

**TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHERS' WORK
VALUES IN RELATION TO JOB SATISFACTION**

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Master of Arts in Education

major in Technology and Livelihood Education

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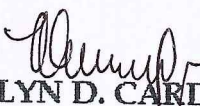
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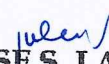
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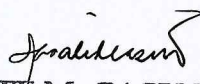

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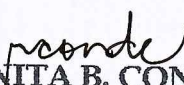
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Dedication

*This Thesis is wholeheartedly dedicated
to my very supportive husband
Mr. Elmer I. Macha and
to our two children
Jhon Mher and John Rey.*

*For their moral and spiritual support
and inspiration to them and
I proudly dedicated this piece.*

Terry

ABSTRACT

This study determined the work values of T.L.E. teachers in the Division of Catbalogan City and find out whether it has significant relationship to their job satisfaction level for school year 2013-2014. The descriptive-correlational research design was used to determine the motivational needs and work values of T.L.E. teachers and their relationship to the teacher's job satisfaction. The teacher-respondents assessed themselves to have "high" work values on "productivity", "proper use of tools and resources", and "responsiveness to supervision". Moreover, they assessed their work values as "moderate" on "adherence to policies", "punctuality and attendance," "cooperativeness and teamwork," "integrity and honesty, " and "observance of safety provisions." There is a significant positive relationship between job satisfaction along these two areas and the teacher's level of cooperativeness and teamwork have higher level of job satisfaction along "work on present job," and "job in general." Moreover, those who have low level of cooperativeness and teamwork have likewise low level of job satisfaction along these two areas. Work values on "Integrity and Honesty" as well as "observance of safety provisions" had nothing to do with the teacher-respondent's job satisfaction level. For the recommendation, there should be a functional staff development program for TLE teachers to ensure that they finish their they finish their master's degree and be able to proceed to the doctorate level. The development program shall likewise include scheduling of these teachers for their attendance in in-service and in-house trainings.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Teachers who are satisfied with their jobs exhibit positive work attitudes and values which are major contributing factors for high performance and productivity. On the other hand, teachers who are dissatisfied with their jobs manifest negative behavior that retards attainment of goals and objectives of the school system. If dissatisfaction in the school system continues unabated, it will cause more serious conditions that are altogether disadvantageous and inimical to the school organization. High rate of teacher turn-over, frequent leave of absence, tardiness, and misunderstanding between the supervisor and supervisees and among the supervisees themselves are apparent manifestation of work dissatisfaction and disenchantment (Schuler, 1983).

For the purpose of enhancing performance and productivity, developing and sustaining conditions of wholesome working environment it is worthwhile investigating as to the factors that affect job satisfaction. There are many ways that can affect the productivity. The most important variable is the teacher. Teacher is person who apply the plans and programs during the teaching - learning (Atakh, 2000) (Lee, 1996). The success of the teaching and learning activity mostly depends on the teacher. Moreover, is the most important factor in

the process of increasing the quality of education up to the expected level? Satisfaction or non-satisfaction of the teacher during his career, also changes the schools' structure and application. If the teachers' personal characteristics and expected work characteristic are fulfilled, they are more motivated and productive (Bilgin, 2006). The dissatisfaction of the teachers with their world does not affect only to them but affect the school too. Teachers who are disappointed with the job can develop negative reaction against their job. The job satisfaction is one of the signs of teachers 'attitude /values towards work. The success of any institutional institutions is dependent on the teachers (Cotton, 2003). More importantly, they must set as examples of possessing appropriate work values.

Alabastro (2002) stressed that the challenge for teachers in T.H.E. / T.L.E. is to become real models for learning organization by possessing mastery of the details and insuring that there pedagogies fit into the new organizational realities. As understood from this discourses and in response to these challenge and considering the immense role that work values play in the fulfillment of ant educational goals and objectives and promote job satisfaction of T.L.E teachers, the researcher was inspired to determine the significant relationship between the work values and job satisfaction. Hence, this study was conducted.

Statement of the Problem

This study determined the work values of T.L.E. teachers in the Division of Catbalogan City and find out whether it has significant relationship to their job satisfaction level for school year 2013 – 2014.

Specifically, this study sought to answer the following questions:

1. What is the profile of the TLE teachers as to:
 - 1.1 age and sex;
 - 1.2 civil status;
 - 1.3 socio-economic status;
 - 1.4 teaching experience;
 - 1.5 present position;
 - 1.6 educational qualification and;
 - 1.7 in- service training, and
 - 1.8 Latest performance rating?
2. What is the level of job satisfaction of the teacher-respondents, along the following:
 - 2.1 work on present job;
 - 2.2 pay;
 - 2.3 opportunities for promotion;
 - 2.4 supervision;
 - 2.5 people in present job, and
 - 2.6 job in general?

3. To what extent are the work values practiced by the TLE Teachers as perceived by themselves and their students, along the following:

- 3.1 adherence to Policies;
- 3.2 punctuality and Attendance;
- 3.3 cooperativeness and Teamwork;
- 3.4 integrity and Honesty;
- 3.5 observance and Safety Provisions;
- 3.6 productivity;
- 3.7 proper Use of Tools and resources, and
- 3.8 responsiveness to Supervision?

4. Is there a significant difference between the perceptions of the teachers and students relative to the work values practiced by TLE teachers along the eight dimensions?

5. Is there a significant relationship between the level of job satisfaction of TLE teachers and their:

- 5.1 Profile, and
- 5.2 work values?

6. What implications can be derived from the findings of this study?

Hypotheses

Based on the problems presented the following are the hypotheses of the study as follows:

1. There is no significant difference between the perceptions of the teachers and students relative to the work values practiced by TLE teachers along the following dimensions:

- 1.1 Adherence to Policies;
- 1.2 Punctuality and Attendance;
- 1.3 Cooperativeness and Teamwork;
- 1.4 Integrity and Honesty;
- 1.5 Observance and Safety Provisions;
- 1.6 Productivity;
- 1.7 Proper Use of Tools and resources, and
- 1.8 Responsiveness to Supervision.

2. There is no significant relationship between the level of job satisfaction of TLE teachers and their:

- 2.1 profile, and
- 2.2 work values

Theoretical Framework

This study is anchored on the classic theories of job satisfaction of Campbell, Dunnette, Laufer and Weik (1970), the job satisfaction and process

theory that try to give an account values relate to the characteristics of the job to produce job satisfaction.

There are three important dimension of job satisfaction. First job satisfaction is an emotional response to a job situation. As such it cannot be seen it can only be inferred. Second job satisfaction is often determined by how well outcomes meet or exceed expectative. For example if organizational participant feel that they are making much harder their others in the department but are receiving fewer rewards. There will probably have a negative attitude toward the work they will be dissatisfied. On the other hand, if they feel are treated very well and are being paid equitably, they have likely to have a positive attitude towards the job. They will have job satisfaction. Third job satisfaction represents several wanted attitudes, the work itself: the extent to which the job provides the individual within testing tasks, opportunities for learning and chance to accept responsibility:

To new crop of workers that have emerged today are better educated and have set their own personal goals to be achieved. Another theory looked into by this study is that of Edwin Locks (Manson, 1984: 332) goal-setting theory of motivation. This theory has a common-sense appeal and is clearly relevant to the world of work. Locke argues that our primary motivation in a work situation can be defined in terms of our desire to achieve a particular goal. The goal represents what we intend to do at a given time in the future. Goals are important in any

endeavor; motivating and guiding our behavior so that we perform in the most effective way.

Goals facilitate job performance and satisfaction in four ways: they direct attention and action: they mobilize energy and effort: they increase persistence, and they motivate the development of the behaviors that are appropriate and necessary to attain the goals.

Locke's Range of affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren't met. When a person values a particular facet of job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn't value the facet. This theory also states that too much of a particular facet will produce strongly feelings of dissatisfaction the more a worker values that fact.

Another well-known job satisfaction theory is the dispositional theory. It is a very general theory that suggests that people have innate dissatisfactions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job tends to be stable one time and across careers and jobs.

Conceptual Framework

It will focus on TLE Teachers, Administrators and Students of Secondary School in Catbalogan City Division, with regards to their perception on the level of job satisfaction of teachers along: work on present job, pay, opportunities for promotions, supervision, people in present job, and job in general, in relation to teachers profile to: age and sex, civil status, socio-economic status, teaching experiences, present position and latest performance rating. Furthermore, these two components will still be studied in relation to the extent of the work values practiced by teachers as perceived by their students along adherence to policies, punctuality and attendance, cooperativeness and teamwork, integrity and honesty observance and safety provisions, productivity, proper use of tools and measures and responsiveness to supervision.

Feedback will be considered from the TLE teacher's administrators and students of secondary schools in Catbalogan City division to come up with their findings and recommendations for an improved performance and professional excellence of TLE teachers.

The schema of this study is shown in Figure 1. It depicts the totality of how the study was conducted within the research environment of Catbalogan City Division Secondary Schools.

The study delved into the perception of the teachers and administrators in terms of job satisfaction of teachers. It also show the work values of teachers and

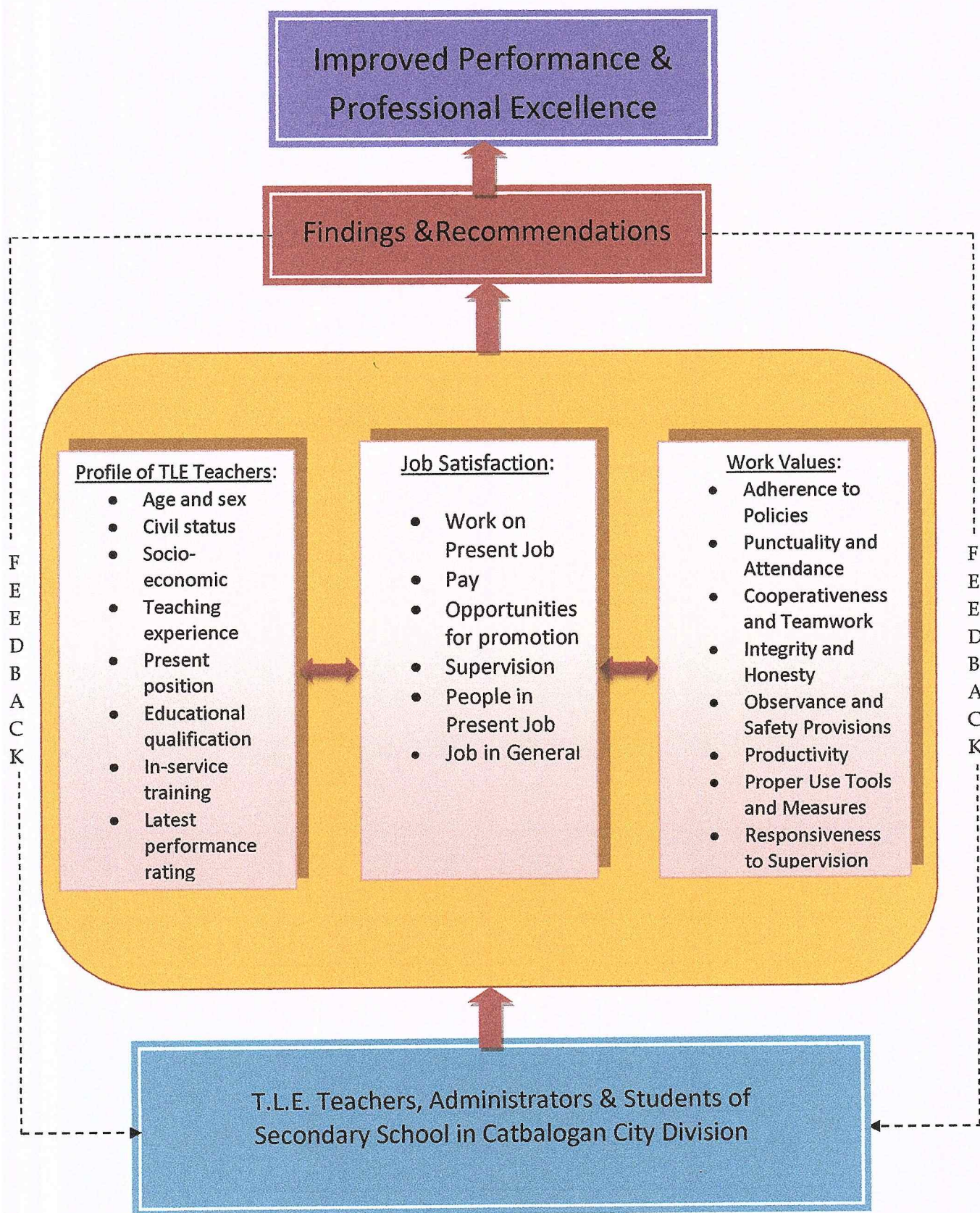


Figure 1. Conceptual Framework of the Study

perceive by teachers themselves and the students and teacher-related variables is being correlated to the teachers' that somehow relates to job satisfaction of teachers.

It is envisioned that teachers perform best when they are satisfied with their job. Improved work values that lead to effective job satisfaction. Result of the study would improve the performance of teachers which may eventually lead to professional excellence.

Significance of the Study

This study is significant to policy makers, school administrators, teachers, students, the community in general and future/prospective researchers.

If the school fails to attain its goals and objectives the root cause of such failure may be traced to factors which deal with interrelationship of school administrators and teachers.

To the teachers. This study is likewise significant for the teachers for the reason that job satisfaction is realized to the extent that their motivational work value are developed. Job dissatisfaction is a consequence of continuing failure to satisfy motivational needs. Teachers who derive satisfaction with their jobs perform better than those who are dissatisfied. This study would somehow guide the teachers in directing their efforts towards the satisfaction of their motivational needs.

To the students. It would generate high student achievements through high performing teachers who are satisfied with their jobs. Moreover, some implications may be derived from the teaching-learning environment that is managed by a happy and satisfied teacher; that her mood, dispositions, and attitude would cause a happy learning relationship between the teacher and her pupils.

To the school administrators. The leadership theories and principles embodied herein would serve as guide for the school administrator in the performance of their leadership roles. Such leadership theories and principles may be applied in different leadership environment. The school administrator who desires to improve his effectiveness in leadership would benefit from the leadership styles that are found to be effective in different schools or districts covered by this study. Moreover, this study would guide the school administrator in self-evaluating and improving his leadership styles to enhance his effectiveness as an educational leader.

To the policy makers. This study would give educational policy makers such knowledge particularly on the motivational needs of teachers and work values of teachers as they relate to job satisfactions of teachers. Such knowledge would be useful for management to redirect its efforts towards job satisfaction of teachers and fulfillment of teachers' motivational needs as well as the work values.

To the community. It would provide community members with knowledge of the motivational needs of man. It would likewise give insights into the behavior of teachers and other professionals and workers in various fields of endeavor and finally a guide on how to become an effective leader.

To future researchers. It is likewise significant for this may be used as reference, and this may encourage them to undertake a similar study with a different research environment.

Scope and Delimitation

This study focused on determining whether there is a significant relationship between the work values of the T.L.E. teachers as well as their job satisfaction level.

The work values covered eight dimensions, namely: 1) Adherence to Policies; 2) Punctuality and Attendance; 3) Cooperativeness and Teamwork; 4) Integrity and Honesty; 5) Observance and Safety Provisions; 6) Productivity; 7) Proper Use of Tools and Resources ; and 8) Responsiveness to Supervision.

On the other hand, the job satisfaction of the teachers were analyzed considering six areas, as follows: 1) Work on present job; 2) Pay; 3) Opportunities for promotion; 4) Supervision; 5) People in present job; and 6) Job in general.

This study covered the secondary schools in the Division of Catbalogan City. The respondents were the Teachers and 405 students selected through stratified random sampling.

The following were the respondent-schools: Guinsorongan Integrated School, Samar National School, Catbalogan National Comprehensive High School, Pangdan and Silanga National High School (see map for the location of these schools).

Definition of Terms

For clarity and better understanding the following terms are herein defined conceptually and operationally within the context of effective motivation work values and job satisfaction.

Adherence/policies. This term refers to act of doing what is required from a worker (Collins Thesaurus of English Language, 2002). In this study, it refers to strictly following the different policies set by an institution or workplace.

Administrators. Administrators is a generic term that refers to a person responsible for the total management of an educational system, institution or division (Good, 1973: 15). In this study it refers to the head of a school or district such as District Supervisor, Principal, Head Teacher and Teacher-in-Charge.

Cooperativeness. An act of being cooperative jointly plans together, negotiate mutual roles and share resources to achieve joint goals but maintain separate identities (Webster Universal Dictionary and Thesaurus, 2002). In this

study, this term referred to the teachers' value of avoiding together with her fellow teachers and students to achieve the goal of the educational institution or the school where she is teaching.

Cooperative/teamwork. The process of working collaboratively with a group of people in order to achieve a goal (dictionary.com.unabridged, 2014). In this study it is the group cooperation in which the individual skills are visible so that certain output will be meet.

Excellence. This term refers to a fact or state of excellence; superiority (Thronldike and Blommfield: 499). In this study it is specifically described as professional excellence which means superior professional performance of teachers who have been motivated efficiently and effectively by school administrators, who endeavored to work for a highest professional standard.

Honesty. It is the quality of being fair, impartial, and unwilling to be deceived or take advantage of others (Good, 1973). As employed in this study, it refers to the personality trait as one of the work values that teacher may process; being morally upright; being consistent in what he/she says and does; being credible and having excellent reputation for trustworthiness.

Integrity. This refers to an uncompromising adherence to a code of moral, artistic or other values; utter sincerity, honest candor; avoidance of deception, expediency, artificiality or shallowness of any kind, (Webster, 1986). An used in this study it refers to the personality trait towards work of the teachers to be credible and have an excellent reputation; not violating confidences.

Integrity/honesty. The quality of processing and steadfastly adhering to high moral principles or professional standards and the characteristics of being far, truthful and morally upright (www.thefreedictionary.com). In this study, it means a personnel possessing truthful and morally upright characteristics towards work.

Job in general. As a specific job based on a job analysis. Which include duties and responsibilities (www.businessdictionary.com). In this study, it is a teaching job which is a paid position of a regular employee which carry out teaching-learning situation.

Job satisfaction. In essence, job satisfaction represents the constellation of a person's attitude towards or about a job as a whole. It is a function of satisfaction with different aspects of the job (supervision, pay, the work itself) and of the particular weight or importance one attaches to these components (Bateman: 1986:338). In this study, job satisfaction refers to the teachers feeling of satisfaction towards their work in such aspects as the working condition, changes for advancement, salary etc.

Morale. This term refers to the general level or tone of the attitudes of personnel in an institution (Good, 1973: 373). In this study it refers to the enthusiasm and attitudes of teachers and administrators in a school or distinct.

Need. A requirement of an organism for survival, growth, reproduction, health, social acceptance, etc. (Good, 1973:383). In this study it is specifically described as teachers' motivational needs which refer to individual needs that

motivate teacher behavior towards its fulfillment such as need for recognition, status, advancement etc.

Observance and safety provisions. Given close attention for protection from risk or harm or injury (fwms@galicom.com). In this study, it is the adherence to safety rules in the workplace to avoid danger.

Opportunities for promotions. A combination of favorable circumstances or situation, specially done that offers some kind of advantage (encarta.english.dictionary). In this study, it is the chances for advancement to a more job or higher rank in a specific job position.

Pay. Is to give somebody many for work done or for goods or services provided (Webster's ninth collegiate dictionary). In this study, it is the remuneration receives by a faculty after doing the teaching job at the end of the month.

Performance. This term means the actual accomplishment as distinguished from potential ability (Good, 1973: 414). In this study it refers to teachers' actual accomplishment vis-à-vis the goals and objectives of the school system. It is also the expected result, if through management redirection teachers motivational needs are met and they are satisfied with their jobs.

People in Present Job. Are persons or individual who perform a trade or profession regularly (Collins Thesaurus English language, 2002). In this study it concerns the teachers who are currently employed in the teaching profession.

Productivity. The rate of which a company produces goods or services in relation to the amount of materials and member of employees needed (Webster's ninth collegiate dictionary). On this study, it is the skillful output of a teacher with regards to her/his performances.

Proper use of tools and resources. The appropriate way of putting something into action with the use of a device for doing work (www.businessdictionary.com). In this study, it is the correctness of doing work and services with the aid of tools and available resources in the workplace.

Professional. Is participating for gain or livelihood in an activity or field of endeavor often engaged in by amateurs (Webster's ninth new collegiate dictionary). In this study, it refers to the teachers teaching T.L.E who acquired knowledge and skills in their major field.

Punctuality. This term refers to being prompt or on time (Webster Universal Dictionary and Thesaurus, 2002). On this study, this referred to the teachers' being on time/ prompt in attending his/her TLE Classes and in submitting reports.

Punctuality and attendance. This term means the member of times a person attend work being on time (dictionary.com.unabridge, 2014). In this study, it is the observance of coming to work before time and being prompt and be at work always.

Responsiveness to supervision. Reacting quickly to any activity or task being carried out by somebody (www.thefreedictionary.com). In this study, it is

the carrying out of a task and to ensure it is being done correctly after a person of authority had assigned such task.

Socio-economic. This term relates to income and social position considered as a single factor (Gove, 1986). In this study socio-economic status is defined operationally as family income.

Supervision. Is to be in-charge of a group of people engage in an activity or took and keep order or ensure that they perform it correctly. In this study, it is to ever see a certain activities so that it could be done with proficiency in a specific time and place.

Teacher - respondents. This term refers to the teacher who answers the questioner (Webster Universal Dictionary and Thesaurus, 2002: 441). In this study the term refers to the teachers of public secondary schools in Catbalogan City, teaching Technology and Livelihood Education (T.L.E.) in the four respondent school chosen.

Work on present job. Is an activity that is a part of a job or occupation (www.business.dictionaty.com). In this study this is a place wherein someone is employed and is being paid after an activity is done or accomplished with quality performance.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter some literature gathering from books, journals, encyclopedia and other reading, materials of local and foreign authors, which helped the researcher gain more information regarding the problems of this study. In addition, the research reviewed unpublished materials such as theses and dissertation papers that were found relevant to the present study.

Related Literature

One of the identified issues concerning performance of the teachers and students is the attitudinal aspect of the teachers.

One of the initiatives that schools should pursue to address the issue on performance of students in school is to probe to teacher – related factors that may have influence over it such as their work values. However, Luthens (2005:15) maintained that work values should be understood within a broader national culture, which is roughly defined as the language, value and beliefs of a given group of people. Thus, how teachers think, feel and behave is dictated by situations they find themselves into.

To these regard, Rokeach (2003), suggested that the teachers' role should included the total range of duties, services or responsibilities they are expected to fulfill, including setting as examples of good values. The values they have to

uphold could be those that are relevant to the individuals such as work habits, self – discipline, patience and honesty and those that are seen socially cohesive such as sharing, kindness, cooperation and tolerance.

More specifically, the work values that teachers ought to convey to their students extend from minimizing disruption and maximizing learning in the classroom to the inculcation of values for life. However, a more important question is how the teachers would be able to effectively convey work values they would want their students to imbibe.

According to Newstrom (2007), the process of work is directly related to job satisfaction. If employees are not satisfied with their job, the overall progress of system is affected. The administrators should periodically study the job satisfaction of the employees and try to improve it by promoting human values and dignity. The importance of job satisfaction in an education system is very vital than in any other organization. Education is not merely the transfer of information but overall development of human personality. This can only be possible if teachers of secondary schools are satisfied with their jobs. Quality education and human development is only possible if the people involved in the system are satisfied with their work.

There are two types of factors affecting the job satisfaction situational characteristics and situational occurrences: there are considered as major factors of job satisfaction. Situational characteristics are salary, supervisory practices, working environment, promotion. Whereas situational occurrences are either

positive like extra vacation time, rewards etc. or negative like faulty equipment (Quarstein, McAfee, & Glassman, 1992). Another view is that job satisfaction is a behavior that shows the satisfaction level of an individual at their work place (Griffin, 2000).

Job Satisfaction is one of the most important and significant variables in organizational behavior and in work organizations. It is the general attitude of an employee to the job. The higher the job satisfaction, the more likely workers will hold a positive attitude toward their jobs (Wang and Tang, 2003) and are more likely to be committed to the organization. Similarly, workers with higher level of job satisfaction would display a decreased propensity to such for a job and decreased propensity to leave the organization (Wring and Bonett, 2007). In the same way, employees who perceive their needs as unmet grow in general dissatisfaction and become increasingly attracted to competing places of employment (Tziner, 2006), and often result in voluntary termination and organizationally turnover (Mathien and Zajore, 1990).

Thus, since turnover appears to be a major issue for many organizations and indeed a problem of considerable importance because of the costs associated with hiring and training new personnel; rewards, particularly intrinsic rewards, such as interesting job and job autonomy, are found to be major drivers of job satisfaction for most countries (Westroner and Taylor, 2010).

What makes a job satisfying or dissatisfying is not limited to the nature of the job but it also depends upon the individuals' perceptions, attitudes and expectations towards the job itself (Hong Lu, et al., 2005).

It has been widely argued in management, total quality management, operational sciences and service literatures that improving job satisfaction and loyalty leads to higher productivity and profits (Silvestro, 2002).

While many argue that each business entity whether small, medium, or big has its own unique way of motivating its employees, job satisfaction of workers can be commonly grouped into five distinct model categories.

Need fulfillment, discrepancies, value attainment, equity, and dispositional/genetic components models (Kinicki and Kreitner, 2007). These are explained as: need fulfillment is based on the satisfaction determined by the extent to which a job, with its specified characteristics and duties, allows an individual worker to meet his/her personal needs. Second, the discrepancy model explains that satisfaction is a result of met, or sometimes unmet, expectation. Third, the value attainment models are based on the belief that satisfaction comes from the perception that one's job fulfills an individual's work values.

Fourth, the equity models assert that satisfaction is based on the perception of how fairly an individual is treated at work. This is largely based on how one's own work outcomes, relative to his/her inputs and efforts, compare to the input/output of others in the workplace, and lastly; the dispositional/genetic

components models suggest that individual employee differences are just as important for determining job satisfaction and success as workplace related factors (Kinicki and Kreitner, 2007).

In any education system the secondary level is very important stage as it is a link between the elementary and higher education. Secondary teachers have to work hard to prepare the young students for future education. If they are not given due reward for their services, their satisfaction level decreases and they will be unable to perform their duty properly. According to Bavendam (2000) job satisfaction of teachers is too important because their attitude towards job affect the learning process of the students. Only satisfied teachers can perform well in the classrooms and their quality of teaching improves. They become more industrious and show greater commitment to the teaching learning process. Their retention rate also becomes higher. In Pakistan the job satisfaction at secondary school level was conducted by Mahmood (2004) and results show that secondary schools teachers were not satisfied with compensation, advancement, and policies of education. Satisfaction, dissatisfaction in the job causes success or failure of any system or organization. So, it is pertinent to be aware of the job satisfaction level of secondary school teachers. The present study is a serious attempt to find out the job satisfaction level of secondary school teachers working in the Education System of Pakistan.

Cotton (2003) indicated that the methods teachers use for demonstrating and fostering work values were based more on providing a role model, informal

approaches and the hidden curriculum than on formal teaching. According to them, formal teaching of work values was usually for religious and moral education, with occasional mentions of personal and social development, environmental studies, health education and topic development, environmental studies, health education and topic work. It is thus clear that teachers put more emphasis of exploiting the reality of actual incidents rather than on considering work values in the abstract or artificially contrived circumstances.

Greenberg (2005) clarified that teaching work values is not necessarily about teaching different things but about teaching in a different way. They elaborated that work values can be communicated in the classroom in three main ways, namely, (a) through content, (b) through process and (c) through application. The content of the lesson, indicated by the specific subject matter, can be used to draw out a particular work value. In some cases, however, teachers can use actual process of the lesson to create the necessary interaction with the work value in questions. Finally, practical classroom activities may be done to foster work values on the part of the students.

The field of Technology and Livelihood Education (T.L.E.) needs to channel into the mainstream of the 21st century by broadening its coverage from domestic arts such as cooking, nutrition and needlework to topics such as child development, consumer education and clothing and textiles. Alabastro (2002: 7) laid out specific learning capabilities that teachers in said field should consider, as follows: (a) the capacity of people to have a sense of purpose and to build

genuinely shared vision, (b) the ability of people to see larger patterns and understand interdependency by developing a skill called systems thinking, and (c) developing in people an increased reflective capabilities in order that they become more aware of their own assumptions.

Such an overwhelming role necessitates the teachers' development of competencies such as possessing the right work values that their students may emulate. Based on the foregoing literature, work values of teachers are important considerations that can help assess the performance of students in school.

As such, the present study is a timely research considering that teachers in Technology and Livelihood Education (T.L.E.) in the public secondary schools of Catbalogan, Samar ought to possess the kind of work values that would promote and foster academic performance among the students of said schools.

Related Studies

A Perusal of master's Thesis and dissertations on motivational needs, work values and job satisfaction is presented in order that this study will have authoritative references to support its concepts and assumptions.

Manatad (2005) on her study on work values of teachers and academic performance of students in technology and livelihood education of public secondary schools in Catbalogan found out that job content satisfiers varies with reference to age, with reference to sex, with reference to civil status and with reference to place of assignment and performance rating: 1) With reference to

age. It reveals a room for enrichment in achievement responsibility and personal growth. There is high level of job satisfaction in work interest; 2) With reference to sex, both male and female had a high level of job satisfaction in advancement and in personal growth. They feel they have to grow professionally regardless of sex; 3) With reference to civil status there is room for enrichment in all job content satisfiers. Married teachers have high level of job satisfaction in advancement and work interest, and 4) With reference to place of assignment, there is room for enrichment in all job content satisfiers except in advancement. It was recommended that school administrators should do something worthwhile, something they can be proud of.

Manatad's study bears relationship with the present study, specifically on the variables of age, sex, socio - economic status and civil status, which were related to their job satisfaction. The studies differ on the inclusion of academic performance of the students and other job satisfiers used in the present study.

In, 2001, Bandilla conducted the study that assessed the work values and leadership styles of the elementary schools principals in the division of Samar and hoe these variables influence the teaching performance of grade 6 teachers using a descriptive correlational research design, it employed all the principals of grade 6 teachers and randomly selected grade 6 pupils in the 27 central elementary schools in Northern Samar. Work values inventory and questioner were use as data gathering instrument.

The study revealed that the elementary principals belonged to the 55 – 60 age group, females, and married, M.A. degree holders and had 6 – 10 years administrative and supervisory experience. Both the principals and the teachers assessed the principals' work values as "very satisfactory". More so, it found out that the principals' work values did not affect their teachers' teaching performance.

The similarity between the two studies centered on having work values as variates considered. In addition, both studies used descriptive – correlation research design to the relationship between work values and another variate. Despite their similarities, they nevertheless differed in some aspects.

In the first place, Bandillas study correlated work values with teaching performance were as in the present study, work values correlated with the academic performance in technology and livelihood education of secondary students. In the second place, the previous study involved elementary principals , teachers and pupils in grade 6 in seven central elementary schools in Northern Samar. By contrast, these study included all the teachers in Technology and Livelihood Education (T.L.E.) and Secondary students in public secondary schools in Catbalogan, City.

Kuo (2003) studied and the effects of work values on work attitudes among private security guards in the southern part of Taiwan. The results of the study indicated that (a) most of private security guards are re-employed and most of their previous positions are at non-managerial levels, (b) private security

guards emphasized most on the work value of "the orientation of organizational security and economy" but least on "the orientation of stability and free from anxiety", (c) the occupation of a private security guard should possess the work value of higher "orientation of social interaction" and lower "orientation of stability and free from anxiety" and (d) among the work values, "the orientation of self-realization, the orientation of self-esteem, and the orientation of stability and free from anxiety" had significant positive effect on job satisfaction.

Since the previous research dealt with work values, it is similar to the present study, which also considered work values as they influenced academic performance in Technology and Livelihood Education (T.L.E.) of students in public secondary schools in Catbalogan, Samar. They differed, however, because the study of Kuo focused on work values as they affect the work attitudes whereas the present one centered on work values as they influenced academic performance of students. In addition, the present study involved teachers in T.L.E. and secondary students in public secondary schools as respondents whereas the study cited here involved private security guards in Taiwan.

In 2002, Froilan looked into some teachers and other related variables and how these influence the senior students' attitudes and achievement in P.E. IV in public secondary schools in North Samar during the school year 2001-2002.

It disclosed that the majority of the fourth year P.E.

Teachers in public secondary schools were neither major nor minor in P.E. or PEHM, but had favorable self-assessment of their attitudes towards P.E.

Furthermore, the teachers and administrators rated the teachers teaching performance "very satisfactory" while the students rated it "satisfactory". A significant relationship was found between the students' attitude towards P.E. and all the teacher- and other -related variables and between the students' written achievement in P.E. and all the teacher- and other-related variables.

The study of Froilan is cited here insofar as it tackled some teacher-related variables and how they relate to students' attitudes and achievement in P.E. the present study also attempted to get the relationship between teacher-related variates and academic performance in T.L.E. of the secondary students. The differed, though, in the sense that the study of Froilan centered on teacher-related variables, except work values, and P.E. instead of Technology and Livelihood Education (T.L.E.).

The studies reviewed differed in several respect with the present study but somehow they provided insights for the conduct of the present study inasmuch as they dealt with performance of students in school, work values and relationship between the two.

The study revealed that values clarification, client - centered, and moralizing approaches were all effective in enhancing the need to achieve. In terms if effectiveness, moralizing ranked first, followed by client - centered and values clarification. The study also offered the following conclusions: (a) prepare students appropriately before applying values clarification approach in class, (b)consider the expectations of the subject in selecting the approach, (c)

incorporate values clarification in moralizing approach and (d) investigate variables which are capable of bringing achievements behavior.

One of the biggest reload to the study of job satisfaction was the Hawthorne study. This study 2004, primarily credited to Elton Mayo of the Harvard business school sought to find the effects of various conditions (most notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily productivity (called Hawthorne effect). It was later found that this increase resulted, not from the new condition, but from the knowledge of being observed. This finding provided strong evidence that people work for the purposes other than pay which paved the way for the researcher to investigate other factors in job satisfaction.

Abrean (2002) studied Herzberg's motivational factors that contribute to job satisfaction among the faculty members of the school on education in the state of Michigan, USA. His study was centered on finding out if there is the significant relation between the motivational factors such as the responsibility; job itself achievement, advancement and recognition to the reaction of the participating faculty members towards their job. It was found out that there was a significant relation between the motivational factors and the reaction of the faculty members towards their job. Abrean's study also included a relation between the HERZBERG environmental factors and item expressing job satisfaction. These environmental factors were: Policy, Working Condition, Interpersonal Relation, Status, Technical Supervision and Personal Life.

The finding of Abrean has studied and support Herzberg's conclusion that feeling dissatisfaction is determined by the perception, one has about motivated factors feelings of job satisfaction are affected by the perception one has about factors related but external to the job.

Abrean studied the relationship to the present as both looked into the motivational factors that promote job satisfaction. However, the study of Abrean is limited to the motivational factors as suggested by Herzbergs while the present study into the relationship of motivational factors and leadership styles as it promotes job satisfaction. Moreover, the environmental factors in Abrean study are likewise included among the motivational needs and job satisfaction in the present study. This is not having items expressing job dissatisfaction while Abrean study included such items that are related to environment factors.

Espinosa 2005 has studied the relatedness of the job performance of teachers advised that school heads in assigning teacher to an endeavor field of specialization according to major subject taken should give priority. Promotion should come from within the rank and the file based on merit accomplishment. Teachers should be notified about opportunities and vacancies for promotion earlier rather than when the vacancy is already filled up. Worthy accomplishments should be given rewards with subordinates presents problems about their work, schools heads, should not show a feeling of indifference and be given the opportunity to participate in policy meeting, especially those affecting their jobs.

Zerda 2009, has studied on the administration - teacher relationship affecting job satisfaction found out in the division of Surigao City the existing relationship between the administration and the teacher's was insignificant. Hence, job satisfaction was less satisfactory.

Bebiano 2006, has studied the administrator's attitudes towards their job conclude that salary and educational qualification are some of the factors that influences. Teacher's behavior towards that profession. When teachers feel that they are educationally behind and their salaries are low, dissatisfaction may likely be felt.

Cañete 2005 has studied on the relatedness of the presents study because the leadership style has something to do with the people in Pastrana, Leyte. Similarly in this study the leadership styles' of school administrators are being looked into as to whether it bears relationship to the job satisfaction and motivational needs leadership style has something to do with relationship between the leader and the follower: be it in school, in the community or in any organization where there is a leader.

Chapter 3

METHODOLOGY

This section present the method and procedures used in the analysis and interpretation of data which includes the research design, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

The descriptive-correlational research design was used to determine the motivational needs and work values of T.L.E. teachers and their relationships to the teacher's job satisfaction.

The researcher determined the profile of the teacher-respondents in terms of: age and sex, civil status, socio-economic status, teaching experience, present position, education qualification and in-service training.

Moreover, the motivational needs of the teacher-respondents was determined and correlated to their profile; then their job satisfaction level as well as work values was determined. Comparative analysis was undertaken between the perceptions of the teachers and students in addition to the correlational analysis between teacher-respondents' job satisfaction level and there: motivational needs and work values.

Descriptive as well as inferential statistical tools such as frequency count, percentage, mean, weighted mean, Pearson r , Fisher's t -test, t -test for independent samples were used in computing, analyzing and interpreting the data of this study.

Instrumentation

The main instrument used in collecting pertinent data is the questionnaire.

Questionnaire. There were two sets of questionnaire for the two groups of respondents, to wit: (a) teachers, and (b) students.

The questionnaire for the teacher-respondents was composed of four main parts. The first part of the questionnaire consist of items on the personal profile of the teacher-respondents in terms of age, sex, civil status, socio-economic status, teaching experience, present position, educational qualification and in-service training.

The second and third parts of the questionnaire contain statements relative to their job satisfaction levels and work values. The responses of the respondents were quantified using a five-point scale, as follows: 4 - Agree Strongly (AStr), 3 - for Agree Somewhat (AS), 2 -Disagree (D), and 1- for Disagree Somewhat (DS). The indicators for job satisfaction level were adapted from the instrument by Maya Yankelevich while that of work values was adapted from the instrument by John Boatwrights.

The questionnaire for the student-respondents would contain statements on the work values of the teacher-respondents which they are supposed to rate using five-point Likert scale, as follows: 4 - Agree Strongly (AStr), 3 - for Agree Somewhat (AS), 2 -Disagree (D), and 1- for Disagree Somewhat (DS).

Documentary analysis. This was used to supplement the data which were gathered using the questionnaire, specifically on the in-service trainings attended by the teacher-respondents.

Validation of Instrument

Since the questionnaire was researcher-made one, it was validated using expert validation and test-retest method.

Drafts of the two sets of questionnaire was shown to the research adviser and the panel members designated by the Dean of the College of Graduate Studies. Their suggestions and recommendations were incorporated in the questionnaire and piloted through test-retest among at least 15 TLE teachers and 15 students in selected schools in the Division of Catbalogan City.

The correlation between the first administration as well as the second administration was computed and interpreted for each reliability. The computed reliability coefficient of teacher's instrument was posted at 0.98 which was interpreted as 'Highly reliable' while the computed reliability coefficient of the student's instrument posted at 0.78 which was interpreted as adequate for group measurements.

Sampling Procedure

All national high schools in Catbalogan City Division were considered respondent-schools, namely: Samar National School, Guinsorongan Integrated School, Catbalogan National Comprehensive High School and Pangdan National High School.

In the selection of the teacher-respondents, total enumeration was employed while in the selection of the student-respondents, stratified random sampling was applied with school as basis for sampling. Before the identification of the individual respondents, the researcher determined first the sample size using the Sloven's formula (Santos, 2002).

The teacher-respondents were chosen using the fishbowl technique where their names were written in small pieces of paper, rolled and drawn.

Data Gathering Procedure

The data gathering started with a letter seeking approval from the Schools Division Superintendent of Catbalogan City, Samar, to administer the questionnaire and to conduct the study among teachers and high school students from the respondent-schools.

After the approval, the researcher showed the same letter to the principals of the respondent-schools for the actual collection of data.

The data gathering for the two groups of respondents was done simultaneously for the months of December, 2013 and January, 2014 during

classes to ensure 100 percent retrieval of the questionnaire. The tallying of data was done for computation, analysis and interpretation.

Statistical Treatment of Data

Descriptive as well as inferential statistical tools such as frequency count, percentage, mean, weighted mean, Pearson Product Moment Correlation Coefficient (Pearson r), Fisher's t -test and t -test for independent samples were used in computing, analyzing and interpreting the data of the study.

Frequency count. This was used in reporting the profile of the teacher-respondents such as age, sex, civil status, educational qualification, and the like.

Percentage. This was used together with the frequency counts in the analysis and interpretation of data on the teacher-respondents' profile.

Mean. This statistical measure was used to determine the quantitative characteristics or profile of the respondents like age, teaching experience, average family monthly income (socio-economic status).

Weighted mean. This was used to express the collective perceptions of each group of respondents as to the respondents' job satisfaction level, work attitude and motivational needs. The researcher came up with a scoring on the negative statements found in the instrument as follows: 4 for those who answered 1, 3 for those who answered 2, 2 for those who answered 3, and 1 for those who answered 4. With the interpretation of the weighted means the following was used:

≥ 3.50	-	High
2.50 – 3.49	-	Moderate
≤ 2.49	-	Low

t-test for independent samples. The test by Bartz (1981: 382) is the statistical/tool used to test the hypothesis that “there is no significant difference” in the perceptions of the student-and teacher-respondents relative to the work attitude of the TLE teachers.

Pearson r. The statistical tool which was used to determine the relationship between the teacher-respondents’ job satisfaction level and their: profile and work values was the Pearson-Product Moment Correlation Coefficient (Rosner, 2011:506).

In interpreting the computed r to the test-retest, the guide suggested by Ebel (1065:242) was used, to wit:

Table 1

Ebel’s Interpretation Guide for the Reliability Coefficient

Reliability Coefficient	Interpretation
0.95 – 0.99	Very high, rarely found among teacher-made tests
0.90 – 0.94	High, equaled by few tests
0.80 – 0.89	Fairly high, adequate for individual measurements.
0.70 – 0.79	Rather low, adequate for group measurements, but not very satisfactory for individual measurement
Below 0.70	Low entirely inadequate for individual measurement although useful for group and school survey.

Fisher's t-test. To test for the significance of the coefficient of correlation between a set of paired variables, the Fisher's t-test (Walpole, 1982:283) was used.

All the hypotheses of the study were tested at 0.05 level of significance.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section presents, analyzes and interprets the data gathered in the study. It includes the profile of the TLE-teacher-respondents, their level of job satisfaction, their work values as well as the tests of significant difference and relationships.

Profile of Teacher-Respondents

The profile of the teacher – respondent is summarized from Tables 2 to 9. Table 2 presents the age and sex, Table 3 present the civil status, Table 4 presents their socio – economic status, Table 5 presents their teaching experience, Table 6 their present position, Table 7 their educational qualifications, Table 8 there in service training attended and Table 9 their performance rating.

Age and sex. Table 2 show the age and sex distribution of the teacher – respondents. As observed from the said table, it shows that the modal age bracket among the teacher – respondents was 44 – 47 years old with three teachers out of 35 or 8.57 percent. This presents also those in highest number which comprised six teachers or 17.14 percent were at the age bracket 56 – 59 years old and 32 – 39 years old. This means that the teachers who were involved in the study were their above middle age, implying that they were capable of discharging their teaching duties. Furthermore, as revealed in Table 1 must of the

Table 2

Age and Sex Distribution of the TLE Teacher-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
60 - 63	0	2	2	5.71
56 - 59	1	5	6	17.14
52 - 55	0	4	4	11.43
48 - 51	0	2	2	5.71
44 - 47	2	1	3	8.57
40 - 43	0	1	1	2.86
36 - 39	2	4	6	17.14
32 - 35	1	2	3	8.57
28 - 31	1	3	4	11.43
Not specified	0	4	4	11.42857
Total	7	28	35	100.00
	20.00	80.00	100.00	
Mean	40.71 years	46.00 years	45.00 years	-
SD	8.79 years	11.32 years	10.93 years	-

teacher – respondents were females as evidenced by the fact that out of 35, 28 of them, as compared to males, only seven of them. This means that the teaching profession attracts more females than the males.

Civil status. In respect to the civil status, Table 3 shows that out of 35 teacher – respondents 27 or 77.14 percent of them were married indicating that there were more married TLE teachers than single with seven of them or 17.14 percent. As such, most teachers have already established their respective

families. In addition, there was one teacher – respondents who is separated and one did not specify with the same percentage of 2.86.

Table 3

Civil Status of the TLE Teacher-Respondents

Civil Status	F	Percent
Married	27	77.14
Single	6	17.14
Separated	1	2.86
Not Specified	1	2.86
Total	35	100.00

Socio – economic status. In regard to the teacher – respondent's socio – economic status is concerned as reflected in Table 4, majority of the respondents did not specify their monthly income. However, there were five of them or 14.29 percent revealed their monthly income with four of them 15,000 – 19,999 thousand, followed with four of them ranging from 20,000 – 24,999 or 11.43 percent and two groups of respondents with the same number of respondents. 1st group of three respondents with monthly income ranging from 30,000 – 34,999 and 2nd group of three respondents with an income ranging from 40,000 and above with 8.57 percent.

The mean monthly income was Php 34,479.32 which is considered as above the poverty threshold.

Table 4

Socio-Economic Status of the TLE Teacher-Respondents

Income	f	Percent
40,000 & above	3	8.57
35,000 - 39,999	1	2.86
30,000 - 34,999	3	8.57
25,000 - 29,999	0	0.00
20,000 - 24,999	4	11.43
15,000 - 19,999	5	14.29
10,000 - 14,999	2	5.71
below 10,000	1	2.86
Not Specified	16	45.71
Total	35	100.00
Mean	Php34,479.32	-
SD	Php43,011.87	-

Teaching experience. Table 5 presents the distribution of the number of years in the service of the respondents. The data found to be spreradically distributed, ranging from as low as four years or below to 40 years. The highest number of these teachers, that is seven out of 35 or 20 percent have been in the service for 29 – 32 years with the same number of seven teachers who have rendered service 1 – 4 years. This was followed with the six teachers with teaching experience of 25 – 28 years. This indicates that these teachers have been teaching for quite a period as time, hence they can be consisted as experienced teachers.

Table 5

Teaching Experience of the TLE Teacher-Respondents

Teaching Experience (in years)	f	Percent
37 - 40	1	2.86
33 - 36	2	5.71
29 - 32	7	20.00
25 - 28	6	17.14
21 - 24	0	0.00
17 - 20	0	0.00
13 - 16	3	8.57
9 - 12	3	8.57
5 - 8	4	11.43
1 - 4	7	20.00
Not Specified	2	5.71
Total	35	100.00
Mean	18.30 years	-
SD	12.61 years	-

Present position. Table 6 depicts the present position of the teacher - respondents involved in the study. It can be gleaned that most of the teachers gets the position of Teacher I with nine of them or 25.71 percent, followed but eight teachers or 22.86 percent with their present position as Teacher III, seven of them did not specify their position. This was followed by six teachers with Teacher II position and four Master Teacher I and one Master Teacher II. This implies that the TLE instruction is strengthened considering that five of them were masters teachers in their field of specialization.

Table 6

Present Position of the TLE Teacher-Respondents

Position	f	Percent
Teacher - III	8	22.86
Teacher - II	6	17.14
Teacher - I	9	25.71
Master Teacher - I	4	11.43
Master Teacher - II	1	2.86
Not Specified	7	20.00
Total	35	100.00

Educational qualification. The data found in Table 7 refers to the distribution of the respondents relative to their educational qualification. As can be gleaned from the said table four teachers with comprised 11.43 percent of them were already M.A. holders while another two or 5.71 percent have completed the academic requirements for M, A. in Home Economics. It is worthwhile to note that 15 teachers or 42.86 percent have already earned masteral units. The lowest educational qualification among the teachers was one Diploma in Teaching and one BS in Animal Science both with the same percentage of 2.86. But, most teachers were having the basic preparation, seven of them or 20 percent having the degree of BSIE in Technology and Home Economics. The general view of the

Table 7

Educational Qualification of the TLE Teacher-Respondents

Educational Qualification	f	Percent
w/ Ph. D./Ed. D. Units	1	2.86
MA - THE	4	11.43
MA - Educ'l Management	1	2.86
MEd - Chemistry	1	2.86
MAEd-HE CAR	2	5.71
w/MA/MS Units	15	42.86
BSIE-THE	7	20.00
Diploma in Teaching	1	2.86
BS Animal Science	1	2.86
Not Specified	2	5.71
Total	35	100.00

data indicates that the teachers recognized the importance of professional growth to become educationally qualified in their respective positions as evidenced by the fact that they pursue advanced studies.

In-service trainings attended by the TLE teacher-respondents. Table 8 presents the number of in-service trainings attended by the teacher-respondents. As seen in the table, out 35 TLE teachers, there were 16 or 45.71 percent, eight teachers does not have trainings at all, and two teachers with four and five or 2.86 percent number of trainings attended. Therefore, not all teachers in TLE are made to attend the same trainings / seminars.

Table 8

In-Service Training Attended of the TLE Teacher-Respondents

No. of In-Service Tarining Attended	f	Percent
5	1	2.86
4	1	2.86
3	5	14.29
2	5	14.29
1	7	20.00
No Training	16	45.71
Total	35	100.00
Mean	2 trainings	-
SD	1 training	-

Performance rating. The entire teacher – respondents of the study marks or “Very Satisfactory” rating from their immediate supervisors as presented in Table 9. These means that they have performed well in teaching Technology and Livelihood Education (T.L.E.) with their students.

Table 9

Performance Rating of the TLE Teacher-Respondents

Performance Rating	f	Percent
9.00 - 9.49	5	14.29
8.50 - 8.99	6	17.14
8.00 - 8.49	22	62.86
Not Specified	2	5.71
Total	35	100.00
Mean	8.49	-
SD	0.31	-

Level of Job Satisfaction of the
Teacher-Respondents

Table 10 contains data on the job satisfaction of the teacher-respondents along: 1) work on present job, 2) Pay, 3) opportunities for promotion, 4) supervision, 5) people in present job, and 6) job in general.

Work on present job. As gleaned on Table 10, the highest number of teacher-respondents (19 teachers or 54. 29percent) have high level of satisfaction along this area, followed by those with moderate level of satisfaction with 15 teachers or 42.86. One teacher or 2.86 percent is not satisfied along work on present job.

Pay. Along this area, majority of the teachers, that is 20 or 57.14 percent have moderate level of satisfaction while 11 teachers or 31.43 percent are not satisfied with their pay and four teachers or 11.43 percent have high level of satisfaction as regards their pay.

Table 10

Level of Job Satisfaction of the Teacher-Respondents

Level of Satisfaction	Areas/Number of Teachers											
	WPJ		PAY		OP		Sup		PPJ		JG	
	f	%	f	%	f	%	f	%	f	%	f	%
High	19	54.29	4	11.43	6	17.14	12	34.29	12	34.29	5	14.29
Moderate	15	42.86	20	57.14	22	62.86	20	57.14	15	42.86	25	71.43
Not Satisfied	1	2.86	11	31.43	7	20.00	3	8.57	8	22.86	5	14.29
Total	35	100.00	35	100.00	35	100.00	35	100.00	35	100.00	35	100.00

Legend:

WPJ -	Work on Present Job	High	-	≥ 3.50
OP -	Opportunities for Promotion	Moderate	-	2.50 - 3.49
Sup -	Supervision	Not Satisfied	-	≤ 2.49
PPJ -	People in Present Job			
JG -	Job in General			

Opportunities for promotion. Along opportunities for promotion, majority of the teacher-respondents, that is, 22 teachers or 62.86 percent have moderate level of satisfaction followed by seven teachers or 20.00 percent who are not satisfied, while six of them or 17.14 percent have high level of satisfaction.

Supervision. For this area, majority of the teacher-respondents, that is 20 or 57.14 percent have moderate level of satisfaction followed by those who are highly satisfied with 12 teachers or 34.29 percent. Three or 8.57 percent are not satisfied in this area.

People in present job. For this area, the highest number of respondents, that is, 15 teachers or 42.86 percent are moderately satisfied followed by those who are highly satisfied with 12 teachers or 34.29 teachers. Eight teachers or 22.86 percent are not satisfied with the people in their present job.

Job in general. For the teacher-respondents' job in general, majority of them or 25 teachers (71.43 percent) are moderately satisfied. Five teachers or 14.29 percent are highly satisfied and the other five teachers or 14.29 percent are not satisfies with their job in general.

In summary, the teacher-respondents have high level of satisfaction along work on present job, and they have moderate level of satisfaction along pay, opportunities for promotion, supervision, people in present job, and job in general.

TLE Teacher-Respondents' Work Values

Table 11 presents data on the work values of the teacher-respondents along the eight dimensions which are herein presented, namely: 1) adherence to policies, 2) punctuality and attendance, 3) cooperativeness and teamwork,

Table 11

Work Values Practiced by the TLE Teacher-Respondents as Perceived by the Teacher-Respondents Themselves and their Students

Extent of Work Values	Dimensions/Number of Teachers															
	AP		PA		CT		IH		OSP		P		PUTR		RS	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Teacher																
High	13	37.14	6	17.14	14	40.00	5	14.29	10	28.57	23	65.71	21	60.00	18	51.43
Moderate	20	57.14	21	60.00	19	54.29	28	80.00	23	65.71	11	31.43	12	34.29	17	48.57
Low	2	5.71	8	22.86	2	5.71	2	5.71	2	5.71	1	2.86	2	5.71	0	0.00
Total	35	100.0	35	100.00	35	100.00	35	100.00	35	100.00	35	100.00	35	100.00	35	100.00
Students																
High	38	9.38	44	10.86	102	25.19	49	12.10	56.289	13.83	145	35.80	121	29.88	117	28.89
Moderate	251	61.98	244	60.25	240	59.26	209	51.60	49	71.36	223	55.06	253	62.47	248	61.23
Low	103	25.43	104	25.68	50	12.35	136	33.58	11	12.10	26	6.42	20	4.94	29	7.16
Not Specified	13	3.21	13	3.21	13	3.21	11	2.27	2.72	2.72	11	2.72	11	2.27	11	2.72
Total	405	100	405	100	405	100	405	100	405	100	405	100	405	100	405	97.28

Legend:

AP	-	Adherence to Policies	High	-	≥ 3.50
PA	-	Punctuality and Attendance	Moderate	-	2.50 - 3.49
CA	-	Cooperative and Teamwork	Low	-	≤ 2.49
IH	-	Integrity and Honesty			
OSP	-	Observance and Safety Provisions			
P	-	Productivity			
PUTR	-	Proper Use of Tools and Resources			
RS	-	Responsiveness to Supervision			

4) integrity and honesty, 5) observance of safety provisions, 6) productivity, 7) proper use of tools and resources, and 8) responsiveness to supervision.

Adherence to policies. As gleaned from the said table, majority of the teacher-respondents assessed themselves to have moderate level of work values along this area with 20 teachers or 57.14 percent, followed by those who considered themselves to have high work values with 13 teachers or 37.14 percent. Two of the teacher-respondents assessed themselves to have low level of work values along adherence to policies.

As expressed by the student-respondents, majority of them or 251 students or 61.98 percent considered their teachers to have moderate level of work values followed by those who assessed their teachers to have low work values with 103 students or 25.43 percent while 38 students or 9.38 percent considered their teachers to have high level of work values.

Hence, both the teachers and the students involved in this study deemed the TLE teachers' work values to be of moderate level.

Punctuality and attendance. Along this area, majority of the teachers, that is 21 or 60.00 percent considered themselves to have moderate level of work values followed by those who considered themselves to have low work values. The remaining six teachers or 17.14 percent deemed themselves to have high level of work values.

Among the student-respondents, majority of them, that is, 244 students or 60.25 percent considered their teachers to have moderate level of work values

followed by those who assessed their teachers to have low work values with 104 students or 25.68 percent. The 44 students or 10.86 percent considered their teachers to have high level of work values.

Hence, both the teachers and the students involved in this study deemed the TLE teachers' work values along punctuality and attendance to be of moderate level.

Cooperativeness and teamwork. Along this area, majority of the teachers, that is 19 or 54.29 percent considered themselves to have moderate level of work values followed by those who considered themselves to have high level of cooperativeness and teamwork (14 students or 40.00 percent). The remaining two teachers or 5.71 percent deemed themselves to have low level of this work value.

Among the student-respondents, majority of them, that is, 240 students or 59.26 percent considered their teachers to have moderate level of work values followed by those who assessed their teachers to have high level of cooperativeness and teamwork with 102 students or 25.19 percent. The 50 students or 12.35 percent considered their teachers to have low level of work values.

Hence, both the teachers and the students involved in this study assessed the TLE teachers' level of cooperativeness and teamwork to be of moderate level.

Integrity and honesty. Along this area, majority of the teachers, that is 28 or 80.00percent considered themselves to have moderate level of integrity and honesty followed by those who considered themselves to have high level of cooperativeness and teamwork (5 students or 14.29 percent). The remaining two teachers or 5.71 percent deemed themselves to have low level of this work value.

Among the student-respondents, majority of them, that is, 209 students or 51.60 percent considered their teachers to have moderate level of integrity and honesty followed by those who assessed their teachers to have low level of this work value with 136 students or 33.58 percent. The 49 students or 12.10 percent considered their teachers to have low level of work value on integrity and honesty.

In summary, both the teachers and the students involved in this study assessed the TLE teachers' level of integrity and honesty to be of moderate level.

Observance of safety provisions. Along this area, majority of the teachers, that is 23 or 65.71 percent considered themselves to have moderate level of this work value followed by those who considered themselves to have high level of observance of safety provisions (10 students or 28.57 percent). The remaining two teachers or 5.71 percent deemed themselves to have low level of this work value.

Among the student-respondents, majority of them, that is, 289 students or 71.36 percent considered their teachers to have moderate level of observance of

safety provisions followed by those who assessed their teachers to have high level of this work value with 56 students or 13.83 percent. The 49 students or 12.10 percent considered their teachers to have low level of work value on observance of safety provisions.

Thus, both the teachers and the students involved in this study assessed the TLE teachers' level of work value along observance of safety provisions to be of moderate level.

Productivity. For work value along productivity, majority of the teachers, that is 23 or 65.71 percent considered themselves to have high level of this work value followed by those who considered themselves to have moderate level of productivity (11 teachers or 31.43 percent). The remaining one teacher or 2.86 percent deemed his/her productivity to be low.

Among the student-respondents, majority of them, that is, 223 students or 55.06 percent considered their teachers to have moderate level of productivity followed by those who assessed their teachers to have high level of this work value with 145 students or 35.80 percent. The 26 students or 6.42 percent considered their teachers to have low level of productivity

In this area the self assessment of the teacher-respondents and that of their students are not the same. The teachers considered themselves highly productive while their students assessed them as moderately productive.

Proper use of tools and resources. For work value along proper use of tools and resources, majority of the teachers, that is 21 or 60.00 percent

considered themselves to have high level of this work value followed by those who considered themselves to have moderate level (12 teachers or 34.29 percent). The remaining two teachers or 5.71 percent deemed their proper use of tools and resources to be low.

Among the student-respondents, majority of them, that is, 253 students or 62.47 percent considered their teachers to have moderate level of proper use of tools and equipment followed by those who assessed their teachers to have high level of this work value with 121 students or 29.88 percent. The 20 students or 4.94 percent considered their teachers to have low level of proper use of tools and equipment.

In this area the self assessment of the teacher-respondents and that of their students are not the same. The teachers considered themselves to have high level of proper use of tools and equipment while their students assessed them to have moderate level of proper use of tools and equipment.

Responsiveness to supervision. For work value along responsiveness to supervision, majority of the teachers, that is 18 or 51.43 percent considered themselves to have high level of this work value followed by those who considered themselves to have moderate level (17 teachers or 48.57 percent).

Among the student-respondents, majority of them, that is, 248 students or 61.23 percent considered their teachers to have moderate level of responsiveness to supervision followed by those who assessed their teachers to have high level of this work value with 117 students or 28.89 percent. The 29 students or 7.16

percent considered their teachers to have low level of responsiveness to supervision.

In this area the self assessment of the teacher-respondents and that of their students are not the same. The teachers considered themselves to have high level of responsiveness to supervision while their students assessed them to have moderate level of responsiveness to supervision.

Comparison of the Perceptions of the Teacher- and Student-Respondents on the Teacher's Work Values

Table 12 presents data on the comparison of the perceptions of the two groups of respondents on the TLE teacher-respondents' work values along the eight dimensions.

As gleaned from the said table, the computed t-values for these dimensions are: -0.99 for adherence to policies, -0.08 for punctuality and attendance, -0.91 for cooperativeness and teamwork, 0.11 for integrity and honesty, -1.08 for observance of safety provisions, -1.95 for productivity, -0.77 for proper use of tools and resources, and -0.76 for responsiveness to supervision. All these values are numerically lesser than the corresponding critical t-values of 2.23, 2.45, 2.31, 2.45, 2.18, 2.45, 2.45, and 2.31, respectively. This led to the acceptance of the hypothesis that "There is no significant difference between the perceptions of the teachers and students relative to the work values practiced by

Table 12

**Comparison Between the Perceptions of Teachers and Students Relative
to the Work Values Practiced by the TLE Teachers**

Dimensions of Work Values	Respondents Category		Combined Mean/Interpretation		Computed t-value	Critical t-value at $\alpha = 0.05$	Evaluation
	Students	Teachers					
Adherence to Policies	2.86	3.10	2.98	M	-0.99	2.23	NS
Punctuality and Attendance	2.82	2.84	2.83	M	-0.08	2.45	NS
Cooperativeness and Teamwork	3.14	3.34	3.24	M	-0.91	2.31	NS
Integrity and Honesty	3.03	2.99	3.01	M	0.11	2.45	NS
Observance and Safety Provisions	2.89	3.21	3.05	M	-1.08	2.18	NS
Productivity	3.19	3.58	3.39	M	-1.95	2.45	NS
Proper Use of Tools and Resources	3.34	3.57	3.46	M	-0.77	2.45	NS
Responsiveness to Supervision	3.21	3.47	3.34	M	-0.76	2.31	NS

Legend

High	-	≥ 3.50	NS	Not Significant
Moderate	-	2.50 - 3.49	S	Significant
Low	-	≤ 2.49		

the TLE teachers along: 1) adherence to policies, 2) punctuality and attendance, 3) cooperativeness and teamwork, 4) integrity and honesty, 5) observance of safety provisions, 6) productivity, 7) proper use of tools and resources, and 8) responsiveness to supervision.

This means that the two groups of respondents gave the same assessments on the TLE teachers' work values. As can be inferred from the assessments given, the top two work values of the TLE teachers are along "Proper Use of Tools and Materials" (mean = 3.58 or high) and "Productivity" (mean = 3.39 or moderate) while they exhibit the least along "Punctuality and Attendance" (mean = 2.83 or moderate).

Relationship Between the TLE Teacher's Level of Job Satisfaction and The Identified Variates

This section presents the results of the correlational analysis between the teacher-respondents' level of job satisfaction and their profile and their work values.

Profile. Tables 13-21 contains data on the correlational analysis results between job satisfaction level of the teacher-respondents and their profile.

In terms of age (Table 13), the results show that the r_{xy} for the six areas of job satisfaction are: -0.164 for "work on present job", -0.172 for "pay", -0.064 for "opportunities for promotion," -0.404 for "supervision," -0.198 for "people in present job," and -0.212 for "job in general;" with absolute Fisher's t-values of 0.95, 1.00, 0.37, 2.54, 1.16, and 1.24, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their sex" was accepted for their job satisfaction along: work on present job, pay, opportunities for promotion, people in present

job and job in general inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along supervision, the said hypothesis was rejected inasmuch as the corresponding t-value was greater than the tabular t-value of 1.96 at 0.05 level of significance. This indicates that there is a significant negative relationship between job satisfaction along supervision and the teacher's age. This means that younger

Table 13

Relationship Between the Level of Job Satisfaction of TLE Teachers and their Age

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	-0.164	0.95	Not Significant
Pay	-0.172	1.00	Not Significant
Opportunities for Promotion	-0.064	0.37	Not Significant
Supervision	-0.404	2.54	Significant
People in Present Job	-0.198	1.16	Not Significant
Job in General	-0.212	1.25	Not Significant

Legend: NS - Not Significant; S - Significant

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

TLE teachers have high level of job satisfaction along supervision while the older teachers have low level of job satisfaction along supervision.

For sex (Table 14), the results show that the r_{xy} for the six areas of job satisfaction are: 0.214 for "work on present job", -0.004 for "pay", -0.114 for "opportunities for promotion," -0.082 for "supervision," 0.289 for "people in present job," and -0.005 for "job in general;" with absolute Fisher's t -values of 1.26, 0.02, 0.66, 0.48, 1.73, and 0.03, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their profile" was accepted along sex of the teacher-respondents. This means that the sex of the teacher-respondents had nothing to do with their level of job satisfaction.

Table 14

Relationship Between the Level of Job Satisfaction of TLE Teachers and their Sex

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.214	1.26	Not significant
Pay	-0.004	0.02	Not significant
Opportunities for Promotion	-0.114	0.66	Not significant
Supervision	-0.082	0.47	Not significant
People in Present Job	0.289	1.73	Not significant
Job in General	-0.005	0.03	Not significant

Legend: t_c .computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

For civil status (Table 15), the results show that the r_{xy} for the six areas of job satisfaction are: 0.372 for "work on present job", 0.131 for "pay", 0.211 for "opportunities for promotion," 0.208 for "supervision," 0.220 for "people in present job," and 0.353 for "job in general;" with absolute Fisher's t -values of 2.31, 0.76, 1.24, 1.22, 1.30, and 2.17, respectively.

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their civil status" was accepted for their job satisfaction along: pay, opportunities for promotion, supervision, and people in present job inasmuch as the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of

Table 15

**Relationship Between the Level of Job Satisfaction of TLE Teachers
Along Opportunities for Promotion and their Civil Status**

Profile	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.372	2.30	Significant
Pay	0.131	0.76	Not Significant
Opportunities for Promotion	0.211	1.24	Not Significant
Supervision	0.208	1.22	Not Significant
People in Present Job	0.220	1.30	Not Significant
Job in General	0.353	2.17	Significant

Legend: t_c . computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

significance. However, along "work on present job" and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-value of 1.96 at 0.05 level of significance. This indicates that there is a significant negative relationship between job satisfaction along these two areas and the teacher's civil status. This means that TLE teachers who are married tend to have low level of job satisfaction along their "work on present job" and "their "work in general", while those who are single have high level of job satisfaction in these two areas. This could be attributed to the demands of married life like rearing children, doing household chores and the like.

For socio-economic status (Table 16), the results show that the r_{xy} for the six areas of job satisfaction are: 0.325 for "work on present job", 0.527 for "pay", 0.517 for "opportunities for promotion," 0.284 for "supervision," 0.-0.091 for "people in present job," and 0.413 for "job in general;" with absolute Fisher's t-values of 1.97, 3.56, 3.47, 1.70, 0.52, and 2.61, respectively.

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their socio-economic status" was accepted for their job satisfaction along: supervision, and people in present job inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job," "pay," "opportunities for promotion," and "job in general"

Table 16

**Relationship Between the Level of Job Satisfaction of TLE Teachers
Along Supervision and their Socio-Economic Status**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.325	1.97	Significant
Pay	0.527	3.56	Significant
Opportunities for Promotion	0.517	3.47	Significant
Supervision	0.284	1.70	Not Significant
People in Present Job	-0.091	0.52	Not Significant
Job in General	0.413	2.61	Significant

Legend: t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-value of 1.96 at 0.05 level of significance. This indicates that there is a significant positive relationship between job satisfaction along these four areas and the teacher's socio-economic status. This means that TLE teachers who have higher income have higher level of job satisfaction along "work on present job," "pay," "opportunities for promotion," and "job in general" than those who have lower income.

For teaching experience (Table 17), the results show that the r_{xy} for the six areas of job satisfaction are: -0.285 for "work on present job", -0.116 for "pay", 0.067 for "opportunities for promotion," -0.201 for "supervision," -0.336 for

Table 17

**Relationship Between the Level of Job Satisfaction of TLE Teachers
Along People in Present Job and their Teaching Experience**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	-0.285	1.71	Not Significant
Pay	-0.116	0.67	Not Significant
Opportunities for Promotion	0.067	0.39	Not Significant
Supervision	-0.201	1.18	Not Significant
People in Present Job	-0.336	2.05	Significant
Job in General	-0.270	1.61	Not Significant

Legend: t_c : computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

"people in present job," and -0.270 for "job in general;" with absolute Fisher's t-values of 1.71, 0.67, 0.39, 1.18, 2.05, and 1.61, respectively.

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their teaching experience" was accepted in their job satisfaction along: "work on present job," "pay," "opportunities for promotion," "supervision," and "job in general" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "people in present job," the said hypothesis was rejected inasmuch as the corresponding t-value was greater than the tabular t-value of 1.96 at 0.05 level of significance. This

indicates that there is a significant negative relationship between job satisfaction along this area and the teacher's teaching experience. This means that TLE teachers who have longer years of experience have low level of job satisfaction along "people in present job," than those who are relatively new in the service.

Along position (Table 18), the results show that the r_{xy} for the six areas of job satisfaction are: -0.274 for "work on present job", -0.113 for "pay", 0.254 for "opportunities for promotion," -0.209 for "supervision," -0.338 for "people in present job," and -0.250 for "job in general;" with absolute Fisher's t -values of 1.64, 0.65, 1.51, 1.23, 2.06, and 1.61, respectively.

Table 18

**Relationship Between the Level of Job Satisfaction of TLE Teachers
Along Job in General and their Present Position**

Areas of Job Statisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	-0.274	1.64	Not significant
Pay	-0.113	0.65	Not significant
Opportunities for Promotion	0.254	1.51	Not significant
Supervision	-0.209	1.23	Not significant
People in Present Job	-0.338	2.06	Significant
Job in General	-0.250	1.48	Not significant

Legend: t_c .computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 33$; crittical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their position" was accepted in their job satisfaction along: "work on present job," "pay," "opportunities for promotion," "supervision," and "job in general" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "people in present job," the said hypothesis was rejected inasmuch as the corresponding t-value was greater than the tabular t-value of 1.96 at 0.05 level of significance. This indicates that there is a significant negative relationship between job satisfaction along this area and the teacher's position. Thus, TLE teachers who have higher position have low level of job satisfaction along "people in present job," than those who occupy relatively low positions in teaching.

For educational qualification (Table 19), the results show that the rxy for the six areas of job satisfaction are: -0.463 for "work on present job", -0.285 for "pay", -0.336 for "opportunities for promotion," -0.181 for "supervision," -0.134 for "people in present job," and -0.340 for "job in general;" with absolute Fisher's t-values of 3.00, 1.71, 2.05, 1.06, 0.78, and 2.08, respectively.

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their educational qualification" was accepted in their job satisfaction along: "pay," "supervision," and "people in present job" inasmuch as the Fisher's t-values are

Table 19

**Relationship Between the Level of Job Satisfaction of TLE Teachers
and their Educational Qualification**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	-0.463	3.00	Significant
Pay	-0.285	1.71	Not Significant
Opportunities for Promotion	-0.336	2.05	Significant
Supervision	-0.181	1.06	Not Significant
People in Present Job	-0.134	0.78	Not Significant
Job in General	-0.340	2.08	Significant

Legend: t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job," "opportunities for promotion," and "job in general", the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-value of 1.96 at 0.05 level of significance. This indicates that there is a significant negative relationship between job satisfaction along these three areas and the teacher's educational qualification. Thus, TLE teachers who have higher educational qualification have low level of job satisfaction along "work on present job," "opportunities for promotion," and "job in general." Moreover, those who have lower education qualification have high level of job satisfaction along these three areas.

In terms of in-service trainings attended by TLE teachers (Table 20), the results show that the r_{xy} for the six areas of job satisfaction are: -0.055 for "work on present job", 0.285 for "pay", 0.192 for "opportunities for promotion," 0.197 for "supervision," -0.508 for "people in present job," and 0.079 for "job in general;" with absolute Fisher's t -values of 0.32, 1.71, 1.12, 1.15, 3.39, and 0.46, respectively.

Table 20

**Relationship Between the Level of Job Satisfaction of TLE Teachers
and their In-Service Trainings Attended**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	-0.055	0.32	Not significant
Pay	0.285	1.71	Not significant
Opportunities for Promotion	0.192	1.12	Not significant
Supervision	0.197	1.15	Not significant
People in Present Job	-0.508	3.39	Significant
Job in General	0.079	0.46	Not significant

Legend: t_c : computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their in-service trainings attended" was accepted in their job satisfaction along: "work on present job," "pay," "opportunities for promotion," "supervision," and "job in general" inasmuch as the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance. However, along "people in present

job," the said hypothesis was accepted inasmuch as the corresponding t-value was greater than the tabular t-value of 1.96 at 0.05 level of significance. This indicates that there is a significant negative relationship between job satisfaction along this area and the teacher's in-service trainings attended. Thus, TLE teachers who attended more trainings have low level of job satisfaction along "people in present job." Moreover, those who have attended fewer number of trainings have high level of job satisfaction along this area.

In terms of the latest performance of TLE teachers (Table 21), the results show that the r_{xy} for the six areas of job satisfaction are: 0.039 for "work on present job", 0.283 for "pay", 0.340 for "opportunities for promotion," 0.160 for "supervision," -0.338 for "people in present job," and 0.287 for "job in general;" with absolute Fisher's t-values of 0.22, 1.70, 2.08, 0.93, 2.06, and 1.72, respectively.

Table 21

**Relationship Between the Level of Job Satisfaction of TLE Teachers
and their Latest Performance Rating**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.039	0.22	Not significant
Pay	0.283	1.70	Not significant
Opportunities for Promotion	0.340	2.08	Significant
Supervision	0.160	0.93	Not significant
People in Present Job	-0.338	2.06	Significant
Job in General	0.287	1.72	Not significant

Legend: t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their latest performance rating " was accepted in their job satisfaction along: "work on present job," "pay," "supervision," and "job in general" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "opportunities for promotion" and "people in present job," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance. This indicates that there is a significant positive relationship between job satisfaction along 'opportunities for promotion' and the teacher's latest performance rating. Thus, TLE teachers who have high performance ratings have high level of job satisfaction along "opportunities for promotion." Moreover, those who low performance ratings also have low level of job satisfaction along this area. As regards "people in present job" which is significantly and negatively correlated with TLE teachers' performance rating, those who have high performance rating have low job satisfaction in this area than those who have low performance ratings.

Work values. Tables 22-29 present data on the correlational analysis results between job satisfaction level of the teacher-respondents and their work values.

In terms of adherence to policies (Table 22), the results show that the r_{xy} for the six areas of job satisfaction are: 0.592 for "work on present job", 0.215 for

"pay", 0.036 for "opportunities for promotion," 0.461 for "supervision," 0.327 for "people in present job," and 0.469 for "job in general;" with absolute Fisher's t-values of 4.22, 1.26, 0.21, 2.98, 1.99, and 3.05, respectively.

Table 22

**Relationship Between the Level of Job Satisfaction of TLE
Teachers and Adherence to Policies**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.592	4.22	Significant
Pay	0.215	1.26	Not significant
Opportunities for Promotion	0.036	0.21	Not significant
Supervision	0.461	2.98	Significant
People in Present Job	0.327	1.99	Significant
Job in General	0.469	3.05	Significant

Legend: t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of adherence to policies" was accepted in their job satisfaction along: "pay," and "opportunities for promotion" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job" "supervision, "people in present job," and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance.

This indicates that there is a significant positive relationship between job satisfaction along these three areas and the teacher's level of adherence to policies. Thus, TLE teachers who have high level of adherence to policies have higher level of job satisfaction along "work on present job," "supervision," "people in present job," and "job in general." Moreover, those who have low level of adherence to policies have likewise low level of job satisfaction along these three areas.

In terms of punctuality and attendance (Table 23), the results show that the r_{xy} for the six areas of job satisfaction are: 0.480 for "work on present job", 0.232 for "pay", -0.024 for "opportunities for promotion," 0.130 for "supervision," 0.291 for "people in present job," and 0.486 for "job in general;" with absolute Fisher's t -values of 3.14, 1.37, 0.14, 0.75, 1.75, and 3.19, respectively.

Table 23

**Relationship Between the Level of Job Satisfaction of TLE Teachers
Punctuality and Attendance**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.480	3.14	Significant
Pay	0.232	1.37	Not Significant
Opportunities for Promotion	-0.024	0.14	Not Significant
Supervision	0.130	0.75	Not Significant
People in Present Job	0.291	1.75	Not Significant
Job in General	0.486	3.19	Significant

Legend: t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of punctuality and attendance" was accepted in their job satisfaction along: "pay," "opportunities for promotion," "supervision," and people in present job" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job" and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance. This indicates that there is a significant positive relationship between job satisfaction along these two areas and the teacher's level of punctuality and attendance. Thus, TLE teachers who have high level of punctuality and attendance have higher level of job satisfaction along "work on present job," and "job in general." Moreover, those who have low level of punctuality and attendance have likewise low level of job satisfaction along these two areas.

For cooperativeness and teamwork (Table 24), the results show that the r_{xy} for the six areas of job satisfaction are: 0.363 for "work on present job", -0.075 for "pay", -0.140 for "opportunities for promotion," 0.174 for "supervision," 0.071 for "people in present job," and 0.333 for "job in general;" with absolute Fisher's t-values of 2.24, 0.43, 0.81, 1.02, 0.41, and 2.03, respectively.

Table 24

**Relationship Between the Level of Job Satisfaction of TLE Teachers
and Cooperativeness and Teamwork**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.363	2.24	Significant
Pay	-0.075	0.43	Not Significant
Opportunities for Promotion	0.140	0.81	Not Significant
Supervision	0.174	1.02	Not Significant
People in Present Job	0.071	0.41	Not Significant
Job in General	0.333	2.03	Significant

Legend: t_c . computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of cooperativeness and teamwork" was accepted in their job satisfaction along: "pay," "opportunities for promotion," "supervision," and people in present job" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job" and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance. This indicates that there is a significant positive relationship between job satisfaction along these two areas and the teacher's level of cooperativeness and teamwork. Thus, TLE teachers who have high level of cooperativeness and teamwork have higher level of job satisfaction along "work

on present job," and "job in general." Moreover, those who have low level of cooperativeness and teamwork have likewise low level of job satisfaction along these two areas.

As regards integrity and honesty (Table 25), the results show that the r_{xy} for the six areas of job satisfaction are: 0.316 for "work on present job", 0.189 for "pay", 0.066 for "opportunities for promotion," 0.264 for "supervision," -0.006 for "people in present job," and 0.273 for "job in general;" with absolute Fisher's t -values of 1.91, 1.11, 0.38, 1.57, 0.03, and 1.63, respectively.

Table 25

Relationship Between the Level of Job Satisfaction of TLE Teachers
and Integrity and Honesty

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.316	1.91	Not significant
Pay	0.189	1.11	Not significant
Opportunities for Promotion	0.066	0.38	Not significant
Supervision	0.264	1.57	Not significant
People in Present Job	-0.006	0.03	Not significant
Job in General	0.273	1.63	Not significant

Legend: t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their

level of integrity and honesty" was accepted inasmuch as all the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance. Thus, work values on integrity and honesty had nothing to do with the teacher-respondents' job satisfaction level.

In terms of observance of safety provisions (Table 26), the results show that the r_{xy} for the six areas of job satisfaction are: 0.315 for "work on present job", 0.037 for "pay", -0.059 for "opportunities for promotion," 0.129 for "supervision," -0.011 for "people in present job," and 0.318 for "job in general;" with absolute Fisher's t -values of 1.91, 0.21, 0.34, 0.75, 0.06, and 1.93, respectively.

Table 26

Relationship Between the Level of Job Satisfaction of TLE Teachers and Observance and Safety Provisions

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.315	1.91	Not Significant
Pay	0.037	0.21	Not Significant
Opportunities for Promotion	-0.059	0.34	Not Significant
Supervision	0.129	0.75	Not Significant
People in Present Job	-0.011	0.06	Not Significant
Job in General	0.318	1.93	Not Significant

Legend: t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of observance of safety provisions" was accepted inasmuch as all the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. Thus, work values on observance of safety provisions had nothing to do with the teacher-respondents' job satisfaction level.

For Productivity (Table 27), the results show that the r_{xy} for the six areas of job satisfaction are: 0.458 for "work on present job", 0.191 for "pay", 0.363 for "opportunities for promotion," 0.449 for "supervision," -0.003 for "people in present job," and 0.438 for "job in general;" with absolute Fisher's t-values of 2.96, 1.12, 2.24, 2.89, 0.02, and 2.80 respectively.

Table 27

Relationship Between the Level of Job Satisfaction of TLE Teachers and Productivity

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.458	2.96	Significant
Pay	0.191	1.12	Not Significant
Opportunities for Promotion	0.363	2.24	Significant
Supervision	0.449	2.89	Significant
People in Present Job	-0.003	0.02	Not Significant
Job in General	0.438	2.80	Significant

Legend: t_c = computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of productivity" was accepted in their job satisfaction along: "pay" and "people in present job. as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job" and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance. This indicates that there is a significant positive relationship between job satisfaction along these two areas and the teacher's level of cooperativeness and teamwork. Thus, TLE teachers who have high level of cooperativeness and teamwork have higher level of job satisfaction along "work on present job," and "job in general." Moreover, those who have low level of cooperativeness and teamwork have likewise low level of job satisfaction along these two areas.

For Proper use of tools and resources (Table 28), the results show that the rxy for the six areas of job satisfaction are: 0.569 for "work on present job", -0.014 for "pay", 0.118 for "opportunities for promotion," 0.327 for "supervision," 0.131 for "people in present job," and 0.487 for "job in general;" with absolute Fisher's t-values of 3.97, 0.08, 0.68, 1.99, 0.76 and 3.20, respectively.

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of proper use of tools and resources" was accepted in their job satisfaction.

Table 28

**Relationship Between the Level of Job Satisfaction of TLE Teachers
and Proper Use of Tools and Resources**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.569	3.97	Significant
Pay	-0.014	0.08	Not Significant
Opportunities for Promotion	0.118	0.68	Not Significant
Supervision	0.327	1.99	Significant
People in Present Job	0.131	0.76	Not Significant
Job in General	0.487	3.20	Significant

Legend: t_c : computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

along: "pay" and 'opportunities for promotion,' and "people in present job inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job," "supervision," and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance. This indicates that there is a significant positive relationship between job satisfaction along these three areas and the teacher's level of proper use of tools and resources. Thus, TLE teachers who have high level of work value along proper use of tools and resources have higher level of job satisfaction along "pay," "supervisor," and "job in general." Moreover, those who have low level of proper use of tools and resources have likewise low level of job satisfaction along these three areas.

In terms of Responsiveness to supervision (Table 29), the results show that the r_{xy} for the six areas of job satisfaction are: 0.516 for "work on present job", -0.094 for "pay", -0.074 for "opportunities for promotion," -0.005 for "supervision," 0.234 for "people in present job," and 0.388 for "job in general;" with absolute Fisher's t -values of 3.46, 0.54, 0.43, 0.03, 1.38, 2.42, respectively.

Table 29

**Relationship Between the Level of Job Satisfaction of TLE Teachers
and Responsiveness to Supervision**

Areas of Job Satisfaction	r_{xy}	Fisher's t_c	Evaluation
Work on Present Job	0.516	3.46	Significant
Pay	-0.094	0.54	Not Significant
Opportunities for Promotion	-0.074	0.43	Not Significant
Supervision	-0.005	0.03	Not Significant
People in Present Job	0.234	1.38	Not Significant
Job in General	0.388	2.42	Significant

Legend: t_c - computed Fisher's t -value evaluated at $\alpha = 0.05$, $df = 33$; critical $t = 1.96$

This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of responsiveness to supervision" was accepted in their job satisfaction along: "pay," "opportunities for promotion," "supervision" and "people in present job inasmuch as the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance. However, along "work on

present job," and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance. This indicates that there is a significant positive relationship between job satisfaction along these two areas and the teacher's level of responsiveness to supervision. Thus, TLE teachers who have high level of work value along responsiveness to supervisor have higher level of job satisfaction along "work on present job," and "job in general." Moreover, those who have low level of responsiveness to supervision have likewise low level of job satisfaction along these two areas.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section presents the summary of findings that were generated, the corresponding conclusions drawn as well as the recommendations that can improve the performance of TLE teachers.

Summary of Findings

The following are the salient findings of the study:

1. The average age of the teacher-respondents is 45.00 years with a standard deviation of 10.93 years.
2. Majority of the TLE teachers involved in the study is female with 18 teachers out of 35 or 80.00 percent while the males are seven or 20.00 percent.
3. Majority, that is 27 teachers or 77.14 percent are married while six or 17.14 percent are single.
4. The average income per month of the teacher-respondents was PhP34,479.32 with a standard deviation of PhP
5. The average teaching experience of the TLE teachers involved in the study was 18.30 years with a standard deviation of 12.61 years.
6. The highest number of teacher-respondents, that is nine or 25.71 percent are Teacher I.

7. The highest number of teacher-respondents, that is 15 or 42.86 percent have earned units in the master's level.
8. The TLE teachers involved in the study have attended an average of two trainings.
9. The mean of the latest performance ratings of the teacher-respondents is 8.49 or "very satisfactory."
10. The teacher-respondents have high level of satisfaction along work on present job, and they have moderate level of satisfaction along pay, opportunities for promotion, supervision, people in present job, and job in general.
11. The teacher-respondents assessed themselves to have "high" work values on "productivity," "proper use of tools and resources," and "responsiveness to supervision." Moreover, they assessed their work values as "moderate" on "adherence to policies," "punctuality and attendance," "cooperativeness and teamwork," "integrity and honesty," and "observance of safety provisions."
12. The student-respondents assessed their TLE teachers to have "moderate" work values on all the eight areas as follows: "adherence to policies," "punctuality and attendance," "cooperativeness and teamwork," "integrity and honesty," "observance of safety provisions," "productivity," "proper use of tools and resources," and "responsiveness to supervision."

13. In comparing the perceptions of the teachers and students involved in the study in terms of the TLE teacher' work values, the computed t-values for the eight dimensions are: -0.99 for adherence to policies, -0.08 for punctuality and attendance, -0.91 for cooperativeness and teamwork, 0.11 for integrity and honesty, -1.08 for observance of safety provisions, -1.95 for productivity, -0.77 for proper use of tools and resources, and -0.76 for responsiveness to supervision. All these values are numerically lesser than the corresponding critical t-values of 2.23, 2.45, 2.31, 2.45, 2.18, 2.45, 2.45, and 2.31, respectively. This led to the acceptance of the hypothesis that "There is no significant difference between the perceptions of the teachers and students relative to the work values practiced by the TLE teachers along: 1) adherence to policies, 2) punctuality and attendance, 3) cooperativeness and teamwork, 4) integrity and honesty, 5) observance of safety provisions, 6) productivity, 7) proper use of tools and resources, and 8) responsiveness to supervision.

14. For the relationship between the TLE teachers' job satisfaction and their profile in terms of age the results show that the rxy for the six areas of job satisfaction are: -0.164 for "work on present job", -0.172 for "pay", -0.064 for "opportunities for promotion," -0.404 for "supervision," -0.198 for "people in present job," and -0.212 for "job in general;" with absolute Fisher's t-values of 0.95, 1.00, 0.37, 2.54, 1.16, and 1.24, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their sex" was accepted for their job satisfaction

along: work on present job, pay, opportunities for promotion, people in present job and job in general inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along supervision, the said hypothesis was rejected inasmuch as the corresponding t-value was greater than the tabular t-value of 1.96 at 0.05 level of significance.

15. For sex, the results show that the rxy for the six areas of job satisfaction are: 0.214 for "work on present job", -0.004 for "pay", -0.114 for "opportunities for promotion," -0.082 for "supervision," 0.289 for "people in present job," and -0.005 for "job in general;" with absolute Fisher's t-values of 1.26, 0.02, 0.66, 0.48, 1.73, and 0.03, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their profile" was accepted along sex of the teacher-respondents.

16. For civil status, the results show that the rxy for the six areas of job satisfaction are: 0.372 for "work on present job", 0.131 for "pay", 0.211 for "opportunities for promotion," 0.208 for "supervision," 0.220 for "people in present job," and 0.353 for "job in general;" with absolute Fisher's t-values of 2.31, 0.76, 1.24, 1.22, 1.30, and 2.17, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their civil status" was accepted for their job satisfaction along: pay, opportunities for promotion, supervision, and people in present job inasmuch as the Fisher's t-values are numerically lesser than the

tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job" and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-value of 1.96 at 0.05 level of significance.

17. For socio-economic status, the results show that the r_{xy} for the six areas of job satisfaction are: 0.325 for "work on present job", 0.527 for "pay", 0.517 for "opportunities for promotion," 0.284 for "supervision," 0.-0.091 for "people in present job," and 0.413 for "job in general;" with absolute Fisher's t-values of 1.97, 3.56, 3.47, 1.70, 0.52, and 2.61, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their socio-economic status" was accepted for their job satisfaction along: supervision, and people in present job inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job," "pay," "opportunities for promotion," and "job in general" the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-value of 1.96 at 0.05 level of significance.

18. For teaching experience, the results show that the r_{xy} for the six areas of job satisfaction are: -0.285 for "work on present job", -0.116 for "pay", 0.067 for "opportunities for promotion," -0.201 for "supervision," -0.336 for "people in present job," and -0.270 for "job in general;" with absolute Fisher's t-values of 1.71, 0.67, 0.39, 1.18, 2.05, and 1.61, respectively. This means that the

hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their teaching experience" was accepted in their job satisfaction along: "work on present job," "pay," "opportunities for promotion," "supervision," and "job in general" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "people in present job," the said hypothesis was rejected inasmuch as the corresponding t-value was greater than the tabular t-value of 1.96 at 0.05 level of significance.

19. Along position, the results show that the rxy for the six areas of job satisfaction are: -0.274 for "work on present job", -0.113 for "pay", 0.254 for "opportunities for promotion," -0.209 for "supervision," -0.338 for "people in present job," and -0.250 for "job in general;" with absolute Fisher's t-values of 1.64, 0.65, 1.51, 1.23, 2.06, and 1.61, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their position" was accepted in their job satisfaction along: "work on present job," "pay," "opportunities for promotion," "supervision," and "job in general" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "people in present job," the said hypothesis was rejected inasmuch as the corresponding t-value was greater than the tabular t-value of 1.96 at 0.05 level of significance. This indicates that there is a significant negative relationship between job satisfaction along this area and the teacher's position.

20. For educational qualification, the results show that the r_{xy} for the six areas of job satisfaction are: -0.463 for "work on present job", -0.285 for "pay", -0.336 for "opportunities for promotion," -0.181 for "supervision," -0.134 for "people in present job," and -0.340 for "job in general;" with absolute Fisher's t -values of 3.00, 1.71, 2.05, 1.06, 0.78, and 2.08, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their educational qualification" was accepted in their job satisfaction along: "pay," "supervision," and "people in present job" inasmuch as the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance. However, along "work on present job," "opportunities for promotion," and "job in general", the said hypothesis was rejected inasmuch as the corresponding t -values were greater than the tabular t -value of 1.96 at 0.05 level of significance.

21. In terms of in-service trainings attended by TLE teachers, the results show that the r_{xy} for the six areas of job satisfaction are: -0.055 for "work on present job", 0.285 for "pay", 0.192 for "opportunities for promotion," 0.197 for "supervision," -0.508 for "people in present job," and 0.079 for "job in general;" with absolute Fisher's t -values of 0.32, 1.71, 1.12, 1.15, 3.39, and 0.46, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their in-service trainings attended" was accepted in their job satisfaction along: "work on present job," "pay," "opportunities for promotion," "supervision," and "job in

general" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "people in present job," the said hypothesis was accepted inasmuch as the corresponding t-value was greater than the tabular t-value of 1.96 at 0.05 level of significance.

22. In terms of the latest performance of TLE teachers, the results show that the rxy for the six areas of job satisfaction are: 0.039 for "work on present job", 0.283 for "pay", 0.340 for "opportunities for promotion," 0.160 for "supervision," -0.338 for "people in present job," and 0.287 for "job in general;" with absolute Fisher's t-values of 0.22, 1.70, 2.08, 0.93, 2.06, and 1.72, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their latest performance rating " was accepted in their job satisfaction along: "work on present job," "pay," "supervision," and "job in general" inasmuch as the Fisher's t values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "opportunities for promotion" and "people in present job," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance.

23. For the relationship between the teachers' job satisfaction and their work values in terms of adherence to policies, the results show that the rxy for the six areas of job satisfaction are: 0.592 for "work on present job", 0.215 for "pay", 0.036 for "opportunities for promotion," 0.461 for "supervision," 0.327 for "people in present job," and 0.469 for "job in general;" with absolute Fisher's t-

values of 4.22, 1.26, 0.21, 2.98, 1.99, and 3.05, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of adherence to policies" was accepted in their job satisfaction along: "pay," and "opportunities for promotion" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job" "supervision, "people in present job," and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance.

24. In terms of punctuality and attendance, the results show that the rxy for the six areas of job satisfaction are: 0.480 for "work on present job", 0.232 for "pay", -0.024 for "opportunities for promotion," 0.130 for "supervision," 0.291 for "people in present job," and 0.486 for "job in general;" with absolute Fisher's t-values of 3.14, 1.37, 0.14, 0.75, 1.75, and 3.19, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of punctuality and attendance" was accepted in their job satisfaction along: "pay," "opportunities for promotion," "supervision," and people in present job" inasmuch as the Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job" and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance.

25. For cooperativeness and teamwork, the results show that the r_{xy} for the six areas of job satisfaction are: 0.363 for "work on present job", -0.075 for "pay", -0.140 for "opportunities for promotion," 0.174 for "supervision," 0.071 for "people in present job," and 0.333 for "job in general;" with absolute Fisher's t -values of 2.24, 0.43, 0.81, 1.02, 0.41, and 2.03, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of cooperativeness and teamwork" was accepted in their job satisfaction along: "pay," "opportunities for promotion," "supervision," and people in present job" inasmuch as the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance. However, along "work on present job" and "job in general," the said hypothesis was rejected inasmuch as the corresponding t -values were greater than the tabular t -values of 1.96 at 0.05 level of significance.

26. As regards integrity and honesty, the results show that the r_{xy} for the six areas of job satisfaction are: 0.316 for "work on present job", 0.189 for "pay", 0.066 for "opportunities for promotion," 0.264 for "supervision," -0.006 for "people in present job," and 0.273 for "job in general;" with absolute Fisher's t -values of 1.91, 1.11, 0.38, 1.57, 0.03, and 1.63, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of integrity and honesty" was accepted inasmuch as all the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance.

27. In terms of observance of safety provisions, the results show that the r_{xy} for the six areas of job satisfaction are: 0.315 for "work on present job", 0.037 for "pay", -0.059 for "opportunities for promotion," 0.129 for "supervision," -0.011 for "people in present job," and 0.318 for "job in general;" with absolute Fisher's t -values of 1.91, 0.21, 0.34, 0.75, 0.06, and 1.93, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of observance of safety provisions" was accepted inasmuch as all the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance.

28. For Productivity, the results show that the r_{xy} for the six areas of job satisfaction are: 0.458 for "work on present job", 0.191 for "pay", 0.363 for "opportunities for promotion," 0.449 for "supervision," -0.003 for "people in present job," and 0.438 for "job in general;" with absolute Fisher's t -values of 2.96, 1.12, 2.24, 2.89, 0.02, and 2.80 respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of productivity" was accepted in their job satisfaction along: "pay" and "people in present job. as the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance. However, along "work on present job" and "job in general," the said hypothesis was rejected inasmuch as the corresponding t -values were greater than the tabular t -values of 1.96 at 0.05 level of significance.

29. For Proper use of tools and resources, the results show that the r_{xy} for the six areas of job satisfaction are: 0.569 for "work on present job", -0.014 for "pay", 0.118 for "opportunities for promotion," 0.327 for "supervision," 0.131 for "people in present job," and 0.487 for "job in general;" with absolute Fisher's t -values of 3.97, 0.08, 0.68, 1.99, 0.76 and 3.20, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of proper use of tools and resources" was accepted in their job satisfaction along: "pay" and "opportunities for promotion," and "people in present job inasmuch as the Fisher's t -values are numerically lesser than the tabular t -value of 1.96 at 0.05 level of significance. However, along "work on present job," "supervision," and "job in general," the said hypothesis was rejected inasmuch as the corresponding t -values were greater than the tabular t -values of 1.96 at 0.05 level of significance.

30. In terms of Responsiveness to supervision, the results show that the r_{xy} for the six areas of job satisfaction are: 0.516 for "work on present job", -0.094 for "pay", -0.074 for "opportunities for promotion," -0.005 for "supervision," 0.234 for "people in present job," and 0.388 for "job in general;" with absolute Fisher's t -values of 3.46, 0.54, 0.43, 0.03, 1.38, 2.42, respectively. This means that the hypothesis which states that "There is no significant relationship between job satisfaction of the TLE teacher-respondents and their level of responsiveness to supervision" was accepted in their job satisfaction along: "pay," "opportunities for promotion," "supervision" and "people in present job inasmuch as the

Fisher's t-values are numerically lesser than the tabular t-value of 1.96 at 0.05 level of significance. However, along "work on present job," and "job in general," the said hypothesis was rejected inasmuch as the corresponding t-values were greater than the tabular t-values of 1.96 at 0.05 level of significance.

Conclusions

The following conclusions were drawn from the findings of the study

1. The typical TLE teacher in the City Division of Catbalogan is 45 years of age, female, married, occupies Teacher I position, who has been in the service for about 18 years with a "very satisfactory" performance rating and has attended about two trainings.
2. The TLE teachers in the City Division of Catbalogan is living above poverty threshold, hence she can afford the basic needs of her family.
3. The teacher-respondents are generally satisfied with their job specifically along work on present job.
4. The teacher-respondents gave importance to "productivity," "proper use of tools and resources," and "responsiveness to supervision"; they likewise recognize work values on "adherence to policies," "punctuality and attendance," "cooperativeness and teamwork," "integrity and honesty," and "observance of safety provisions."
5. The student-respondents perceived their their TLE teachers to recognize work values on "adherence to policies," "punctuality and

attendance," "cooperativeness and teamwork," "integrity and honesty," "observance of safety provisions," "productivity," "proper use of tools and resources," and "responsiveness to supervision."

6. The teachers and students involved in the study gave the same assessments on the TLE teachers' work values.

7. The top two work values of the TLE teachers are along "Proper Use of Tools and Materials" (mean = 3.58 or high) and "Productivity" (mean = 3.39 or moderate) while they exhibit the least along "Punctuality and Attendance" (mean = 2.83 or moderate).

8. There is a significant negative relationship between job satisfaction along supervision and the teacher's age. This means that younger TLE teachers have high level of job satisfaction along supervision while the older teachers have low level of job satisfaction along supervision.

9. There is a significant negative relationship between job satisfaction along these two areas and the teacher's civil status. This means that TLE teachers who are married tend to have low level of job satisfaction along their "work on present job" and "their "work in general", while those who are single have high level of job satisfaction in these two areas. This could be attributed to the demands of married life like rearing children, doing household chores and the like.

10. There is a significant positive relationship between job satisfaction along these four areas and the teacher's socio-economic status. This means that

TLE teachers who have higher income have higher level of job satisfaction along "work on present job," "pay," "opportunities for promotion," and "job in general" than those who have lower income.

11. There is a significant negative relationship between job satisfaction along this area and the teacher's teaching experience. This means that TLE teachers who have longer years of experience have low level of job satisfaction along "people in present job," than those who are relatively new in the service. This indicates that there is a significant negative relationship between job satisfaction along this area and the teacher's position. Thus, TLE teachers who have higher position have low level of job satisfaction along "people in present job," than those who occupy relatively low positions in teaching.

12. There is a significant negative relationship between job satisfaction along these three areas and the teacher's educational qualification. Thus, TLE teachers who have higher educational qualification have low level of job satisfaction along "work on present job," "opportunities for promotion," and "job in general." Moreover, those who have lower education qualification have high level of job satisfaction along these three areas.

13. There is a significant negative relationship between job satisfaction along this area and the teacher's in-service trainings attended. Thus, TLE teachers who attended more trainings have low level of job satisfaction along "people in present job." Moreover, those who have attended fewer number of trainings have high level of job satisfaction along this area.

14. There is a significant positive relationship between job satisfaction along 'opportunities for promotion' and the teacher's latest performance rating. Thus, TLE teachers who have high performance ratings have high level of job satisfaction along "opportunities for promotion." Moreover, those who low performance ratings also have low level of job satisfaction along this area. As regards "people in present job" which is significantly and negatively correlated with TLE teachers' performance rating, those who have high performance rating have low job satisfaction in this area than those who have low performance ratings.

15. There is a significant positive relationship between job satisfaction along these three areas and the teacher's level of adherence to policies. Thus, TLE teachers who have high level of adherence to policies have higher level of job satisfaction along "work on present job," "supervision," "people in present job," and "job in general." Moreover, those who have low level of adherence to policies have likewise low level of job satisfaction along these three areas.

16. There is a significant positive relationship between job satisfaction along these two areas and the teacher's level of punctuality and attendance. Thus, TLE teachers who have high level of punctuality and attendance have higher level of job satisfaction along "work on present job," and "job in general." Moreover, those who have low level of punctuality and attendance have likewise low level of job satisfaction along these two areas.

17. There is a significant positive relationship between job satisfaction along these two areas and the teacher's level of cooperativeness and teamwork. Thus, TLE teachers who have high level of cooperativeness and teamwork have higher level of job satisfaction along "work on present job," and "job in general." Moreover, those who have low level of cooperativeness and teamwork have likewise low level of job satisfaction along these two areas.

18. Work values on "integrity and honesty" as well as "observance of safety provisions" had nothing to do with the teacher-respondents' job satisfaction level.

19. There is a significant positive relationship between job satisfaction along these two areas and the teacher's level of cooperativeness and teamwork. Thus, TLE teachers who have high level of cooperativeness and teamwork have higher level of job satisfaction along "work on present job," and "job in general." Moreover, those who have low level of cooperativeness and teamwork have likewise low level of job satisfaction along these two areas.

20. There is a significant positive relationship between job satisfaction along these three areas and the teacher's level of proper use of tools and resources. Thus, TLE teachers who have high level of work value along proper use of tools and resources have higher level of job satisfaction along "pay," "supervisor," and "job in general." Moreover, those who have low level of proper use of tools and resources have likewise low level of job satisfaction along these three areas.

21. There is a significant positive relationship between job satisfaction along these two areas and the teacher's level of responsiveness to supervision. Thus, TLE teachers who have high level of work value along responsiveness to supervision have higher level of job satisfaction along "work on present job," and "job in general." Moreover, those who have low level of responsiveness to supervision have likewise low level of job satisfaction along these two areas.

Recommendations

The following are the recommendations to ensure job satisfaction of the TLE teachers, improve their work values and subsequently improve their teaching performance:

1. There should be a functional staff development program for TLE teachers to ensure that they finish their master's degree and be able to proceed to the doctorate level. The development program shall likewise include scheduling of these teachers for their attendance in in-service and in-house trainings.

2. There should be a continuous in-house values orientation program for the TLE teachers specifically focusing on: "adherence to policies," "punctuality and attendance," "cooperativeness and teamwork," "integrity and honesty," and "observance of safety provisions." This will also contribute to the improvement of the teacher-respondents job satisfaction.

3. Administrators has to recognize the need of older teachers who has the tendency to get bored or experience burn-out since they showed lower level

of job satisfaction than their younger counterparts. One strategy is by giving them new work assignments in terms of year level assignments or co-curricular assignments. Moreover, the special needs of married teachers have to be considered since they likewise showed lower job satisfaction level than those who are single. Administrators may consider giving them flexible time for reporting to work to enable them to address their family's needs.

4. There is a need for a regular and just evaluation of teachers for promotion inasmuch as those who have higher opportunities for promotion showed higher level of job satisfaction. Transparency boards in relation to promotions, selection of awardees must be installed to ensure that no doubts will arise from the process.

5. Another research maybe conducted to correlate students' academic performance and the teachers' job satisfaction level and work values.

6. A sequel study maybe conducted among elementary grades teachers.

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A P P E N D I C E S

APPENDIX A



Republic of the Philippines
SAMAR STATE UNIVERSITY

Catbalogan City, Samar

Telephone Numbers: (055)-251-2139/(055)251-4780

Website: www.ssu.edu.ph

February 3, 2014

DR. EDITA S. DE VEYRA
 Schools Division Superintendent
 Division of Catbalogan City
 Madam:

Warmest greetings!

The undersigned is currently conducting a research entitled "TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHER'S WORK VALUES IN RELATION TO JOB SATISFACTION" as part of the partial requirements for the degree of Master of Arts in Education (MAED) major in Technology and Livelihood Education in Samar State University.

The scope of her study includes the TLE teachers and their students in Catbalogan City Division. In this regard, the undersigned researcher is requesting approval from your good office to allow her to administer her questionnaire to the said respondents of the study. Please be assured that the data collected from the different schools in the city division will be treated with utmost confidentiality and will be used only for the purpose of this research.

Your favorable action on this matter is earnestly requested. Thank you very much and more power

Very truly yours,

(Sgd.) TERESA D. MACHA
 MAED-THE student
 Researcher

NOTED:

(Sgd.) MARILYN D. CARDOSO, Ph.D.
 VP for Academic Affairs/
 Dean, College of Graduate Studies

APPROVED:

EDITA S. DE VEYRA, Ph.D.
 Schools Division Superintendent

APPENDIX B



Republic of the Philippines
SAMAR STATE UNIVERSITY

Catbalogan City, Samar

Telephone Numbers: (055)-251-2139/(055)251-4780

Website: www.ssu.edu.ph

February 3, 2014

LUZ C. MACAIRAN, Ed.D.

Principal

Samar National School

Madam:

Warmest greetings!

The undersigned is currently conducting a research entitled "TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHER'S WORK VALUES IN RELATION TO JOB SATISFACTION" as part of the partial requirements for the degree of Master of Arts in Education (MAED) major in Technology and Livelihood Education in Samar State University.

The scope of her study includes the TLE teachers and their students in Catbalogan City Division. In this regard, the undersigned researcher is requesting approval from your good office to allow her to administer her questionnaire to the said respondents of the study in your school. Attached herewith is the approval from the Office of the Superintendent of Catbalogan City Division for your reference and perusal.

Please be assured that the data collected from the different schools in the city division will be treated with utmost confidentiality and will be used only for the purpose of this research.

Your favorable action on this matter is earnestly requested. Thank you very much and more power

Very truly yours,

(Sgd.) TERESA D. MACHA
MAED-THE student
Researcher

APPENDIX C



Republic of the Philippines
SAMAR STATE UNIVERSITY

Catbalogan City, Samar

Telephone Numbers: (055)-251-2139/(055)251-4780

Website: www.ssu.edu.ph

Questionnaire for Teacher – Respondents

February 3, 2014

Dear Respondent,

The undersigned is presently conducting a research entitled "TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHER'S WORK VALUES IN RELATION TO JOB SATISFACTION" as part of the partial requirements for the degree of Master of Arts in Education (MAED) major in Technology and Livelihood Education.

The scope of her study includes the TLE teachers and their students in Catbalogan City Division. In this regard, the undersigned researcher is soliciting your cooperation by accomplishing the attached questionnaire. Please be assured that your answers will be treated with utmost confidentiality and will be used only for the purpose of this research.

The researcher will value the help that you will extend to this research and your contribution to the improvement of TLE instruction through your participation in this study.

Thank you very much.

Very truly yours,

(Sgd.) TERESA D. MACHA
MAED-THE student
Researcher

Part I. Profile

Direction: Please supply the needed information by writing on the space provided or checking the appropriate box/space provided.

1. Name _____
(optional)
2. Age _____
3. Sex ____ Male ____ Female
4. Civil Status ____ Single ____ Widow/er
____ Married ____ Separated
5. Position: _____
6. Present School Assignment: _____
7. Average family monthly income [in Pesos]: _____
8. Teaching Experience [in years]: _____
9. Education Background
 - 9.1 Baccalaureate Degree: _____
Major: _____ Minor: _____
 - 9.2 Master's Degree
____ Completed, Please specify degree: _____
Major: _____ Minor: _____
____ Earned units, Please specify units earned: _____
Degree Pursued: _____
Major: _____ Minor: _____
 - 9.3 Doctorate Degree:
____ Completed, Please specify degree: _____
Major: _____ Minor: _____
____ Earned units, Please specify units earned: _____
Degree Pursued: _____
Major: _____ Minor: _____
10. Relevant In-service Trainings Attended

Title of Training	Period [Date]	Venue	Sponsor

11. Performance Rating _____

Part II. Job Satisfaction (*Adapted from Maya Yankelevich's instrument*)

Direction: The statements below reflect your job satisfaction as TLE teacher by area. Check the appropriate space corresponding your answer using the following scale:

1-Disagree (D)

3-Agree Somewhat (AS)

2-Disagree Somewhat (DS)

4-Agree Strongly (ASTR)

Areas/statements A. Work on present job	Responses			
	4 (ASTR)	3 (AS)	2 (DS)	1 (D)
1. My work is fascinating				
2. My work is boring				
3. My work gives sense of accomplishment				
4. My work is uncomfortable				
5. My work is challenging				
6. My work is dull				
7. My work use my abilities				
8. My work is uninteresting				
9. Others, please specify: _____ _____				
B. Pay				
1. My income is adequate for normal expenses				
2. My pay is fair				
3. My income provides me luxuries				
4. I am well paid				
5. Others, please specify: _____ _____				
C. Opportunities for Promotion				
1. I have good opportunities for promotion				
2. I have good chance for promotion				
3. There is regular promotion in my work				
4. There is fairly good chance for promotion				
5. Others, please specify: _____ _____				

Areas/statements D. Supervision	Responses			
	4 (ASTR)	3 (AS)	2 (DS)	1 (D)
1. My supervisor praises good work				
2. My supervisor is hard working				
3. My supervisor is tactful				
4. My supervisor is impolite				
5. My supervisor is up-to date				
6. My supervisor doesn't supervise enough				
7. My supervisor knows us well				
8. My supervisor has favorites				
9. Others, please specify: _____ _____				
E. People in your present job				
1. My co-workers are slow				
2. My co-workers are responsible				
3. My co-workers are lazy				
4. My co-workers are intelligent				
5. My co-workers are gossipy				
6. My co-workers are loyal				
7. My co-workers are stubborn				
8. Others, please specify: _____ _____				
F. Job in General				
1. My job can be considered superior				
2. My job can be considered poor				
3. My job can makes me content				
4. My job can be undesirable				
5. My job can be considered excellent				
6. My job can be considered waste of time				
7. My job can be considered enjoyable				
8. My job can be considered bad				
9. Others, please specify: _____ _____				

Part. III Work Values (Adapted from John R. Boatwright's instrument)

Direction: Please check the appropriate scale that corresponds to your assessment of the following items that reflect your work values, as follows:

1-Disagree (D)

3-Agree Somewhat (AS)

2-Disagree Somewhat (DS)

4-Agree Strongly (ASTR)

Dimension/Statement	Responses			
	4 (ASTR)	3 (AS)	2 (DS)	1 (D)
A. Adherence to Policies				
1. If I don't understand the reason for a policy, I ask my supervisor to explain it to me.				
2. If I think that a company is stupid, I will ignore it if I won't get caught.				
3. I will follow company policies and procedures even if I don't agree with them.				
4. Policies are like rules; they are made to be broken.				
5. I follow company policies when suits me.				
6. All company policies were created for a reason.				
7. Others, please specify: _____ _____				
B. PUNCTUALITY and ATTENDANCE				
1. I take a lot of pride in not missing work needlessly at work on time.				
2. If a person is late for work, it should not cause a problem for them if they are willing to stay late and make up the time.				
3. If I want to take a day off occasionally for rest, relaxation, or recreation, I think it's OK to call in sick.				
4. I go to work even when I don't feel well.				
5. Others, please specify: _____				
C. COOPERATIVENESS AND TEAMWORK				
1. Cooperation and teamwork sometimes requires me to do more than my fair share of the work.				
2. Cooperation includes doing things that I would rather not do.				
3. Teamwork requires working together to achieve common goals.				

4. Cooperation and teamwork include speaking up when I think we are making a mistake.				
5. I will compromise my opinion sometimes for the benefit of the team.				
6. Others, please specify: _____				
D. INTEGRITY and HONESTY	Responses			
	4 (ASTR)	3 (AS)	2 (DS)	1 (D)
1. "White lies" are acceptable if the truth would cause damage to the business.				
2. I would not tell the truth if one of my friends would be fired because of my answer.				
3. Good work ethics include the willingness to do the right things.				
4. I would overlook "shady" business practices if they were not illegal and it would put money my pocket.				
5. Others, please specify: _____				
E. OBSERVANCE OF SAFETY PROVISIONS				
1. I don't concern myself which work safety rules; I know how to work safely.				
2. A clean workplace insures that the workplace is safe.				
3. An unsafe workplace can cost me money.				
4. When I see an unsafe condition in my work area, I report it to my supervisor immediately.				
5. When I see an unsafe condition in someone else's I leave it up to them to report it to their supervisor.				
6. The cost of on-the-job accidents greatly exceeds actual medical costs.				
7. Safety is everybody's business.				
8. Others, please specify: _____				
F. PRODUCTIVITY				
1. I take a lot of pride in the quality of work that I complete.				
2. Attention to detail is very important in any line of work.				

3. It takes less time to do the job correctly the first time than to have to do it over.				
4. Productivity includes the quality of the work, not just the quantity of the work.				
5. Others, please specify: _____				
G. PROPER USE OF TOOLS and RESOURCES	Responses			
	4 (ASTR)	3 (AS)	2 (DS)	1 (D)
1. If I borrow a tool, I clean it and return it as soon as I am finished with it.				
2. I don't concern myself with wasted materials.				
3. Improper use of tools and machinery create an unsafe workplace.				
4. Proper training is the key to proper use of tools and machinery.				
5. Others, please specify: _____				
G. RESPONSIVENESS TO SUPERVISION				
1. Accepts work supervision positively.				
2. Accepts constructive criticism positively.				
3. I do not always follow directions if I know a better or easier way.				
4. The ability and willingness to follow directions is important to any kind of work.				
5. Good work ethics include being willing to do what I am asked to do even if I don't want.				
6. Others, please specify: _____				

APPENDIX D



Republic of the Philippines
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Catbalogan City, Samar

Telephone Numbers: (055)-251-2139/(055)251-4780

Website: www.ssu.edu.ph

Questionnaire for Student – Respondents

February 3, 2014

Dear Respondent,

The undersigned is presently conducting a research entitled "TECHNOLOGY AND LIVELIHOOD EDUCATION TEACHER'S WORK VALUES IN RELATION TO JOB SATISFACTION" as part of the partial requirements for the degree of Master of Arts in Education (MAED) major in Technology and Livelihood Education.

The scope of her study includes the TLE teachers and their students in Catbalogan City Division. In this regard, the undersigned researcher is soliciting your cooperation by accomplishing the attached questionnaire. Please be assured that your answers will be treated with utmost confidentiality and will be used only for the purpose of this research.

The researcher will value the help that you will extend to this research and your contribution to the improvement of TLE instruction through your participation in this study.

Thank you very much.

Very truly yours,

(Sgd.) TERESA D. MACHA
MAED-THE student
Researcher

Part I. Profile

Direction: Please supply the needed information by writing on the space provided or checking the appropriate box/line.

1. Name: _____
2. Age: _____ 3. Sex _____ Male _____ Female
4. School: _____
5. Year Level: _____

Part II TLE Teachers' Work Values

Direction: The given statements below reflect your TLE teacher's work values. Give your assessment of your teacher's work values using the following scales:

1-Disagree (D)

3-Agree Somewhat (AS)

2-Disagree Somewhat (DS)

4-Agree Strongly (ASTR)

Dimension/Statement	Responses			
	4 (ASTR)	3 (AS)	2 (DS)	1 (D)
A. Adherence to Policies				
1. If my TLE teacher does not understand the reason for a policy he/she asks our supervisor to explain it.				
2. If my TLE teacher thinks that a company policy is stupid, she/he will ignore it if he/she won't get caught.				
3. My TLE teacher will follow company policies and procedures even if he/she does not agree with them.				
4. My TLE teacher believes that policies are like rules; they are made to be broken.				
5. My TLE teacher follows company policies when they suits him/her.				
6. My TLE teacher believes that all company policies were created for a reason.				
7. Others, please specify: _____				
B. PUNCTUALITY and ATTENDANCE				
1. My TLE teacher takes a lot of pride in not missing work needlessly and being at work on time.				
2. If my TLE teacher believes that if a person is late				

for work, it should not cause a problem for them if they are willing to stay late and make up the time.				
3. If my TLE teacher wants to take a day off occasionally for rest, relaxation, or recreation, he/she think it's OK to call in sick.				
4. My TLE teacher goes to work even when he/she does not feel well.				
5. Others, please specify: _____				
C. COOPERATIVENESS AND TEAMWORK				
1. Because of cooperation and teamwork, my TLE teacher sometimes do more than her/his fair share of the work.				
2. Because of cooperation, my teacher does things that he/she would rather not do.				
3. My TLE teacher believes that teamwork requires working together to achieve common goals.				
4. My TLE teacher believes that cooperation and teamwork include speaking up when she/he thinks she/he is making a mistake.				
5. My TLE teacher will compromise his/her opinion sometimes for the benefit of the team.				
6. Others, please specify: _____				
D. INTEGRITY and HONESTY	Responses			
	4 (ASTR)	3 (AS)	2 (DS)	1 (D)
1. My TLE teacher believes that "White lies" are acceptable if the truth would cause damage to the business.				
2. My TLE teacher would not tell the truth if one of her/his friends would be fired because of her/his answer.				
3. My TLE teacher believes that good work ethics include the willingness to do the right things.				
4. My TLE teacher would overlook "shady" business practices if they were not illegal and would put money in her/his pocket.				
5. Others, please specify: _____				

E. OBSERVANCE OF SAFETY PROVISIONS				
1. My TLE teacher does not concern himself/herself with work safety rules; he/she knows how to work safely.				
2. My TLE teacher believes that a clean workplace insures that the workplace is safe.				
3. My TLE teacher believes that an unsafe workplace can cost me money.				
4. When my TLE teacher sees an unsafe condition in his/her work area, he/she reports it to his/her supervisor immediately.				
5. When my TLE teacher sees an unsafe condition in someone else's, he/she leaves it up to them to report it to their supervisor.				
6. My TLE teacher believes that the cost of on-the-job accidents greatly exceeds actual medical costs.				
7. My TLE teacher believes that safety is everybody's business.				
8. Others, please specify: _____				
F. PRODUCTIVITY				
1. My TLE teacher takes a lot of pride in the quality of work that he/she completes.				
2. My TLE teacher believes that attention to detail is very important in any line of work.				
3. My TLE teacher believes that it takes less time to do the job correctly the first time than to have to do it over.				
4. My TLE teacher believes that productivity includes the quality of the work, not just the quantity of the work.				
5. Others, please specify: _____				
G. PROPER USE OF TOOLS and RESOURCES	Responses			
	4 (ASTR)	3 (AS)	2 (DS)	1 (D)
1. If my TLE teacher borrows a tool, he/she cleans it and returns it as soon as he/she is finished with it.				
2. My TLE teacher does not concern herself with wasted materials.				
3. My TLE teacher believes that improper use of tools				

and machinery create an unsafe workplace.				
4. My TLE teacher believes that proper training is the key to proper use of tools and machinery.				
5. Others, please specify: _____				
H. RESPONSIVENESS TO SUPERVISION				
1. My TLE teacher accepts work supervision positively.				
2. My TLE teacher accepts constructive criticism positively.				
3. My TLE teacher does not always follow directions if she/he knows a better or easier way.				
4. My TLE teacher believes that the ability and willingness to follow directions is important to any kind of work.				
5. My TLE teacher believes that good work ethics include being willing to do what may be asked to do even if he/she does not like.				
6. Others, please specify: _____				

CURRICULUM VITAE

CURRICULUM VITAE

Name : Teresa D. Macha
 Age : 53
 Sex : Female
 Civil status : Married
 Parents :
 Mother : Simplicia Cajeda de la Pena
 Father : Teodocio F. de la Pena
 Husband : Elmer I. Macha
 Children : Jhon Mher d. Macha
 : John Rey d. Macha

EDUCATIONAL BACKGROUND

Elementary : Sta. Rita Central Elementary School
 Sta. Rita, Samar
 S.Y 1967-1973
 Secondary : Sta. Rita Community High School
 Sta. Rita, Samar
 S.Y 1979-1982
 Tertiary :
 Course : Bachelor of Science in Industrial
 Education (BSIE) – Home Economics
 Samar State Polytechnic College
 Catbalogan, Samar
 S.Y 1996-200

SEMINARS/TRAINING ATTENDED

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Personnel Association, SSU Member

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