh perspectives on existing management issues in the classroom and help to solve specific problems in the school.

Not only does this department recognize the importance of research for the sake of the learners but it can also translate a teacher's vision into reality which can eventually take a big part in his/her personal and professional pursuit of greater knowledge in the academe.

Realizing all these possibilities, for the learners, for the educators and for the institution, even made the department's willingness and participation burning. This will not just benefit one person but the whole grade school community in the coming academic years ahead.

The GS Research Council

# **JOB SATISFACTION OF TEACHERS IN THEIR INVOLVEMENT IN COMMUNITY EXTENSION SERVICE**

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## **Abstract**

This study was premised on the teachers' job satisfaction in their involvement in Community Extension Service (CES) Program of the Divine Word College of Legazpi – Grade School Department. Specifically, it aimed to determine teacher-respondents' demographic profile, the CES programs, projects and activities they were involved in, problems encountered in their involvement in CES, the level of teachers' global job satisfaction and job facets satisfaction, and recommendations that may be proposed to enhance further teachers' job satisfaction. The study employed the descriptive survey method of research involving both quantitative and qualitative processes of analysing and interpreting data. There were eighteen (18) faculty members involved in the study. The research instrument used was a survey questionnaire designed by the researcher. The results of the study revealed the demographic profile of teachers. There were more of the regular-permanent teachers than probationary teachers. Majority of the teachers were involved in activities, such as: Adopt a Barangay Program. The most encountered problems by the teachers along global job satisfaction were the non-involvement in planning and organizing; and non-participation in decision-making in matters of CES programs, projects or activities initiated. Teacher-respondents claimed that they were very satisfied both on the aspects of global job satisfaction and on the level of facets satisfaction. The present study offered the several recommendations to wit: Teachers should be involved in planning and organizing CES programs, projects, and/or activities, and the school CES Program can improve the image

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of the school by introducing and undertaking a variety of new CES activities every year. Furthermore, the following areas were recommended for further study such as Job Satisfaction of Teachers in Relation to Their Work Performance; and Teachers' Job Satisfaction and Students Scholastic Performance.

**Keywords:** *Job satisfaction, Teachers' involvement, Community Extension Service*

Teaching is one of the noblest and respectable professions that plays a very important role in the development of an individual and of the society at large. Teachers need security, recognition, new experience, professional growth, good social climate or interrelationship with people, convenient workplace, independence, and many more facets in order to be satisfied in their job. When these needs are not fulfilled, the teachers become uncomfortable. Dissatisfaction among them is undesirable and dangerous not only in teaching, but also in any other tasks a teacher is involved in. Job satisfaction and dissatisfaction are functions of the perceived relationship between what one expects and obtains from one's job and how much importance or value one attributes to it. Teachers as employees in a school system experience job satisfaction or dissatisfaction when they are engaged in any particular activity, project and/or program in school or even in the community they live in other than teaching alone.

Teachers and other professionals bring mental and physical abilities and even time to their respective jobs. Many attempt to make a difference in their lives and in the lives of others through working. The reason people seek a job is often considerably more than just to have stable salary or source of income. Jobs can be looked at as the means used to achieve personal goals. When a job meets or exceeds an individual's expectation, the individual often experiences positive emotions and finds job satisfaction. Job satisfaction in turn is a major contributor to life satisfaction, a personal



goal that many find worth pursuing (Smith, 1992).

Teachers at any level are engaged in triple functions: instruction, research and extension. In reality, the expected duties and responsibilities of someone involved in the academe are not just teaching and research, but community extension services as well to the larger community as part of the teacher's functions. Teachers are encouraged to share some of their time and effort, and even expertise to the various activities of the school, churches, art bodies, sports clubs, the media, local government bodies, and most especially the community service groups. Their community and social involvement must be directly related to their field of teaching and the output of their research. The relative freedom people in the academe have over their conditions and hours of work, plus the occasional encouragement for community extension means that many would get involved in the community activities because the function is imposed and obligatory. The point is, do teachers who are involved in school and community extension programs, projects and activities experience job satisfaction in their work?

Job satisfaction, as defined by Lambrou, Kontodimopoulos, and Niakas (2010), is a "positive emotional state, resulting from the appraisal of one's job or job experiences." They argue that job satisfaction enhances efficiency and quality of job performance and that, organizations should take measures to promote job satisfaction by, for instance, arousing interests of existing and future employees. Job satisfaction has also been defined as a positive emotional state resulting from the pleasure a worker derives from the job (Locke, 1976; Spector, 1997) and as the affective and cognitive attitudes held by an employee about various aspects of their work (Kalleberg, Mercer, Wright. Cropanzano, and Wong, et al., 1998), the later implying that satisfaction is related to the component facets rather than the whole job, which is consistent with Spector's (1997) view. Job satisfaction is conceptualized as an employee's reaction (affective) based on the comparison of expected and real

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outcomes while working on a job. Similarly, the attitude in job satisfaction also includes the thinking and feeling of worker about the intrinsic and extrinsic features of the job. Although different approaches are used to measure job satisfaction in different organizations, however, all of these strategies explicitly or implicitly use two categories of variables as the criterion or determinant factors of job satisfaction including employees' personal attributes and the environmental characteristics or the organization.

Researchers define job satisfaction in many ways. Currently, job satisfaction is described as an agreeable or favorable state of mind resulting from the evaluation of one's job or job experience. Job satisfaction comes from the idea that one's job allows the fulfillment of individual's essential job values, with the understanding that those values are coherent with one's need. According to Griffin and Moorhead (2012), job satisfaction is the extent to which a person is gratified or fulfilled by his/her work. Kreitner and Kinicki (2006) defined job satisfaction as a global constructor or as a constellation of different aspects to which the employee reacts affectively.

As teaching requires a great deal of thoroughness and commitment, it is more important to have mental commitment and loyalty than physical presence. Job satisfaction is one criterion for establishing the health of an organization and in rendering effective services which largely depends on the human source (Fitzgerald et al, 1994. Ret. 2008), and job satisfaction experienced by employees will affect the quality of service they render. The impact of other variables or facets for obtaining job satisfaction and success in work, such as: infrastructures, internal relationship with school administrators, teachers and non-teaching staff, students, parents and the community, and many more should be recognized.

The Divine Word College of Legazpi (DWCL) Grade School community, composed of pupils, teachers, non-teaching personnel, and administrators are expected to extend services to the larger community, not only because it is mandated by the

Commission on Higher Education (CHED) and recommended by the PAASCU accreditors, but also because it responds to the Vision-Mission-Goals of the school – the expectations of making education accessible to the less fortunate and to "pursue an excellent and socially relevant education centered on the children, needy and especially the youth at risk; and promote the Filipino spirit of solidarity by upholding excellence, professionalism, service, justice, peace and integrity of creation, which are the core values of the school". The community extension services rendered by every member of the DWCL Grade School academic community help perform this mission. (Figure 1 shows the map of DWCL Basic Education Campus, Legazpi City, showing where the Grade School Department is located).

DWCL Grade School administration, faculty and students have been extending their services to the community. However, not one can tell whether the teachers in particular, experience job satisfaction in their involvement in community extension programs, activities and projects. This study is mainly premised on finding out the level of job satisfaction of the teachers as they get themselves involved in community extension service.



Figure1. Locale of the Study

Many of today's leaders in education and community development are coming to realize schools alone cannot prepare the youth for productive adulthood. It is evident that schools and communities should work closely with each other to meet their mutual goals. Schools can provide more support for students, families, teachers and non-teaching staff when they are an integral part of the community. On the other hand, agencies can make services more accessible to youth and families by linking with schools, and they can connect better and have an impact on hard-to-reach beneficiaries. Appropriate and effective collaboration and teaming are seen as key factors

to community development, learning and family self-sufficiency. Community extension service is an expression of a deep sense of commitment of the people involved in the academe. The Community Extension Services (CES) is a component which conveys its commitment to service, and is driven by humanitarian and Christian ideals. It is providing service to the people, groups, and communities inside and outside the school with the notion and feelings of serving the community with an open heart. It also provides an experience of job satisfaction in work and in life.

It is in these contexts of teachers' involvement in community extension service and their job satisfaction that the present study was anchored. It aimed to determine the demographic profile of grade school faculty of the Divine Word College of Legazpi (DWCL) Grade School, Legazpi City; identify the various community extension service programs, projects and activities the teachers are involved in; measure the level of their job satisfaction while they are engaged in any Community Extension Service activities/programs and projects the school undertakes; and offered recommendations to enhance the teachers' job satisfaction.

Different authors present varied concepts of job satisfaction. To Rocca and Kostanski, (2001), job satisfaction is the degree to which people like their jobs. A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job (Robbins et al. 1994). Busch, Fallan, & Pettersen (1998) define job satisfaction as the positive emotional response to a job situation resulting from attaining what the employee wants and values from the job (Locke, 1976, Locke et al., 1983, & Olsen, 1993; *International Journal of Developing Societies* Vol. 1).

The concept of job satisfaction and its meaning have frequently developed, expanded and spread out through the past decades. Recently, Hulin and Judge (2003) defined the concept of job satisfaction as "job satisfaction that includes multi-dimensional, psychological responses to individual's job and

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that personal responses have cognitive (evaluative), affective (or emotional) and behavioral components.”

Job satisfaction is simply how people feel about their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. It can also be a reflection of good treatment and an indicator of emotional well-being. There are three aspects of job satisfaction. Values are aspects of a job satisfaction. People will be satisfied with their jobs as long as they perceive their jobs meet their important values. Ideas are considered as the second aspect of job satisfaction, because it is important to know that different employees have different views in work because the same circumstances can produce different levels of jobs satisfaction. The perception is the third aspect of job satisfaction. Job satisfaction is not always based on objective and complete measurement of the situation. In the present study, the level of teachers' job satisfaction is measured through perception of identified facets with the use of a survey questionnaire. Each person compares the job satisfaction to his or her values, and people are likely to differ in what they perceive (Noe, et al., (2009).

Job satisfaction and dissatisfaction may not only depend on the nature of the job, it also depends on the expectation that the job supplies to an employee. Job satisfaction is concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect. The most widely used factors of job satisfaction are work, pay, promotion, supervision and co-workers.

The strongest tie between job satisfaction and behavior is found in the employee membership decision. If the evaluation is negative, employees tend to look elsewhere for employment when alternatives are available. When expectations of future security advancement are low, the organization does not compare favourably to alternative employment sources. When individuals experience strong negative affect and are consistently in a negative affect state,

they avoid coming to work (absenteeism) and look for ways to relieve themselves of this negative affective state by looking for other means of employment (negative reinforcement). Finding it as a relatively strong relationship between satisfaction and long-term membership and dissatisfaction and turnover and absenteeism is the conclusion (Kuchinke et al., 2009).

The first aspect that comes to mind when people think about causes for job satisfaction is the reward people get while doing their job. Rewards can take a monetary form or a more intangible reward, like the feeling a person might get when doing a job that helps others. One can even think of a reward as the prestige one gets for actually doing a job. Rewards are in the eyes of the beholder and are different in each person; which is why motivating a person who rewards means one must apply the correct reward to the person that is receiving it.

In some cases, rewards can take the shape of opportunities to move up in the company. Someone working hard and wanting to get ahead in an organization might feel rewarded if he/she is promoted. That promotion is a means of recognizing the work the employee does, makes the employee feel better about their job and the company, thus enriching his/her overall job satisfaction. One aspect of job satisfaction that is not really reward-related is job security. Let's face it - some people obtain job satisfaction from knowing that the company they are in is stable. There are individuals who feel this is the most important aspect of a job, and having a stable company makes them feel secure, which helps promote job satisfaction.

People have the notion that money is the main cause of job satisfaction. To some, this is not the reason for them to be satisfied in their work. When employees spend most of their waking hours in the workplace, they need more than a paycheck to satisfy them. Using their talents, engaging them in challenging projects, offering incentives, and creating a friendly and respectful environment with low stress are among the reasons that organization staff will be glad to show up each

day to contribute to the company's ultimate success. When employees like their co-workers and find commonalities among their peers and supervisors, they tend to be more satisfied at work according to Richard Harmer (2010) of the Australian Catholic University School of Psychology.

While pay may not always be a worker's prime reason for job satisfaction, it does not hurt. Incentives that include bonuses and increase in wages often can help employees overcome poor attitudes toward other, less enjoyable areas of their work. When workers receive rewards for a job well done, they often feel more satisfied with their jobs. According to the University of Arizona, incentives such as getting a better office space, a few extra paid vacation days and other perks can significantly increase workers' job satisfaction.

Several foreign studies were also reviewed that have relevance to the present study. Ceniza (2005) claims extension services do not limit to merely immersion of students and teachers during observations and practice teaching/beautification drives and planting of trees as traditionally practiced by the Institutions of Higher Learning. It explicitly directs every educational institution to provide for the establishment of appropriate bodies through which the members of the educational community can discuss relevant issues, communication information, establish suggestions for assistance and support of the school for the promotion of their common interest.

Furthermore, the educational system shall reach out to educationally deprived communities in order to give meaningful reality to their membership in global or national society and finally enrich their civic participation in program undertaking. Community extension service is an expression of a deep sense of commitment of the people involved in the academe. The Community Extension Service (CES) is a component which conveys its commitment to service, and is driven by humanitarian and Christian ideals. It is providing service to people, groups, and communities inside and outside the school.



Ramayah (2011) evaluated within the Malaysian context whether mentoring leads to job satisfaction. His findings revealed that career mentoring was related to all dimensions of job satisfaction. The dimensions of job satisfaction studied here were: the job itself, co-workers, supervisors, and promotion. Mentor plays an important role in higher level of learning always and it directly results in positive employee outcomes. But, psychological mentoring does not have a significant relationship with the three factors of job satisfaction. It is also stated in the study that because psychological mentoring leads to non-monetary satisfaction, employees at maximum time do not value it.

Artz (2010) studied the link between the fringe benefits and job satisfaction. Fringe benefits do not always lead to job satisfaction. It is always acceptable to an extent in which the employee has a feeling that he is able to satisfy his needs. Many a time, it is found that fringe benefits do not match the requirement of the employee leading to dissatisfaction. Therefore, organizations have to review their system in a better way which will provide fringe benefits as required and provided employees every opportunity to avail of them, ultimately leading to job satisfaction.

Kumari and Pandey (2011) state that public sector and private sector both are equally important for any nation and these two are the basic requirement for any nation to prosper and grow. Here the job satisfaction level was tested in relation to job ambivalence (the state of having mixed feelings or contradictory ideas about something). Higher performance rating was given to the supervisor when the job ambivalence faced by the employees is less and vice-versa. Job satisfaction and performance have no relation when the job ambivalence increases toward the job. Therefore, organizations should focus on bringing clarity to the employees about their work, their process to be followed for the better understanding of the job.

Al-Zoubi (2012) studied the relationship between the job satisfaction of various private and public Jordanian

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organizations and salary. The study found that salary is not a prime factor that influences job satisfaction. Job satisfaction is always a long-term requirement by an organization. Therefore, organizations should think of innovating ways that will enhance all job aspects including salaries as well as psycho-social variables that enhance the work life quality.

The Philippine extension services has been in existence since the time of the Spanish period, but was organized into a national system only in 1952 (Mabutas and Paguirigan, 1978). The community-based approach came into the forefront of extension during the early 1970's. The community development work was facilitated by the Department of Local Government and Community Development (DLGCD) which functioned as the coordinating body. After a decade, Non-Government Organizations participated as better conduits for direct assistance (Sena, 1996).

In 1993, the National Bureau of Agricultural Extension was devolved to the Local Government Units (LGU's) throughout the country. The LGUs of the provinces and towns deliver agriculture and fishing extension services to all farming and fishing communities. The Department of Agriculture (DAR), the Department of Environment and Natural Resources (DENR), the private and state universities followed to undertake special extension programs in all parts of the country (Escanto, 2000).

The philosophy, policies, goals, and objectives of extension service are founded on specific provisions in decrees, laws, promulgation mandated by the state. The 1987 Philippine Constitution Article II Section 27 states that:

*The state shall give priority to education science and technology, arts, culture and sports to foster patriotism, nationalism, accelerate social progress and promote total human liberation and development.*

In addition, Batas Pambansa 232 or Education Act of

1982 in section 7 titled community participation clearly mandates educational institutions to a serious involvement in community undertaking.

Several local studies on job satisfaction were also reviewed to determine similarities and differences to that of the present study. Angeles, et. al. (2015) conducted a study that dealt on information which can help both the employees and company regarding the level and significance of performance and job satisfaction in their work at their work area. Job satisfaction and performance refer to the gratification that an employee feels when he/she accomplished the job and appreciated by the superiors. This research discussed the needs of employees that influence their job satisfaction and performance level in the workplace. Hence, it is important to understand why employees get satisfied and dissatisfied for the reason that they will also be uninterested at his/her full potential in the workplace. A company can have productive employees if there is a strong relationship between the company and its employees. It indicates that there is a significant relationship between the factors of job satisfaction and performance level. The employees are satisfied in the way they are being handled by the management all throughout the company's operation.

Aynera (2014) conducted a study on "Job Satisfaction of Preschool Teachers in Private and Public Schools in the Province of Albay" (unpublished dissertation). It looked into the profile of the respondents along personal, professional and economic aspects; the level of job satisfaction of the respondents in terms of present job, benefits, work environment, working relations, promotion, administrative procedures, and disciplinary measures; significant difference between the job satisfaction of private and public preschool teachers; and problems met and the solutions offered by the respondents. Generally, findings of her study revealed that majority of the preschool teachers, both in private and public schools, are female. They belong to the young and middle age group of teachers. Both groups of teachers were very satisfied with their present job, an indication that they were happy in their profession they have chosen.

Pilarta (2015) determined the level of work success of the teachers in terms of students' achievement and teachers' performance. Results of her study showed that job satisfaction is related to teachers' job status and interpersonal relationship, financial and the physical resources and supervision. The former and the present study are related in the sense that both dealt on job satisfaction of teachers. They differ, however, in the focus. The former study related job satisfaction to students' achievement and teachers' performance. The present study determined the level of job satisfaction of teachers involved in community extension service in the DWCL Grade School, Legazpi City, along the various extension programs/projects the teachers are involved in; and likewise, the present study also measured the level of teachers' global job satisfaction and their job facet satisfaction.

Usop et. al. (2013) concluded that the teachers of Cotobato City, Philippines were contented with their job, and contend that they will develop and maintain high level of performance through an efficient and effective teaching-learning process that could produce highly competitive learners. The primary aim of this study was to find out the relationship of work performance and job satisfaction among teachers. The study revealed that motives and commitment to social values influence the well-being of teachers. The former study is related to the present study in a way that they both considered values as guiding factors for a successful life in one's career.

Degracia, et al. (2015) conducted a study on the "Job Satisfaction and Professionalism of Selected Licensed Customs Brokers in Parañaque City." The study revealed that the selected Licensed Customs Brokers were satisfied in terms of pay, promotion, supervision, fringe benefits, contingent rewards, co-workers, nature of work and communication, and they were dissatisfied with the operating procedures. The level of professionalism perception of the Licensed Customs Brokers and their respective clients were the same which was said to be high.

Menes (2013) conducted a study focused on the level of organizational commitment and job satisfaction of rank and file

personnel of a retail establishment. Comparisons were made based on the following groupings: age, sex, civil status, the length of service, and educational attainment. Respondents were randomly selected to answer the survey questionnaire on the organizational commitment that was adopted from Allen and Meyer and the job satisfaction questionnaire that was adopted from Salisbury University. Data were statistically analyzed using the mean, standard deviation, t-test, one-way analysis of variance and Person product moment coefficient of correlation. Results revealed that employees of the retail establishment were satisfied and had a slightly high organizational commitment. Their job satisfaction and organizational commitment significantly varied when they were grouped and compared according to civil status and educational attainment.

Bautista (2014) made a study focused on the problems encountered by Medialink Contact Solutions, Inc. Being the Quality Assurance Director of the company, inspired the researcher, to conduct the study. The unsolved issues on performance and attrition rate had greatly affected the company in realizing continued success. The study found out the level of motivation and the level of job satisfaction of call center agents, which gave solutions in the improvement of the call center operations of the company through a proposed enhancement program. The result of the study showed that the respondents were generally motivated and satisfied.. The “Comprehensive Company Enhancement Program for Medialink Contact Solutions, Inc.” was proposed based on the outcome of study. It was concluded that the said proposed enhancement program held the key in the improvement of the level of motivation and the level of job satisfaction of the respondents. The company should review, implement and evaluate the proposed enhancement program for its continued success.

Ganiron (2017) presented the survey carried out among employees of Pasay City South High School (PCSHS). The aim of this research was to investigate the organizational

performance leading to job satisfaction. The critical factors leading to organizational performance have been investigated through survey among teaching staff and non-teaching staff. Some interesting insights of the study are (a) The demographic variables of the respondents, to a large extent contribute to a high salary of the respondents. b) The level of job satisfaction and organizational performance are dependent on the profile of respondents. c) Policy and administration, supervision, responsibility, interpersonal relations and pay were perceived the most important factors contributing to organizational performance. This research examined the factors associated with job satisfaction that contributed significantly to organization performance, among employees in Pasay City South High School (PCSHS).

Overall, the researcher found that the connection between job satisfaction and organizational performance was stronger. It showed that there was an impact on the majority of job satisfaction factors on organizational performance. This is logical, considering that organizational success is something that employees generally have no opportunity to concretely realize, or directly feel the positive effects of. Public schools, like PCSHS, are not obliged to give employees any additional benefit or benefits arising from organizational success. In fact, employees often receive the same salary and other forms of compensation, regardless of how successful a school is. It is also important to note that this study made a significant contribution to the observing link between job satisfaction and organizational performance in both directions, whereby it is particularly important to emphasize the contribution of observing the link between organizational performance and job satisfaction. Both the former and the present studies determined the level of job satisfaction of school personnel. However, while the former study involved both the teaching and non-teaching staff as its respondents, the present study only involved the faculty in the grade school. Further, while the former study focused on organizational performance as linked to job satisfaction, the present study identified the various CES programs and projects in which the faculty of DWCL Grade

School are involved in and the problems they encountered. It also determined the teachers' level of global job satisfaction and job facet satisfaction.

The related literature and studies (foreign and local) reviewed provided the present researcher a clear view and some insights for him to carry out the study. The readings were mostly on the different concepts of job satisfaction as respectively defined by different authorities, while some presented various facets attributed to job satisfaction of teachers, employees in business companies and bank, students' academic achievement, and teaching/work performance level.

Rocca and Kostanski, defined job satisfaction as the degree to which people like their jobs. A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job.. Busch, Fallan, & Pettersen conceptualized job satisfaction as the positive emotional response to a job situation resulting from attaining what the employee wants and values from the job. Hulin and Judge claimed that job satisfaction had multi-dimensional, psychological responses to individual's job and that personal responses have cognitive (evaluative), affective (or emotional) and behavioral components.

Griffin and Moorhead stated that job satisfaction is the extent to which a person is gratified or fulfilled by his/her work. Kreitner and Kinicki defined job satisfaction as a global constructor or as a constellation of different aspects to which the employee reacts affectively. In general, job satisfaction is simply how people feel about their jobs. It can also be a reflection of good treatment and an indicator of emotional well-being. Noe, et al. described the three aspects of job satisfaction and these are: a) Values which are connected to a person's consciously and unconsciously desires to obtain; b) Ideas are important to be able to know that different employees have different views in work; and c) Perception which explains that each person compares the job satisfaction to his or her values, and people are likely to differ in what they perceive.

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Reviewed literature also specified certain facets of job satisfaction which are concerned with several attitudes including attitudes about the job characteristics, compensation and benefits, status, social security, advancement opportunities, technological challenges and respect. The most widely used factors of job satisfaction are work, pay, promotion, supervision and co-workers.

Kumari and Pandey related job satisfaction to job ambivalence or having mixed feelings. Artz, on the other hand, linked job satisfaction to fringe benefits while Al-Zoubi determined the relationship between job and salary or wage. Degracia equated job satisfaction in terms of salary or pay, promotion, supervision, fringe benefits, contingent rewards, co-workers, nature of work and communication. Menes' study focused on the level of organizational commitment and job satisfaction of rank and file personnel and comparison was made, based groupings by age, sex, civil status, the length of service and educational attainment. These aspects were considered by the present study as part of the respondents' demographic profile. Some of the facets of job satisfaction mentioned earlier were also considered by the present researcher in designing the survey questionnaire that was used to measure the level of job satisfaction of the teacher-respondents involved in the study.

This present study determined the level of job satisfaction of grade school teachers in two types, namely: global job satisfaction and job facet satisfaction. Not one of the reviewed studies dealt on these two types of job satisfaction addressed to teachers involved in a school's Community Extension Service. These are the gaps that were bridged by the present study.

This study mainly aimed to determine the level of job satisfaction of teachers involved in community extension service programs, projects and activities of the Grade School Department of Divine Word College of Legazpi (DWCL), Legazpi City. Specifically, it realized the following objectives:



1. It determined the demographic profile of the faculty of the DWCL Grade School in terms of sex, age, employment status, monthly salary, number of years in teaching (both outside and in DWCL), number of years in teaching at DWCL Grade School only, number of years involved in CES and teacher's special assigned tasks.

2. It identified the various Community Extension Service (CES) programs, projects and/or activities that the DWCL Grade School teachers were involved in.

3. It determined problems that the teachers encounter in their involvement in C.E.S.

4. It measured the level of job satisfaction of the teachers' involvement in CES along: Global job satisfaction, and Job facet satisfaction.

5. It offered recommendations to improve the job satisfaction of the teachers.

The scope of the study included the demographic profile of the DWCL Grade School teachers (sex, age, civil status, employment status, length of service as a classroom teacher, number of years involved in CES, and salary); the various Community Extension Service programs, projects and activities teachers of DWCL Grade School are involved in, and the level of their job satisfaction particularly in Community Extension Service (CES) programs, projects and activities in said the grade school.

The global satisfaction and job-facet satisfaction were considered by the study as the two dimensions of job satisfaction. The teachers' global satisfaction included the following aspects: self- achievement; maximization of ones ability; clarity of job description and functions; participation in group decision-making; trust in school administrators, colleagues and students; enthusiasm and interest in CES involvement ; respect of the management; fairness; supervision

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of school administrator; fatigue avoidance; image and regard of the school; and other flexible benefits derived.

The teachers' job-facet satisfaction covered the following aspects: basic salary; incentives for other assigned tasks; fringe benefits (monetary or in kind); academic rank/position; professional growth/faculty development; work environment; relationship with colleagues; relationship with administrators; relationship with students; and relations with parents and other stakeholders.

No other basic education institutions were included in the study except the DWCL Grade Department. The faculty composed of teachers in the Pre-School, Kindergarten) and the Grade School. The survey questionnaire used was designed by the researcher. Casual dialog or face-to-face interview with respondents was also conducted to elicit further information that strengthened and substantiate findings derived by the study.

Findings of the study could provide baseline information necessary in the formulation of plans, programs and projects that could improve and fortify the involvement of DWCL Grade School teachers in the various programs, projects and activities of the school's Community Extension. Further, this study would benefit the following: 1) The teachers were the primary beneficiaries of the study. Disclosing their satisfactions and at the same time their sentiments in performing their teaching job and involvement in the DWCL-CES, would provide administrators certain insights that could be their bases for designing a more functional approach and strategies in dealing with their subordinates, despite some of the latter's personal concerns and atrocities in life.; 2) The college as a whole may make use of the findings for the purpose of developing more programs and services, as well as, in making appropriate plans for faculty training in community extension service; 3) The full knowledge of the school administrators on the factors that continue to sustain the job satisfaction of faculty may be useful in the planning and formulation of policies for the improvement in the hiring, supervision and administration of teachers in the

Grade School. The findings on the level of job satisfaction of teachers may also point out the strengths and weaknesses of the institutions and its constituents. Thus, strategies may be applied in order for the institution to continuously achieve its vision, mission and goals. Understanding and analyzing the teachers' global job satisfaction and their job-facet satisfaction may prompt administrators to revitalize their administrative policies and practices that may result to an efficient and effective involvement in the Community Extension Service of the school and the entire DWCL community; 4). The attempt of helping out teachers in achieving what they expected of their job, and asserting their satisfaction in the performance of their job, could best serve the purpose of providing the community good teachers who should be the instrument in educating community people, particularly the young, also teachers who were active and committed to their role in community outreach activities; and 5) The study would be useful to future researchers who shall attempt to conduct studies related to teachers' job satisfaction in general, and not only in their involvement in community extension service, but also, in their participation in other school development projects in particular. They may replicate the present study by adding more variables or factors attributed to global satisfaction and job facet satisfaction of any group of employees, not necessarily related to Community Extension Service but to other fields and work.

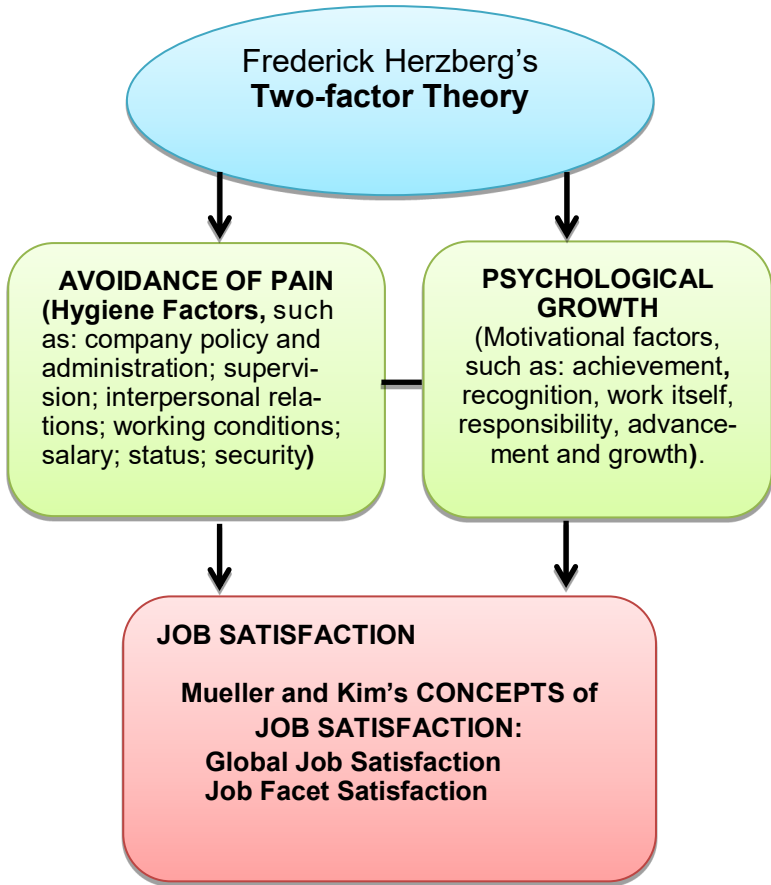
Results of this study could be beneficial on the part of the researcher himself in terms of theory building and knowledge acquisition. The paradigm of the study, the survey questionnaire used, and the research design may contribute to the present pool of knowledge in the field of research. Likewise, the researcher can make use of the findings of the study and the recommendations offered by the respondents in improving job satisfaction of teachers and in trying to effect improvement in the school's C.E.S. program, particularly in undertaking its various projects and activities, these; being some of the major roles of the researcher who is actually the coordinator of the DWCL Grade School Community

This study was anchored on the following theories. In Frederick Herzberg's Two-factor Theory, there are two sets of needs that affect people in the work environment: the need related to the *avoidance of pain*; and the need related to the *desire for psychological growth*. Components of work that affect the need to avoid pain were tagged as *hygiene factors*, while those that affect the desire for psychological growth are called as *motivation factors*. Hygiene factors pertain to job context or the factors that are extrinsic to the job. These factors are also called "dissatisfiers" because their absence produces dissatisfaction, but their presence generally motivates individuals in an organization. Examples of these are: company policy and administration; supervision; interpersonal relations; working conditions; salary; status; security.

On the other hand, motivational factors which concern the desire for psychological growth pertain to job content or the factors that are intrinsic to the job. These factors are also called "satisfiers" because their presence produces satisfaction but their absence will produce dissatisfaction. Examples of these are achievement, recognition, work itself, responsibility, advancement and growth. In some studies, it was shown that salary, though extrinsic in nature, is also a motivational factor (Quick and Nelson, 2009).

Another concept of job satisfaction is explained by Mueller and Kim, (2008). Their theory on job satisfaction explicitly describes that employees' job satisfaction is believed related to their job performance. Whether people consider it or not, job performance may be attributed to certain facets of job satisfaction as coupled with various global job satisfaction. These are essentially the two types of job satisfaction based on the level of employees' perceptions and feelings concerning their jobs. As mentioned earlier, the first and most analyzed, is global job satisfaction, which refers to employees' overall feelings about their jobs. which are external factors that make a worker or employee become satisfied of his/her job. This is the

second type known as job facet satisfaction, which refers to feelings regarding specific job aspects, such as: salary, benefits, work hierarchy, growth opportunities, work environment and the quality of relationships with one's co-workers. Employees' feelings correspond to certain aspects or facets



**Figure 2. Theoretical Paradigm**

According to Statt, the theory of Herzberg is one of the most specific and complete theories in understanding job satisfaction. Hence, in this study, such theory is used in determining the level of global job satisfaction and job facets

satisfaction of the teachers involved in the Community Extension Service of the DWCL Grade School Department. The variables in which the job satisfaction of the said individuals will be measured contain the factors on global job satisfaction and the specific job-facets satisfaction. The world constantly undergoes changes in many facets of life, if only to satisfy man's human needs such that innovations are introduced to make various changes, and these changes get more and more complex and uncertain.

Teachers do not only perform their task of teaching in the classroom, but are also involved in community extension service programs, projects and activities in their school. With the burden of these tasks, teachers simply carry the load with the enjoyment and satisfaction in their job. This is the framework of the present study. It determined first, the demographic profile of the teacher-respondents which were found useful in supporting and strengthening the discussion of the findings of the study, followed by the various Community Extension Service programs/projects and activities that the DWCL grade school teachers are involved in. These CES programs/projects and activities include the following: a) Educational training; b) Economic development; c) Social services; d) Christian formation/spiritual enhancement; e) Ecological/Environmental Protection & Rehabilitation Program; f) Community infra-structure projects; and g) Other programs/projects and activities;

The study also looked into the teachers' level of job satisfaction along two categories, which are as follows: A. Global Job Satisfaction composed of the specific constructs as: 1) self-fulfillment; 2) Use of one's ability; 3) Clarity of work goals; 4) participation in group decision-making; 5) Trust by co-workers; 6) enthusiasm and interest in ones' job 7) Superior's respect in the subordinates; 8) Influence within the organization; 9) Fairness; 10) Career advancement; 11) Fatigue avoidance; 12) image and regard of the school; and 13) Other benefits.

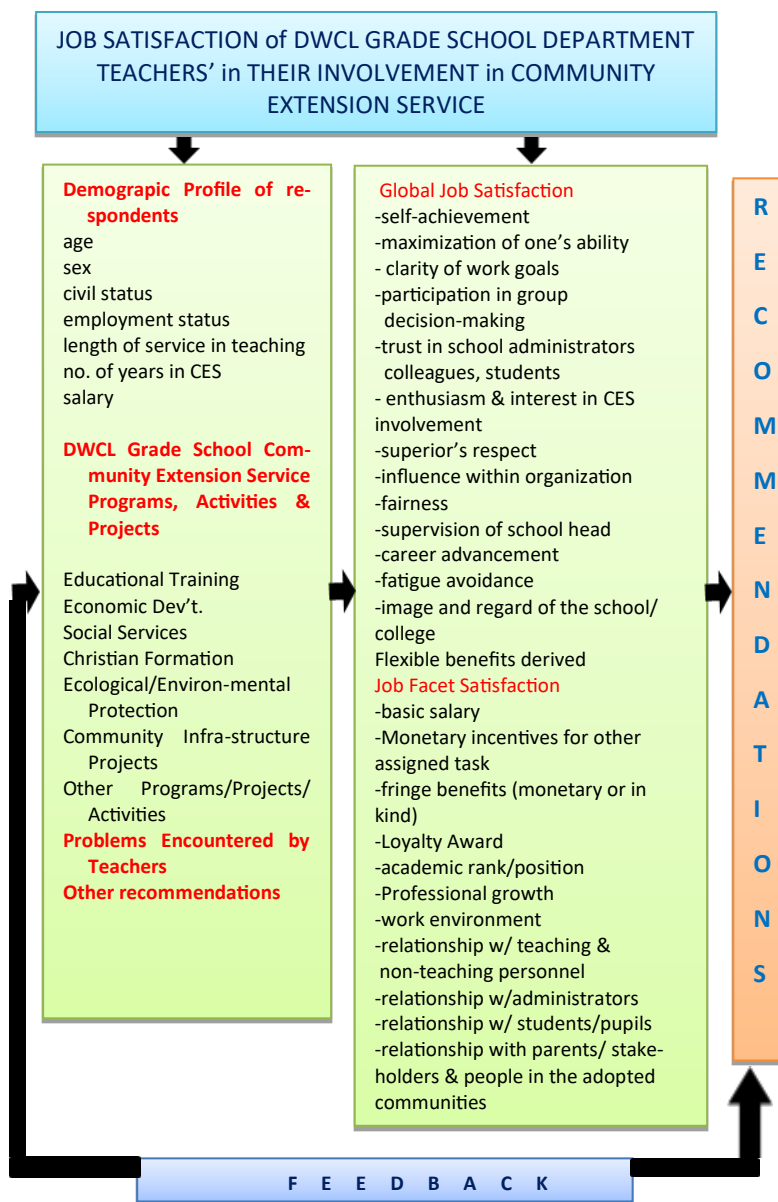


Figure 3. Conceptual Paradigm

Mendivel, D.

B. The second category is on job facet satisfaction composed of: 1) Salary/incentives; 2) Fringe benefits; 3) Work hierarchy/rank/position; 4) Growth opportunities/faculty development; 5) Work environment; 6) Relationship with colleagues; 7) Relationship with administrators; 8) Relationship with students; 9) Relationship with parents; and 10) Relationship with people in the adopted communities.

## **Method**

The present study used the descriptive survey method employing both the quantitative and qualitative research design. Calderon and Gonzales (2008) defined descriptive research as a method that interprets condition of existing relationship, practices that prevail, procedures that are going on, effects that are being felt or trends that are developing. In the case of this present study, it is descriptive in the sense that it attempted to identify the various CES programs, projects and activities that DWCL Grade School teachers were involved in; and the level of their global job satisfaction and job facets satisfaction as perceived through prevailing trends, practices, involvement, as well as conditions that were felt in the school system. Subjecting the data into certain statistical treatment made this study quantitative, and the corresponding data analyzed were interpreted descriptively and qualitatively.

The researcher used both the primary and secondary sources of data. The primary sources of data were the teacher-respondents of DWCL Grade School Department who were requested to answer the survey questionnaire and to derive from them the various CES programs, projects and activities that they were involved in yearly, and also to determine their level of job satisfaction from their responses based on the two dimensions: the Global Job Satisfaction; and the Job-facet Satisfaction. The secondary sources were the information derived from the DWCL CES Office records of the various CES programs, projects and activities undertaken yearly by the DWCL Grade School. Another secondary source of data was the World Wide Web (www-internet system) where certain theories, principles and concepts of job satisfaction for the review of related



literature and studies were taken.

The respondents of the study were composed of the faculty of the Divine Word College of Legazpi, Grade School Department (Basic Education), taken in a complete enumeration; with a total of eighteen (18 ) faculty members, two (2) of whom were male, and sixteen (16) were female.

Prior to the conduct of the research work, a letter of request was prepared by the researcher, to seek permission from the President to conduct the institutional research at the DWCL Grade School Department and to gather data in line with job satisfaction from the faculty members as they got involved in various programs, projects and activities being undertaken by the DWCL-Grade School Community Extension Service through the use of a survey questionnaire. Another letter of request was addressed to the DWCL Grade School Principal expressing the same purpose of conducting the study in said school. The last letter was given to the Principal of the DWCL Junior High School, to seek permission to try-out his research instrument to a randomly selected group of faculty members, three from each grade level, with a total of 12 teachers.

Upon approval of the request, the researcher distributed the survey questionnaire to the teachers and made arrangement with these teacher-respondents about the specific date and time the duly accomplished survey questionnaires had to be retrieved from them. As the survey questionnaire was being retrieved from each respondent, the researcher conducted a casual talk or informal interview with the teacher-respondents in order to elicit more information. The gathered data were collated, analyzed and interpreted.

The researcher devised the research instrument which is in the form of a survey questionnaire; a checklist that determined the demographic profile of the teacher-respondents (Part I); and identified the various CES programs, projects and/or activities DWCL-GS teachers were involved in (Part II). The third part of the instrument was a 5-point rating scale

which was used to determine the teachers' level of job satisfaction as they involved themselves in the various community extension service programs, projects and activities. Along this concern, job satisfaction was categorized into two aspects or dimensions, the global job satisfaction and the job facet satisfaction. In terms of global job satisfaction, the following indicators or aspects were included: self-fulfillment/achievement; use of one's ability; work goals clarity; participation in decision; trust by co-workers; job interest/enthusiasm; superior's respect; influence within organization; fairness; career advancement; fatigue avoidance; school image; and other benefits.

The teachers' job-facet satisfaction covered the following indicators or aspects: salary; fringe benefits; work hierarchy/rank/position; growth opportunities/faculty development; work environment/area; relationship with colleagues; relationship with administrators; relationship with students; and relationship with parents and people in the community.

The last part of the instrument requested the teacher-respondents to give some suggestions or recommendations or some possible intervention strategies that could enhance the teachers' level of global job satisfaction and job facets satisfaction; as well as for them to provide possible solutions to the problems they met.

In addition to the survey-questionnaire, the researcher conducted a face-to-face talk or informal interview with the teachers to clarify some points in the questionnaires they had accomplished. No structured interview guide questions were prepared, hence, the researcher based the questions on a case-to-case basis, depending on individual responses to the items in the questionnaire. Information gathered through the casual talk with the respondents was used to substantiate the discussion of certain relative findings.

The research instrument was submitted to the board of jurors for face validation. The panel was composed of the following: a professor in a graduate school whose expertise is on measurement and evaluation, a professor in the graduate school

who teaches Advanced Statistics, and a researcher's thesis adviser. The refined research instrument was finally shown to the members of the panel for approval.

To analyze and interpret the data, the following statistical tools were employed: a) Problems No. 1 and 2: teacher-respondents' demographic profile and identified CES programs, projects and activities were analyzed using the following research tools: the frequency count, percentage and ranking system (use of Checklist). b) Problem No. 2, on the level of global job satisfaction and job facet satisfaction of teachers, frequency and weighted arithmetic mean were used (Likert's 5-point rating scale). The point-scale, range and descriptive interpretation are shown.

<b>Scale</b>	<b>Interpretation</b>
5 -	Very much satisfied
4 -	Very Satisfied
3 -	Satisfied
2 -	Less satisfied
1 -	Not satisfied at all

The formula in finding the weighted arithmetic mean is shown below:

$$X = \frac{\sum (f \times w)}{N}$$

Where:

- X - is the weighted arithmetic mean
- $\sum$  - is the frequency
- w - is the weight/score assigned
- N - is the number of cases

## **Results and Discussion**

A teacher who is service-oriented enjoys other special tasks in school, and more so, his commitment in his involvement in the school's community extension program, has

that positive attitude toward the teaching profession and as a participative citizen of his own community. Once satisfied in his job, there is no reason he would not succeed in his career as a classroom teacher, who at the same time, gets himself or herself involved in the school’s community extension program, projects and development.

This part of the study presents the results or findings based on the responses given by the teacher-respondents in the survey questionnaire and casual interview with them. The research instrument derived information along the following concerns: a) demographic profile of the respondents, b) CES programs, projects and/or activities participated in actively, c) problems met in their involvement in the CES, d) teachers’ level of job satisfaction along global and job facet satisfactions. It also provides recommendations to improve the job satisfaction of teachers while they get involved in the school’s community extension service program.

The succeeding tables show the following data on: teacher-respondents’ demographic profile in terms of sex, age, position or academic rank, employment status, basic salary, number of years as a classroom teacher in other public and/or private schools, number years of teaching in DWCL Grade School, number of years involved in DWCL Grade School CES Program, and special tasks assigned in school. Table 1.a presents the breakdown of teachers according to sex.

**Table 1.a**  
*Demographic Profile of Teachers in Terms of Sex*

<b>Sex</b>	<b>Number</b>	<b>Percent</b>
Male	2	11
Female	16	89
<b>Total</b>	<b>18</b>	<b>100</b>

One aspect on the profile of the teachers was sex (male

and female). It could be said that in any organization or in any institutions of learning, female personnel usually outnumber the males. The same was true with the teachers in the DWCL Grade School in which the female outnumbered the male as shown in Table 1.a. There were only two male teachers and 16 female teachers, a total of 18 teachers. This was an indication that there were more of female applicants than male who would wish to apply for teaching at the DWCL Grade School usually at about the end of the school year.

Findings imply that job satisfaction is, regardless of sex and gender, may differ among individual. It may depend on some other facets, such as self-motivation, workplace or environment, interpersonal relationship with people he works with, salary, fringe benefits and many more. Whether male or female, gender equality to teacher plays an important factor in proving one's capability of the job and the enjoyment he or she gets from people whom he or she works with harmoniously.

**Table 1.b**  
*Demographic Profile of Teachers in Terms of Age*

<b>Age Range</b>	<b>Frequency</b>	<b>Percent</b>	<b>Rank</b>
21 – 25	10	56	1
26 – 30	2	11	2.5
31 – 35	1	5.5	5.5
36 – 40	1	5.5	5.5
41 – 45	1	5.5	5.5
46 – 50	0	0	8.5
51 – 55	2	11	2.5
56 – 60	1	5.5	5.5
61 – 65	0	0	8.5
<b>Overall</b>	<b>18</b>	<b>100</b>	<b>-</b>

Age range of the teachers was also dealt with in this

study. As shown in Table 1.b, ranked first were the youngest group of teachers with age ranging from 21 to 25 years old and there were 10 or 56% of them. There were two or 11% of the teachers who belonged to the age range of 26 -30 years old, and this ranked the second, the same with teachers with ages from 31 to 35 years old. These teachers were the most senior in terms of teaching service at the DWCL Grade School. Still the oldest teacher was at the age range of 36 – 60 years old. As can be seen in the table 1.b, or 5.5% of the teachers fell within the age range of 31-45 years old. Based on the information derived from an interview with the teacher-respondents, those with ages ranging from 31 – 60 years old were the teachers who had been in the DWCL Grade School for quite a number of years and they were already regular / permanent in employment status.

Age as one personal aspect of a teacher cannot be considered as an exact measure of job satisfaction in one's chosen career. Indeed there are retirees and more senior teachers, who, after their compulsory retirement from service still continue to practice their profession in other schools; hence, teaching is their passion. In like manner, there are also young teachers who are very new in the teaching career who also find enjoyment in their teaching profession. They are observed to be more enthusiastic, energetic. During the personal interview with them, they said they are happy in their teaching, and are happy and satisfied in their participation in the school's community extension service program.

On the other hand, it can be inferred that there might also be some teachers, young or old alike, who might not seem to show the expected interest, appreciation, and satisfaction in their job. In short, they are less passionate in their chosen field. This could be attributed to some factors such as differences in traits, in culture, attitudes, salary or compensation, or perhaps self-motivation to grow more in their profession. .

The age of a person may affect his/her job satisfaction while still in the service. Younger people have stronger drive to work and enjoy performing their tasks because they still have

much energy and with good stamina. Likewise, they are highly motivated to further reach self-actualization as they find their way to modify, from time to time, their cultural patterns and self-motivation in order to satisfy themselves in their present job. Such views may not, however, hold true to all young people at work. There are also young people who may not be too satisfied in the nature of their job. This may be attributed to a mismatch between the person's work skills and the tasks assigned to them.

In some cases, people growing older in age might have lower job satisfaction owing it probably to their deteriorating health, poor stamina and perhaps getting bored of the monotony of routine work they perform all throughout their employment life. Or sometimes, their dissatisfaction in their job could have been due to their non-promotion in position or academic rank. Rarely can we find people, who, despite their being too old, maintain their passion to teach the young.

**Table 1.c**

*Demographic Profile of Teachers in Terms of Employment Status*

<b>Employment Status</b>	<b>Frequency</b>	<b>Percent</b>	<b>Rank</b>
Regular-Permanent	14	78	1
Probationary	4	22	2
<b>Overall</b>	<b>18</b>	<b>100</b>	<b>-</b>

In terms of employment status (Table 1.c), fourteen (14) teachers or 78% (Rank 1) were already regular and permanent in status. Based on the information derived from the casual interview with fourteen (14) teachers, who had been teaching in DWCL Grade School for years and did not express intention to transfer for government schools.

Four (4) or 22% (Rank 2) of the teachers were in the probationary status. These were the newly hired teachers who

replaced those who left the DWCL Grade School at the end of academic year in favor of a teaching job in public schools. Just like other private schools, DWCL does not hire teachers for a contractual and job order statuses. However, a substitute teacher is being hired when a regular-permanent or regular-probationary teacher applied for a Sabbatical leave or sick leave for 15 days or more.

**Table 1.d**  
*Monthly Basic Salary of Teachers*

<b>Basic Salary</b>	<b>Frequency</b>	<b>Percent</b>
21,000 – 25,999	1	6
16,000 – 20,999	13	72
11,000 – 15,999	2	11
Below 10,999	2	11
<b>Overall</b>	<b>18</b>	<b>100</b>

Table 1.d presents the monthly basic salary of DWCL Grade School teachers. It can be gleaned from the data that only one (1) or 6% of the teachers was receiving a basic salary ranging from P21,000 to P25,999. Majority of the teachers, 13 or 72% of them, received a basic pay of no less than P16,000 and not more than P20,999. Two (2) or 11% of the teachers received a basic salary ranging from P11, 000 to P15,999; and another two (2) or 11% of the teachers received a basic salary of P10,999 or lower.

According to Hussami, (2008), job satisfaction and dissatisfaction may not only depend on the nature of the job, it also depends on compensation and benefits, status, social security, advancement opportunities, technological challenges, and respect. The most widely used factors of job satisfaction are work salary, promotion, supervision, and co-workers. Salary and benefits are the top drives for fresh graduates who, after graduation in college, would immediately look for and land a job.



Length of service in classroom teaching is one of the many personal attributes of a teacher, either as a substitute or regular/permanent in status. Findings on this aspect are shown in Table 1.e.

**Table 1.e**

*Teachers' Number of Years in Classroom Teaching Both Outside and Within DWCL Grade School*

<b>Years</b>	<b>No. of Teachers</b>	<b>Percent</b>	<b>Rank</b>
1 to 5	6	33	1
6 – 10	5	28	2
11 – 15	1	5.5	5.5
16 -20	3	17	3
21 – 25	2	11	4
26 – 30	1	5.5	5.5
<b>Total</b>	<b>18</b>	<b>100</b>	

There were six (6) or 33% of the teachers (Rank 1) who had taught for one to five years, and they were the teachers who were new in the teaching profession. Five (5) or 28% of them had taught for six to 10 years; three (3) or 17% of the teachers had taught for 16 to 20 years; two (2) or 11% of them had taught for a period of 21 to 25 years; one (1) or 5.5% of the teachers had taught for 11 to 15 years; and another one (1) or 5.5% had taught for 26 to 30 years.

Findings of this study as to the length of service is concerned revealed that there were more of younger teachers than older ones who had taught for few number of years (1 to 10 years in teaching). Table 1.f includes findings on the length of service of teacher/respondents in DWCL Grade School only. There were seven (7) or 39% who had taught in said grade school for a year to five years. Of these seven teachers, two (2) were newly hired in June of Academic Year 2018 – 2019. Four (4) or 22% of them had been in the DWCL Grade School for a period of six to 10 years.

**Table 1.f**

*Teachers' Number of Years in Teaching at  
DWCL Grade School Only*

<b>Number of Years</b>	<b>No. of Teachers</b>	<b>Percent</b>	<b>Rank</b>
1 to 5	7	39	1
6 – 10	4	22	2
11 – 15	3	17	3
16 - 20	1	5.5	5.5
21 – 25	2	11	4
26 – 30	1	5.5	5.5
<b>Total</b>	<b>18</b>	<b>100</b>	<b>-</b>

Based on the information gathered from a casual interview with the four teachers, they said that they opted to extend their service to the school as mentioned in their letter of intent submitted to the office of the principal just about the end of the Academic Year. It is a policy of the school that whether a teacher is regular-permanent or probationary in status, and whether he or she has taught for a shorter or longer period of years, a letter of intent to leave or to stay in the DWCL is required.

Two (2) or 11% of the teachers had been in DWCL Grade School for 21 to 25 years as classroom teachers. One (1) or 5.5% had taught for 16 to 20 years, also one (1) or 5.5% had been with the school as classroom teacher for more than 26 years. The study revealed that teachers with six to 30 years teaching experience were given the status of regular-permanent. Eleven (1) teachers fell under this employment status. This does not mean, however, that just because a teacher in DWCL Grade School has taught for more than six years or so, he/she does not anymore have the intention to leave and seek greener pasture in the public schools.

The data on teacher's number of years involvement in Community Extension Service (CES) of DWCL Grade School are registered in Table 1.g. Findings of the study revealed that there were seven (7) or 39% teacher- respondents who had been involved in the DWCL Grade School CES for at least one year to five years. Four (4) or 22% teacher respondents claimed that they had been involved in Community Extension Service (CES) for six to 10 years. Three (3) or 17% of them had been involved in CES for not less than 11 years and not more than 15 years.

**Table 1.g**

*Teachers' Number of Years Involvement in Community Extension Service (CES) of DWCL Grade School*

<b>Number of Years</b>	<b>No. of Teachers</b>	<b>Percent</b>
1 - 5	7	39
6 – 10	4	22
11 - 15	3	17
16 – 20	1	5.5
21 – 25	2	11
26 – 30	1	5.5
<b>Total</b>	<b>18</b>	<b>100</b>

Two (2) or 11% teacher-respondents had participated in the CES for 21 to 25 years. It has already been a tacit policy that anybody who gets into a teaching job, in the DWCL Grade School in particular, is required to participate in the school's CES programs, projects and activities. In other words, whether it is voluntary or involuntary on the part of the teacher, he or she is obliged to participate in any CES Program, even if it is beyond the exigencies of service.

It should be noted that other than the teachers' main task of classroom teaching and their involvement in the CES, teachers of the DWCL Grade School are assigned to assume special tasks in school. Table 1.h presents the data on teacher-respondents' special tasks assigned to them in school.

**Table 1.h**

*Teachers' Special Assigned Tasks in School*

<b>Tasks</b>	<b>No. of Teachers</b>	<b>Percent</b>
Class Adviser	13	72.22
Club Adviser	13	72.22
Grade Level Coordinator	2	11
Subject Coordinator	4	22
Boy/Girl Scoutmaster	6	33.33
School Paper	1	5.5
Student Activity Coordinator	1	5.5
Drum & Lyre Corps Adviser	1	5.5
In-charge of Computer Laboratory	1	5.5
Children's Theatre	1	5.5
Guidance Teacher/Counselor	1	5.5

With the thirteen (13) classes from Kindergarten to Grade 6, there were also thirteen (13) or 72.22% of teachers assigned as class advisers. Each class adviser was at the same time given a particular club to handle. There were two (2) or 11% teachers assigned as grade level coordinators, one (1) whom coordinates grades 1 to 3 classes and the other grade level coordinator took care of the grades 4 – 6 classes. There were four (4) or 22% teachers who were assigned as subject

coordinators, namely - Christian Living, MAPEH Coordinator - EPP/Computer Coordinator – English and Filipino Coordinator - and Mathematics Coordinator and Science Coordinator. Six (6) or 33.33% of the teachers were assigned as Boy/Girl Scoutmasters. One (1) teacher took care of the school paper; one (1) teacher was designated as adviser of the Drum & Lyre Corps; one (1) or was in-charge of the Computer Laboratory; one (1) was assigned as adviser of the Children's Theatre; and one (1) as Guidance teacher/Counsellor.

Table 2 shows the list of the various CES programs, projects and activities in which the DWCL Grade School teachers are involved in.

**Table 2**

*Teachers' Involvement in CES Programs, Projects and Activities*

<b>CES Programs, Activities &amp; Projects</b>	<b>Frequency</b>	<b>Percent</b>	<b>Rank</b>
1. Educational Training	12	67	2
2. Economic Development	2	11	6.5
3. Social Services	2	11	6.5
4. Christian Formation	4	22	4
5. Ecological Environmental Protection	1	5.5	8
6. Cleanliness & Beautification	3	17	5
7. Adopt a Barangay Program	14	78	1
8. Adopt a Child Program	5	28	3

Among the CES programs, projects and activities in the DWCL Grade School, the Adopt a Barangay Program

(Rank 1) was the most participated in by the grade school teachers. There were 14 or 78% of them who were involved. This was followed by Educational Training (Rank 2), with 12 or 67% of the teachers involved. The third program where five or 28% of the teachers participated in was the Adopt a Child Program (Rank 3). Four (4) or 22% of the teachers were involved in the Christian Formation activity. The activities on Economic Development and Social Services both participated in by two teachers (11%) respectively. Only one or 5.5% of them was involved in Ecological Environmental Protection (Rank 8). This was due to the fact that not all the teachers availed of the training along this aspect. Only one teacher was assigned to attend the training, thus, he assumed the task of carrying out whatever activities were undertaken on ecological environmental protection, with the participation of some selected grade school pupils to do the extension service.

In any CES activities, projects or programs being undertaken by the grade school, certain problems or challenges along the global job satisfaction were usually encountered by participants, particularly the teachers who were directly involved. Table 2 shows the data on problems encountered by the teachers involved in the CES.

Ranked as the first problem in global job satisfaction was their claim that the CES activities were very hectic for them. Fourteen (14) or 77.78% of the teachers said they were fatigued considering the fact that CES activities were usually held or conducted on week-ends. The second in rank among the problems was the planning and organizing CES programs, in which 13 or 72.22% of the grade school teachers claimed they were not involved at all in planning and organizing the activities. In an individual interview conducted, some teachers claimed that everything were already planned and organized by the coordinator and school administrator. All the teacher-participants did was to implement the plans. The third problem met by 12 or 66.67% teachers was that, they were not involved in decision-making from the planning to the implementation of the CES programs, projects and/or activities.

The three (3) identified and listed problems along the global job satisfaction which were not encountered by all the teachers were the following: a) There was a mismatch between my ability and the CES task/s assigned to me; b) Lack of trust in school administrators when CES activities were being undertaken; c) Lack of trust in colleagues while working together in any CES programs, projects and/or activities. This implies that assigned tasks for extension service match the teachers' ability and better interpersonal relationship of all concerned is manifested during the conduct of any CES activities.

**Table 3.a**

*Problems Encountered by Teachers in Their Involvement in CES Along Global Job Satisfaction*

Problems	Frequency	Percent	Rank
1. There is no specific task or job description/ functions issued to any teacher involved in the CES program, projects and/or activities	9	50	4
2. Teachers are not involved in planning and organizing CES programs,	13	72.22	2
3. Teachers are not involved in decision-making.	12	66.67	3
4. Lack of enthusiasm and interest in my involvement in any CES activities, since, I am just obliged by my superior to participate.	4	22.22	5
5. Lack of superior's respect in his/her subordinate/s which makes me feel degraded/ discouraged to be more enthusiastic in my work.	1	5.56	7
6. Poor supervision and monitoring procedure of CES activities on the part of the school head	1	5.56	7
7. Very hectic CES work such that teachers are over-fatigued especially that CES activities are usually held on week-ends	14	77.78	1
8. Poor image of the school due to ineffective CES activities being undertaken	1	5.56	7

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Table 3.b presents the findings on the problems encountered by the teacher respondents. Ranked as number 1 problem under the job facet satisfaction where thirteen (13) or 72.22% of the teacher-respondents said that there was no monetary incentive given to them despite utilizing their time and effort for any CES activities during week-ends. This ranked first, having the highest frequency of teachers who disclosed such problem.

**Table 3.b**

*Problems Encountered by Teachers in Their Involvement in CES Along Job Facets Dissatisfaction*

Problems Encountered	Frequency	Percent	Rank
1. Active involvement in CES of the school has nothing to do with increase in one's basic salary as a teacher	12	66.7	2
2. No monetary incentives given to teachers despite utilizing their time and effort for any CES activities during week-ends.	13	72.22	1
3. No other fringe benefits given to teachers actively involved in CES program, projects and/or activities other than the basic salary as a classroom teacher	10	55.56	3
4. No award (monetary or in kind) or any recognition given to teachers who have shown loyalty to service rendered in the school's CES Program	7	38.89	4
5. Long tenure in service in the school's CES is not at all considered as one of the bases for promotion in academic rank and position	1	5.56	9.5
6. Teachers who are actively involved in the school CES are not availed of any professional growth or faculty development (study grant for master's degree or attendance to regional, national or international seminar-workshop or training-programs related to CES).	3	16.67	5
7. Exposure to unsanitary / polluted work-place or environment for the CES work.	2	11.11	6.5
8. Poor personal and interpersonal relationship with the CES coordinator	1	5.56	9.5
9. Poor personal and interpersonal relationship with colleagues	1	5.56	9.5
10. Poor personal and interpersonal relationship with parents of students	1	5.56	9.5
11. Poor personal and interpersonal relationship with people in the community	2	11.11	6.5



Second rank among the problems which the teachers considered was that, their active involvement in CES of the school had nothing to do with increase in one's basic salary. There were 10 or 55.56% of the teachers that revealed there were no fringe benefits given for their involvement in CES program, projects and/or activities other than the basic salary they received as a classroom teacher. Considering that participation in any community extension service is voluntary in nature on the part of those who get involved in it, fringe benefits or increase in ones basic salary are not supposed to be expected. However, it may be done in practice not on an outright monetary basis or material incentives; but one's participation could be given merit in the form of earning points for the purpose of promotion in rank and correspondingly an increase in salary in the future. The same is true with indicator number 4 in Table 3.b in which no awards were given for one's loyalty, perseverance and dedication in CES work done, and also for any exemplary achievement in community extension service. This aspect ranked fourth as a problem encountered along job facet satisfaction, where seven or 38.39% of the teachers expressed their feelings of dissatisfaction rather than satisfaction.

Moreover, the study also revealed that problems such as poor personal and interpersonal relationship with school administrator and non-teaching staff; poor personal and interpersonal relationship with students; and lack of cooperation with colleagues in CES during performance of job or task in CES activities were never encountered as problems.

The findings that follow disclosed the level of global job satisfaction of teachers as they got involved in the DWCL Grade School CES Program. Table 4.a shows the weighted mean of the respective indicators or aspects of global job satisfaction with the corresponding interpretation.

The teacher-respondents claimed that they were very satisfied on the following aspects of global job satisfaction: 1) Image and regard of the school/college ( $x=3.84$ ); 2) Self-achievement; 3) Trust in school administrators and colleagues,

and 4) superior's respect in the subordinates both got a weighted mean of 3.56 (very satisfied).

The rest of the indicators were rated with a satisfied level of satisfaction, and these were: 1) Fatigue avoidance ( $x = 3.44$ ); 2) Maximization of one's ability; 3) Enthusiasm.

**Table 4.a**

*Level of Global Job Satisfaction of Teachers*

Indicators	x	Interpretation
1. Self-achievement	3.78	Very Satisfied
2. Maximization of one's ability	3.33	Satisfied
3. Clarity of job description & functions	3.17	Satisfied
4. Participation in group decision-making	3.0	Satisfied
5. Trust in school administrators and colleagues	3.56	Very Satisfied
6. Enthusiasm and interests in ones job	3.33	Satisfied
7. Superior's respect in the subordinates	3.56	Very Satisfied
8. Influence within organization	3.33	Satisfied
9. Fairness	3.28	Satisfied
10. Supervision of school/ college administrators	2.89	Satisfied
11. Fatigue avoidance	3.44	Satisfied
12. Image and regard of the school/college	3.84	Very Satisfied
<b>Overall Weighted Mean</b>	<b>3.38</b>	<b>Satisfied</b>

Legend:  $x$  = weighted mean; 5 - (4.5 – 5.0) Very much satisfied;  
 4 - (3.5 - 4.49) Very Satisfied; 3 - ( 2.5 - 3.49) Satisfied;  
 2 - (1.5 - 2.49) Less satisfied; 1-(0.5 - 1.49) Not satisfied at all

and interests in one's job ( $x = 3.33$ ); 4) Influence within organization ( $x = 3.33$ ); 5) Fairness ( $x = 3.28$ ); 6) Clarity of job description & functions ( $x = 3.17$ ); 7) Participation in group decision-making ( $x = 3.0$ ). The lowest rating given but still within the **satisfied** level was on supervision of school/college administrators which obtained a weighted mean of 2.89.

The overall level of the teachers' global job satisfaction is 3.38 which is interpreted as **satisfied**. The level of job facets satisfaction of teachers is shown in Table 4.b. There were eleven (11) indicators of job satisfaction considered in this study.

Among all the indicators specified in the table, only one (1) was considered a very satisfied level with a weighted mean of 3.5, and this was on the relationship of teachers with their pupils. This implies that during the conduct of any CES activity or project, both teachers and pupils involved worked together harmoniously without any interpersonal relationship problem.

The rest of the indicators of job facets satisfaction, were: seven (7) of them, were rated to a level interpreted as "satisfied" and with respective weighted means below 3.5. down to 2.5. The seven (7) indicators arranged in their descending order of their respective weighted mean are as follows: 1) Relationships with teaching and non-teaching personnel ( $x = 3.39$ ); 2) Relationship with parents and other stakeholders ( $x = 3.22$ ); 3) Work environment, also with a weighted mean of 3.22; 4) Relationship with administrators/principal ( $x = 3.17$ ); 5) Professional Growth /faculty development ( $x = 3.11$ ); 6) Basic Salary ( $x = 3.06$ ); and 7) Academic rank/position ( $x = 2.94$ ).

There were three (3) indicators of job facet satisfaction which teachers at the level of a point-scale of one (1), an indication that they were not at all satisfied. In an individual casual interview with them, they said they were not at all given any monetary incentives, fringe benefits or loyalty award for

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other tasks assigned to them in line with community extension service rendered.

On the whole, the level of job facets satisfaction of teacher-respondents, as statistically analyzed, arrived at a general weighted mean of 3.17, interpreted as “satisfied”.

**Table 4.b**  
*Level of Job Facets Satisfaction of Teachers*

<b>Indicators</b>	<b>x</b>	<b>Interpretation</b>
1. Basic Salary	3.06	Satisfied
2. Monetary incentives for other assigned tasks	1.0	Not Satisfied at all
3. Fringe benefits (monetary or in kind)	1.0	-do-
4. Loyalty Award (monetary or in kind)	1.0	-do-
5. Academic rank/position	2.94	Satisfied
6. Professional Growth / faculty development	3.11	Satisfied
7. Work environment	3.22	Satisfied
8. Relationships with teaching & non-teaching personnel	3.39	Satisfied
9. Relationship with administrators/principal	3.17	Satisfied
10. Relationship with students/pupils	3.5	Very satisfied
11. Relationship with parents and other stakeholders	3.22	Satisfied
<b>Overall Weighted Mean</b>	<b>3.17</b>	<b>Satisfied</b>

Legend: x = weighted mean; 5 - (4.5 – 5.0) Very much satisfied;  
 4 - (3.5 - 4.49) Very Satisfied; 3 - ( 2.5 - 3.49) Satisfied;  
 2 - (1.5 - 2.49) Less satisfied; 1 - (0.5 - 1.49) Not satisfied at all

Table 4.c shows the summary of the level of global and job facets satisfactions of teachers in the DWCL Grade School Department.

**Table 4.c**

*Summary on the Level of Global and Job Facet Satisfaction of Teachers*

<b>Job Satisfaction of Teachers</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. Global Job Satisfaction	3.38	Satisfied
2. Job Facet Satisfaction	3.17	Satisfied
<b>Grand Weighted Mean</b>	<b>3.28</b>	<b>Satisfied</b>

It can be gleaned from the above data that the level of global job satisfaction of the teachers is 3.38, which means that they were satisfied; which was the midway between very much satisfied and not satisfied at all. This implies that while they experienced satisfaction of their CES global job, they had not reached the maximum or highest level of job satisfaction. This was also true to the result of the survey on the level of job facets satisfaction of teachers involved in their school CES Program which obtained an average weighted mean of 3.17, at a level of “satisfied”. The grand weighted mean of these two (2) aspects of job satisfaction is 3.28, generally interpreted as “satisfied”.

Indeed, teachers’ job satisfaction depends on the level to which they like their jobs. Teachers with a high level of job satisfaction hold positive attitudes towards the job they rendered in the school’s CES programs, projects or activities. On the other hand, teachers who were dissatisfied with their job held negative attitudes about the job. The latter did not, however, spell out the DWCL grade school teachers’ dissatisfaction of the many extension services they rendered for the community. Neither did they manifest a negative attitude toward their CES tasks considering that, per result of the survey, the teachers’ level of job satisfaction was indicated at the 3-point scale which means they were satisfied, but not extremely or highly satisfied, thus, the need to enhance their job satisfaction.

Based on all the findings of the study, the researcher was able to deduce the following:

In terms of the demographic profile of teacher-respondents, the following were revealed by the study: a) There were more female than male teachers in the DWCL Grade School Department; b) There were more of the teachers with ages ranging from 21 to 25 years old; c) There were more of the regular/ permanent teachers than probationary teachers; d) Majority of the teachers were receiving a monthly salary of not less than P16,000 and not more than P20,999. Only one (1) of the teachers receiving a monthly salary of not less than P21,000 and not more than P 25,999; e) There were more teachers whose teaching experience (outside and within the DWCL Grade School) is within a period of one (1) year and not more than ten (10) years. A few of them had taught for a period of more than eleven (11) years; f) There were more teachers who had taught in the DWCL Grade School only for about two (2) to three (3) years. A few of them, who did not at all leave the grade school had taught for 15 or more number of years; g) Eleven (11) teachers had been involved in the DWCL Grade School Department CES Program for about six to 30 years; h) Other than classroom teaching tasks and involvement in CES Program, the teachers had been given other special tasks/positions to handle, such as: class adviser, club adviser, Boy/Girl Scouting adviser, student activities coordinator, etc.; i) Majority of the teachers were involved in CES programs, projects and activities, such as: Adopt a Barangay Program; providing educational training for young boys and girls in the adopted Barangay; Adopt a Child Program; Christian Formation and Cleanliness and Beautification; 2) The two most encountered problems by the teachers along global job satisfaction are the following: their non-involvement in planning and organizing; and non-participation in decision-making in matters of CES programs, projects or activities to be initiated; 3) Most teachers claimed that there was no monetary incentives for rendering service on week-ends. Neither should their involvement in CES taken as a basis for future increase in basic salary. No fringe benefits, too, were ever afforded to them; and 4) On the level of job facets

satisfaction, the teachers generally experienced the feelings of being satisfied in most of the indicators included in the study, but not extremely or very much satisfied.

The study recommended the following:

1. For the purpose of enhancing the level of job satisfaction and to resolve certain problems encountered in their CES involvement, the teacher-respondents offered were recommendations/suggestions along global job and job facets satisfactions. Table 5a presents the recommendations offered along global job satisfaction, which were ranked according to frequency and percentage. The suggestions and recommendations offered were the following: 1) Sixteen (16) or 88.89% (rank of 1.5) of the teacher-respondents suggested that they should be involved in planning and organizing CES programs, projects and/or activities; Obtaining the same rank of 1.5 is on the suggestion that teachers should be involved in deliberation and decision-making process whenever it is needed before, during or even after the implementation of any CES activity; 3) The third recommendation offered by 15 or 83.33% of the teacher-respondents was for the school CES Program to improve the image of the school by introducing and undertaking a variety of CES activities every year. Although this aspect got the highest rating among the indicators of the global job satisfaction, the teachers still would want to establish better and stronger image of the school with newer CES activities that could probably be introduced and undertaken; 4) Also eleven (11) or 61.11% of the teachers suggested that there was a need for them to demonstrate more their earnest enthusiasm and interest when being involved in the CES activities, even if they were just obliged by their superior to participate.

**Table 5.a***Recommendations Offered by Teacher-Respondents Along Global Job Satisfaction*

<b>Recommendations</b>	<b>Frequency</b>	<b>Percent</b>	<b>Rank</b>
1. Teacher's ability should match with the CES assigned tasks	12	66.67	4
2. Specific task or job description/functions should be included in a written designation issued to the teachers involved in the CES program, projects and/or activities	11	61.11	5.5
3. Teachers should be involved in planning and organizing CES programs, projects and/or activities.	16	88.89	1.5
4. Teachers should be involved in deliberation and decision-making process.	16	88.89	1.5
5. School administrators should manifest their trust to their subordinates when they are involved in CES.	6	33.33	10.5
6. Trust in colleagues should be built among teachers while working together in any CES programs, projects and/or activities.	6	33.33	10.5
7. Teachers should demonstrate their earnest enthusiasm and interest in their involvement, even if they are just obliged by their superior to participate.	11	61.11	5.5
8. Superior should show respect to his/her subordinates should he/she also wishes to gain respect from Them	9	50	8.5
9. The school head/CES coordinator should practice fair treatment of teachers while at work.	4	22.22	12
10. Supervision and monitoring should be regularly done by the school head/CES coordinator.	10	55.56	7
11. To avoid hectic CES work and over-fatigued on the part of the teachers, there should be rotation of work assignment to give everyone also a time to rest and have family bonding during weekends.	9	50	8.5
12. Improve the image of the school by introducing and undertaking a variety of CES activities every year.	15	83.33	3



2. Another recommendation (4<sup>th</sup> in the rank) was for the school to consider the teachers' ability that should match with the CES tasks assigned to them. There were 12 or 66.67% of the teacher-respondents who opted for this recommendation;

Some other recommendations offered by the respondents are the following: Supervision and monitoring should be regularly done by the school head/CES coordinator (10 or 55.56% teachers); Superior should show respect for his/her subordinates should he/she also wish to gain respect from them (9 or 50% teachers); To avoid hectic CES work and over-fatigue on the part of the teachers, there should be rotation of work assignment to give everyone time to rest and have family bonding during weekends (9 or 50% teachers); School administrators should manifest their trust to their subordinates when they are involved in CES (6 or 33.33% teachers); and The school head/CES coordinator should practice fair treatment of teachers while at work (4 or 22.22% teachers).

Along the aspects on job facets satisfaction, Table 5.a shows the following first six (6) recommendations/suggestions offered/proposed by the teacher-respondents: Conduct a seminar for parents focused on good personal and interpersonal relationship with teachers, among parents and with other school personnel (15 or 83.33% teachers); Conduct a seminar-workshop on team-building for teachers and parents in the community in order to establish better cooperation and harmonious relationship among them (15 or 83.33% teachers); Recognition should be given to teachers who have shown dedication and loyalty for rendering service in all CES programs, projects and/or activities (14 or 77.78% teachers); Monetary incentives should be given to teachers who actively and regularly perform their assigned tasks in CES considering the time and effort they spend during weekends, if not a commensurate increase in basic salary (13 or 72.22% teachers); Additional fringe benefits be given to teachers who are involved in CES programs, projects and/or activities (12 or 66.67% teachers); and Teachers who are actively involved in the school CES should have the chance to avail of any opportunity for professional growth or faculty development

(study grant for master's degree/doctorate degree or attendance to regional, national or international seminar-workshop or training programs related to CES) .

The other recommendations/suggestions in Table 5.b as given by the teacher respondents are the following: Maintain a sound personal and interpersonal relationship with school administrators and non- teaching staff (8 or 44.44% teachers); Active and regular involvement in CES of the school should at least be given a commensurate increase in ones basic salary as a teacher (10 or 55.56% teachers); Find a way to establish a better social climate for personal and interpersonal relationship with the CES coordinator (9 or 50% teachers); Create a good personal and interpersonal relationship with colleagues (9 or 50% teachers); Long tenure in CES involvement should be made as one of the criteria to be considered for a teacher's promotion in academic rank / position (8 or 44.44% teachers).

The least number of teacher-respondents numbering to six (6) or 33.33% of them recommended the following: As teachers, they should always maintain a good personal and interpersonal relationship with students; and Improve personal and interpersonal relationship with people in the community. These two (2) recommendations got the least number of teachers who opted for them considering that these were not much of a problem encountered by them as disclosed earlier. The researcher recommends the following topics for further studies: Job Satisfaction of Teachers in Relation to Their Work Performance; Teachers' Job Satisfaction and Students' Scholastic Performance in: a) a particular subject-area in a grade level: b) general academic achievement in school at a particular grade level; Job Satisfaction of Part Time Faculty in Selected Community Colleges; Job Satisfaction of Hired Substitute Teachers in Some Selected Urban and Rural Elementary Schools in the Province of Albay.

**Table 5.b***Recommendations Offered by Teacher-Respondents  
Along Job Facets Satisfaction*

Recommendations	Frequency	Percent	Rank
1.Active and regular involvement in CES of the school should at least be given a commensurate increase in one's basic salary as a teacher.	10	55.56	7
2.Monetary incentives should be given to teachers who actively and regularly perform their assigned tasks in CES considering the time and effort they spend during weekends, if not a commensurate increase in basic salary.	13	72.22	4
3.Additional fringe benefits by given to teachers who are involved in CES programs, projects and/or activities.	12	66.67	5
4.Recognition should be given to teachers who have shown dedication and loyalty for rendering service in all CES programs, projects and/or activities	14	77.78	3
5.Long tenure in CES involvement should be made as one of the criteria to be considered for a teacher's promotion in academic rank / position.	8	44.44	11
6.Teachers who are actively involved in the school CES should be availed of any opportunity for professional growth or faculty development (study grant for master's degree/doctorate degree or attendance to regional, national or international seminar-workshop or training programs related to CES.	11	61.11	6
7.The school CES must undertake a campaign for proper and clean environment in the barangay where they conduct the CES in order to have a healthy work place or environment.	10	55.56	9
8.Find a way to establish a better social climate for personal and interpersonal relationship with the CES coordinator.	9	50	12
9.Create a good personal and interpersonal relationship with colleagues	9	50	9
10.Maintain a sound personal and interpersonal relationship with school administrators and non-teaching staff	8	44.44	9
11.As teachers, always maintain a good personal and interpersonal relationship with students.	6	33.33	13.5
12.Conduct a seminar for parents focused on good personal and interpersonal relationship with teachers, among parents and with other school personnel.	15	83.33	1.5
13.Improve personal and interpersonal relationship with people in the community.	6	33.33	13.5
14.Conduct a seminar-workshop on team-building for teachers and parents in the community in order to establish better cooperation and harmonious relationship among them.	15	83.33	1.5

The researcher recommends the following topics for further studies: Job Satisfaction of Teachers in Relation to Their Work Performance; Teachers' Job Satisfaction and Students' Scholastic Performance in: a) a particular subject-area in a grade level: b) general academic achievement in school at a particular grade level; Job Satisfaction of Part Time Faculty in Selected Community Colleges; Job Satisfaction of Hired Substitute Teachers in Some Selected Urban and Rural Elementary Schools in the Province of Albay.

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## **PROGRAMS:**

- |                        |                          |
|------------------------|--------------------------|
| A. Pre-School Level:   | Kindergarten-Preparatory |
| B. Primary Level:      | Grade I to Grade III     |
| C. Intermediate Level: | Grade IV to Grade VI     |







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