



## A Comparative Study on Teacher's Work Motivation and Job Satisfaction in Public and Private Educational Institutions: The Case of Marawi City National High School and Peaci-Senior High School

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### **Abstract**

Motivation and job satisfaction are two determinants that help improve employee engagement and productivity in both public and private instrumentalities. Leveraging certain factors of these determinants will improve the level of drive, commitment, and energy of the institution's workforce. This study aims to identify and correlate the motivational factors and the level of job satisfaction of the teachers in Marawi City National High School – Senior High School and Philippine Engineering and Agro-Industry College Inc. in terms of the “experience” and “desired” profiles. It employs descriptive quantitative research design using a survey instrument that was administered to 39 respondents. The number of the respondents was determined by a complete enumeration of all senior high-school teachers in both institutions. The instrument of the study was structured employing the 15-work related motivational factors in the study of Heimovics and Brown in 1976. For the testing of hypotheses, Spearman's Rank Order Correlation was used. The results revealed “high-salary” and “friendly and congenial associates” tops the motivational factors on both educational institutions, and teachers in Philippine Engineering and Agro-Industry College Inc. are clearly motivated and satisfied in their job compared to Marawi City National High School – Senior High School. The researchers recommend leveraging the identified motivational factors and maintain an optimum job satisfaction in both educational institutions.

**Keywords:** *Work Motivation; Job Satisfaction; Public and Private Institutions; Senior High School; Teachers*

## **Introduction**

In every organization, there lies an employee that is driven and takes pride in his work. Meanwhile, another employee lacks the energy, works in a slower pace, and spends more time away from his tasks. The difference between these two employees can be found in their level of work motivation as the former seems to inhibit high level of motivation, while the latter is on the contrary. According to Wentworth (2023), employee motivation is the level of drive, commitment, and energy that a company's workforce brings to the role every day. Without motivation, organizations experience reduced productivity, lower levels of output and it is likely that the company will fall short of reaching those all-important goals. Understanding these differences is crucial for the management and has implications for organizational performance and outcomes (Andersen et al., 2023). To leverage motivation and maintain optimum job satisfaction of the employees, certain factors need to be influenced (Deci, 2000). Motivation and job satisfaction are mostly stimulated by monetary incentives, career-growth, and supportive workplace (Buelens and Broeck, 2007; Rashid and Rana, 2019). Understanding essential factors helps improve employee engagement and productivity. This research aimed to reveal the factors affecting both institutions employing the 15-work related motivational factors of Heimovics and Brown (1976). It seeks to obtain the following objectives: 1) to identify the motivational factors that contribute to the work motivation of the teachers in MCNHS and PEACI – Senior High Department; 2) to determine if there is a similarity in the work-related motivational factors of the teachers in MCNHS and PEACI – Senior High Department; and 3) to identify the relationship of the work-related motivational factors towards the job satisfaction of MCNHS and PEACI-SHS.

## **Theoretical Frameworks**

### **Motivation**

To justify the 15-work related motivational factors of Heimovics and Brown employed in the study, Abraham Maslow's need-based theory of motivation assumes the criterion that concentrates on the reference. Its premise posits that humans are driven to rise above the basic deficiency needs to what he describes as "self-actualization" (Maslow, 1943). These basic needs are psychological, safety, love and belonging. All these needs are present in the identified 15 work-related motivational factors. Abraham Maslow's need-based theory of motivation is the most widely recognized theory of motivation that serves as a driving force of goal-directed behavior (Bhalraj, 2008). His theory is infused with the ideas of the holism theories of Whertheimer, Goldstein, and Gestalt psychology (Kelland, 2021). Leveraging motivation in the workplace is a humanistic approach that focuses on employee's potential rather than flaws (Al Taher, 2020). Nyameh (2013) found that Maslow's theory is appropriate for organizational orientation and employee motivation. He discussed that an organization's cultural framework reflects employees' physiological needs, which must be prioritized for it plays a pivotal role in improving employees' performance. Second, safety needs need to be met after the physical needs shall be the safety needs. Safety needs are related to mental health and wellbeing. Research from the field of neural plasticity revealed that anger and fear are closely related to safety needs. Analysis revealed that the primary reasons for mental disorders—PTSD, phobia, and depression—are underpinned by the need to be safe (Zheng et al., 2016). After physiological and safety needs are met, love, affection, and belongingness needs come to urgency. Maslow pointed out that this level is related to giving and receiving love and is not synonymous with sex (Maslow, 1943, p. 381). The importance of love and belongingness in the workforce was investigated by Riordan and Griffeth in 1995. Their findings show that employees' perception of friendship opportunities directly affects job involvement, organizational commitment, and turnover intention. Also, the importance of self-esteem in the workforce was investigated by Pierce and Gardner (2004). Their findings suggest that individual self-esteem in the work environment plays a vital role in determining employee behavior and motivation. Lastly, self-actualization is the need to become more of what one can become (Maslow, 1943, p. 382). Ngai et al. (2016) researched the effects of vocational

training on unemployed young people's work and work engagement, using mediating effects of training adequacy and self-actualization. Their findings suggest that through vocational training, the unemployed youth gained hard and soft skills. Thus, these explains the need for Educators to be motivated to find meaning in their work to provide an environment for students to thrive and for school organizations to be productive Demil (2021).

## Job Satisfaction

Motivation alone cannot create a conducive workplace for the employees and the organization. Studies show that both determinants promote conducive work environment that enhance employee performance and retention (Tiwari et al., 2023; Yusuf & Suwardana, 2023; Tirana et al., 2023). The study of Greg and Chung-Yan (2010) explains how some motivational factors mentioned above predicts job satisfaction outcomes. They examined the interactive relationship between job complexity and job autonomy and revealed that job complexity and job autonomy considerably interact to predict job satisfaction outcomes, turnover intentions, and psychological well-being (p. 244). Winter-Collins and McDaniel (2000) conducted a study to discover the relationship between a sense of belonging and job satisfaction. They found that there was a significant positive relationship between job satisfaction and factors of total satisfaction and interaction opportunities.

## Correlation of Motivational Factors

The correlation of the variables is guided by the positivist paradigm. The paradigm examines the relationship between employees' motivation and work satisfaction to achieve its goal. One of the main objectives of positivist study is to produce explanatory connections or structural linkages that, in the end, enable understanding of the actual relationship that exists between motivation and job satisfaction (Ryan and Gemma, 2018). Studies show that motivation and job satisfaction have a positive relationship (Tiwari et al., 2023b; Yusuf & Suwardana, 2023b; Ayub et al., 2011; Tirana et al., 2023; D.W. Ariani, 2023). Highly motivated employees tend to experience a higher level of job satisfaction. High level of job satisfaction triggers increased productivity and performance in the workplace (Adnan et al., 2023).

Based on the literature reviews, the following research hypotheses are tendered:

To assess the similarity of the ranking of the "desire" profile in the work-related motivational factors between MNCHS and PEACI-SHS.

$H_1$  = There is a significant similarity between the ranking of the "desire" profile in the work-related motivational factors between MNHS and PEACI-SHS.

To assess the similarity of the ranking in the "experience" profile in the work-related motivational factors between MNCHS and PEACI-SHS.

$H_2$  = There is a significant similarity between the ranking of the work-related motivational factors in MNHS and PEACI-SHS.

To analyze the level of Job satisfaction of the teachers in MCNHS.

$H_3$  = There is a significant relationship between the "desire" and "experience" profile of the teachers in MCNHS.

To analyze the level of Job satisfaction of the teachers in PEACI-SHS.

$H_4$  = There is a significant relationship between the "desire" and "experience" profile of the teachers in MCNHS.

**Methodology**

The study employs descriptive quantitative research design using a survey instrument that was administered to 39 respondents. The number of the respondents was determined by a complete enumeration of all senior high-school teachers in Marawi City National High School (Public) and PEACI-Senior High (Private). 25 respondents from MCNHS and 14 from PEACI-SHS. The instrument of the study was structured employing the 15-work related motivational factors in the study of Heimovics and Brown in 1976. The instrument intends to determine the factors that contribute to the motivation of the teachers in both educational institutions. It consists of two profiles namely, a) “desire” profile, and b) “experience profile”.

First, in the desire profile, each respondent was asked to rank 15 work-related motivational factors in terms of their relative importance to them on the job. Second, the respondents will rank the same 15 work-related motivational factors in the order they feel present in their job. This ranking constitutes the “experience” profile. The data were analyzed using a non-parametric test, the Spearman’s rank correlation coefficient (Spearman’s Rho) to assess the overall similarity and the level of job satisfaction of the 15 work-related motivational factors between the two educational institutions.

**Results and Discussion**

**Motivational Factors that Contribute to the Work Motivation of the Teachers in MCNHS and PEACI – Senior High Department**

Table 3. The rank average of the 15 work-related motivational factors for the “desire” profile as responded to by the sample respondents in MCNHS and PEACI.

MCNHS		PEACI-SHS	
15 work-related motivational factors	Rank	15 work-related motivational factors	Rank
High salary	1	High salary	1
A stable and secure future	2	Opportunity for advancement	2
Chance to learn new things	3	Chance to exercise leadership	3
Chance to use my special abilities	4	High prestige	4
Chance to exercise leadership	5	Chance to use my special abilities	5
Opportunity for advancement	6	A stable and secure future	6
Freedom from pressures to conform both and off the job	7	Freedom form supervision	7
Chance to benefit to the society	8	Chance to learn new things	8
High prestige and social status	9	Freedom from pressures to conform both and off the job	9
Friendly and congenial associates	10	Friendly and congenial associates	10
Freedom from supervision	11	Chance to engage in satisfying leisure activities	11
Chance to engage in satisfying leisure activities	12	Working as part of a team	12
Variety in work assignments	13	Chance to benefit to the society	13
Chance to make contribution to important decisions	14	Variety in work assignments	14
Working as part of a team	15	Chance to make contribution to important decisions	15

Table 1 shows the result of the rankings of the 15 work-related motivational factors in both educational institutions on the “desire” and “experience” profile. The “high salary” place as the top

motivational factor in both institutions. Majority of the teachers in Marawi City National High School (MNCHS) – Senior High Department selected “stable and secure future” as second rank followed by “chance to learn new things” at the third rank. On the other hand, teachers in Philippine Engineering and Agro-Industry College Inc. (PEACI) – Senior High School Department placed “opportunity for advancement” at the second rank and “chance to exercise leadership” placed third.

For the experience profile, Table 2 reveals Marawi City National High School (MNCHS) – Senior High Department selected “friendly and congenial associates” followed by the “chance to benefit society”, “freedom from pressures to conform both on and off the job” placing at the third. On the contrary, Philippine Engineering and Agro-Industry College Inc. (PEACI) – Senior High School Department placed “high salary” at the top. The “opportunity for advancement” ranks second and the “chance to exercise leadership” at third. The rankings imply that the respondent from both institutions desire a high salary in their workplace and they are most motivated by the institution’s high salaries.

Table 4. The rank average of the 15 work-related motivational factors for the “experience” profile as responded to by the sample respondents in MCNHS and PEACI.

MCNHS		PEACI-SHS	
15 work-related motivational factors	Rank	15 work-related motivational factors	Rank
Friendly and congenial associates	1	High salary	1
Chance to benefit to society	2	Opportunity for advancement	2
Freedom from pressures to conform both on and off the job	3	Chance to exercise leadership	3
Chance to engage in satisfying leisure activities	4	A stable and secure future	4
High prestige and social status	5	Chance to use my special abilities	5
Opportunity for advancement	6	High prestige and social status	6
Chance to use my special abilities	7	Freedom form supervision	7
Working as part of a team	8	Freedom from pressures to conform both and off the job	8
Chance to exercise leadership	9	Chance to make contribution to important decisions	9
Variety in work assignments	10	Working as part of a team	10
Chance to make contribution to important decisions	11	Friendly and congenial associates	11
Freedom from supervision	12	Chance to learn new things	12
Chance to learn new things	13	Variety in work assignments	13
High salary	14	Freedom from supervision	14
A stable and secure future	15	Chance to benefit to society	15

### Analysis on the Similarity of the Rankings of the Teachers in the “Desire” and “Experience” Profile of the MCNHS and PEACI-SHS

Figure 1 comprehensively explains the significant similarity between the ranking of the “desire” profile in the work-related motivational factors between MNHS and PEACI-SHS. The Spearman’s rank order correlation coefficient conveys a strong positive correlation between the rankings of both institutions,  $r_s = .74, p < 0.05$ . Thus, the alternative hypothesis one ( $H_1$ ) is accepted. This implies that the respondents have similar desires when pertaining to motivational factors.

Table 1. The Spearman’s Rank Order Correlation Coefficient on the “desire” profile of the Marawi City National High School (MCNHS) – Senior High School Department and Philippine Engineering and Agro-Industry College Inc. (PEACI) – Senior High School Department.

			MCNHS	PEACI-SHS
Spearman’s rho	MCNHS	Correlation coefficient	1.000	.743**
		Sig. (2-tailed)	.	.002
		N	15	
	PEACI-SHS	Correlation coefficient	.743**	1.000
		Sig. (2-tailed)	.002	
		N	15	

As to the experience profile, figure 2 revealed a Spearman’s rank order correlation coefficient of  $r_s = -0.3$ ,  $p > 0.05$ , conveying a non-significant moderate negative correlation. Thus, the alternative hypothesis two (H2) is rejected. The result indicates a moderate level of disagreement between the two sectors in ranking the 15 work-related motivational factors. This implies a decent difference between the ranking of both sectors.

Table 2. The Spearman’s Rank Order Correlation Coefficient on the “desire” profile of the Marawi City National High School (MCNHS) – Senior High School Department and Philippine Engineering and Agro-Industry College Inc. (PEACI) – Senior High School Department.

			MCNHS	PEACI-SHS
Spearman’s rho	MCNHS	Correlation coefficient	1.000	-.300
		Sig. (2-tailed)	.	.277
		N	15	
	PEACI-SHS	Correlation coefficient	-.300	1.000
		Sig. (2-tailed)	.277	
		N	15	

### Relationship of the work-related motivational factors towards the job satisfaction of MCNHS and PEACI-SHS

To measure the level of job satisfaction of the teachers in Marawi City National High School (MNCHS) – Senior High Department, Figure 3 shows the Spearman’s rank order correlation coefficient of  $r_s = -0.33$ ,  $p > 0.05$ , a non-significant moderate negative correlation. Thus, the alternative hypothesis three (H3) is rejected. This implies a moderate level of disagreement between the “desire” and experience” profiles in the ranking of the 15 work-related motivational factors. Other than that, it implies a decent level of disagreement between what the teachers desire and what they are experiencing from their jobs. Overall, these teachers in MNCHS are not experiencing from their jobs a moderate measure of what they really desire. Nevertheless, the result could indicate a decent lack of job satisfaction, if not a moderate level of dissatisfaction.

Table 3. The Spearman’s Rank Order Correlation Coefficient on the “desire” and “experience” profiles of the Marawi City National High School (MCNHS) – Senior High School Department.

			Desire	Experience
Spearman’s rho	MCNHS	Correlation coefficient	1.000	-.329
		Sig. (2-tailed)	.	.232
		N	15	
	PEACI-SHS	Correlation coefficient	-.329	1.000
		Sig. (2-tailed)	.232	
		N	15	

On the other hand, the level of Job satisfaction of Philippine Engineering and Agro-Industry College Inc. (PEACI) – Senior High School Department is shown in figure 4. The Spearman's rank order correlation coefficient of  $r_s = 0.76$ ,  $p < 0.05$  conveys a significant strong positive correlation. Thus, the alternative hypothesis four ( $H_4$ ) is accepted. The result indicates a high level of agreement between the "desire" and "experience" profiles in ranking the 15 work- Related motivational factors of the teachers in Philippine Engineering and Agro-Industry College Inc. (PEACI) – Senior High School Department. This implies a high level of agreement between what the teachers desire and what they are experiencing from their jobs. In table 1, the factor High Salary ranked first, thus making it the “desire” that is mostly “experienced” by the teachers of Philippine Engineering and Agro-Industry College Inc. (PEACI) - Senior High School Department. The study of Malik, Danish, & Munir, (2012) supports the result by revealing that both pay, and promotion had significant effect on job satisfaction wherein pay had more and promotion had comparatively less impact on job satisfaction. This signifies that teachers are experiencing from their jobs a significant measure of what it is they desire. Thus, the result could indicate a high job satisfaction of the teachers in Philippine Engineering and Agro-Industry College Inc. (PEACI) - Senior High School Department.

Table 4. The Spearman's Rank Order Correlation Coefficient on the “desire” and “experience” profiles of Philippine Engineering and Agro-Industry College Inc. (PEACI) – Senior High School Department.

			<b>Desire</b>	<b>Experience</b>
Spearman's rho	MCNHS	Correlation coefficient	1.000	.757**
		Sig. (2-tailed)	.	.001
		N	15	
	PEACI-SHS	Correlation coefficient	.757**	1.000
		Sig. (2-tailed)	.001	
		N	15	

### Conclusion

Based on the findings, “High Salary” ranked first for the “Desire” profile in both educational institutions. The result implies that monetary reward is the main determinant of the motivation of the teachers in both Institutions. In other words, pay influences the teachers to perform well in their job and increases their job satisfaction. Moreover, the results of the analysis for the similarity of the rankings of the teachers in both institutions reveals that MCNHS and PEACI-SHS have similar desires pertaining to work-related motivational factors. However, the experience profile reveals a decent difference in the rankings of both sectors. The results denote a difference in the approaches of management in both institutions. Furthermore, the results of the spearman's rank order correlation coefficient for the job satisfaction of the teachers in MCNHS and PEACI-SHS department reveals that Senior High School teachers in Marawi City National High School (MCNHS) are moderately dissatisfied in their job. This finding implies that these teachers are not experiencing a moderate measure of what they desire from their job. Furthermore, the result could also indicate that teachers lack job satisfaction. Conversely, (PEACI) Senior High School teachers are statistically proven as motivated and satisfied with their job. These teachers are experiencing from their jobs a significant measure of what it is they desire. Lastly, this study concluded that there is a substantial difference concerning the motivational factors of the teachers in both institutions. Those factors greatly affect the level of job satisfaction of the teachers. Therefore, it should be evaluated and examined by the management in both institutions as a way to put forward approaches that cultivate those factors and maintain optimum job satisfaction.

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