

School Culture and Management Functions as Correlated to Teachers' Job Satisfaction in selected ASEAN Elementary Schools

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ABSTRACT

School culture and management functions are vital to teachers' job satisfaction. This study investigated the school culture, management functions, and job satisfaction of teachers in ASEAN elementary schools particularly in the Philippines, Indonesia and Thailand. The study utilized the cross sectional design. There were 321 teacher respondents from selected elementary schools in selected ASEAN countries. Three validated instruments were developed to measure school culture, management functions, and job satisfaction. Research findings showed that the school culture in terms of collaboration, collegiality, and efficacy is *strong* among ASEAN elementary schools. The management functions in terms of planning and controlling is *highly* practiced. Further, teachers have *high* levels of job satisfaction in all dimensions. This study revealed that school culture and management functions are positively correlated to job satisfaction. School culture in terms of efficacy and controlling management functions are significant predictors of job satisfaction. From these results, the school management in selected ASEAN elementary schools should give attention on how to improve teacher efficacy and their management functions so teacher satisfaction can be achieved.

Keywords: School culture, management functions and job satisfaction

1. INTRODUCTION

Job satisfaction is the feeling and emotion employees are showing towards their jobs [1]. Teacher's satisfied feeling towards the organization affects the overall process in carrying their teaching job, thus, contributes to the school success. Job satisfaction is another critical factor when aiming for school efficiency and the reason for leaving work among employees. A teacher who is not satisfied with work can perform poorly in teaching, which can have a negative impact on the school efficiency [2].

The results in a qualitative study revealed that "administrative issues, lack of recognition by principals and parents for good work done caused dissatisfaction among teachers". Job dissatisfaction among teachers caused disengagement of some teachers with a consequent lack of focus on professional activities and being negative in their job [3]

If the employees in an organization are valued, and share a common goal to improve oneself, the school performance will likely improve. In order for the school to gain success in improving the teaching and learning, and any change within the system, they must consider the role of school culture, which is found to have significant relationships with teacher efficacy [4]

The correlations among variables were established in the results of the aforementioned studies. However, in the ASEAN context, these connections are not yet established. Thus this research aimed to determine if school culture and management functions are correlated to job satisfaction of teachers in the ASEAN context that holds the success of the teaching-learning process, the very purpose of the existence of schools. It is expected that through this study, all those involved in the educational process will seek to uphold, improve and maintain a positive school culture and management that promotes teachers job satisfaction and commitment to the organization, to the teaching profession, and to the holistic learning of students in the elementary schools in the ASEAN countries.

1.1. Related Work

The discussion in this section focused on school culture, management satisfaction, and job satisfaction.

1.1.1. School culture

Culture is defined as a ‘combination of values, devices, beliefs, communication, and simplification of behavior that gives direction to people [3]’. It is a dynamic process which is subjected to change because of continuous interaction among internal and external stakeholders of the organization as well as promoted by leaders [5]. School culture was a strong predictive factor among many factors influencing the extent of teachers’ job satisfaction [6].

In the circle of educators, professional collaboration is considered one of the activities to which a teacher can be led to commitment to teaching an essential element in the achievement of team effectiveness. Schools, however big or small, should have teachers regularly engage in professional dialogue with colleagues; build on each other’s ideas, knowledge, and techniques; and participate in collaborative problem-solving around classroom issues [7]. Teachers’ work together to develop shared technical knowledge and discover common solutions to challenging problems. Collaboration can be enjoyed and shared by teachers if it has become part of the development program of the school [8].

A study found that collegiality or productive relationship is one of the three most important elements for teachers’ satisfaction [9]. Principals who have positive relationship with teachers and among teachers have a positive effect on job satisfaction [10].

Efficacy or the teachers’ sense of capability has an impact also in their motivation and performance as people try to do the work they believe they can be successful at. The effort they put forth and the opportunities of learning is high in this culture while the probability of persistence to perform a difficult job is strong, all contribute to the organizations success [11].

1.1.2. Management functions

In the school setting, management is an important role demanded of a principal for effective and efficient school operation [12]. They further stated that it is in management that the day-to-day practices and operations in managing resources including human resource, data, and school processes for the improvement of the teaching and learning. This approach of management is more of a complete package as it focuses on the total organization. There were five basic functions or elements of management that he identified. These are planning, organizing, commanding, coordinating and controlling. Planning and controlling are indicators of management functions. As the primary function of an administrator, planning is goal setting involving decision-making in the process [13].

The work of controlling is the process to measure the performance based on objectives set while corrective action is made in cases of unmet standards. It is through this that administrators are kept informed and aware of the teachers work performance, a way of tracking the progress and the pitfalls of performances [13] [14]. Controlling as one of the functions of management, serves as the final link in the

chain of management activities completing the process. It is in controlling that standards of performance for people and processes are set, communicated and utilized. This function of the principal in setting the standard in the formation of vision and expectations on school programs, on people and on students’ achievement assist in the attainment of quality. In the real sense, not only are principals’ planners but controllers who are responsible for the success or failure of the entire educational endeavors [15].

1.1.3. Job satisfaction

Teacher’s job satisfaction refers to the teachers’ attitudes, perceptions and feelings towards their job, whether teachers are happy with their job or not. In other words, if teachers have positive attitudes or good feelings about their job, these qualities are indicators of a satisfied dimension. It is the sum/total of the attitudes of the person regarding the various aspects of his work and its context [16]. The indicators of job satisfaction were based on Frederick Herzberg theory which emphasizes achievement, work recognition, work itself, responsibility advancement, and compensation.

The role of achievement in the lives of individuals as a need of a person that if fulfilled, changes one’s behavior. It puts an end to some difficult things while overcoming obstacles. It also increases the standard level and the self-esteem and individuals strive to reach the level of excellence and the desire to continuously improve. These people are result-oriented, highly motivated, committed, risk taker and are able to set challenging goals [17]. Work recognition has long been considered in studies and most of them revealed significant relationship to better performance. Naturally, people do things from which they were recognized and this can contribute a lot in getting them involved in the school or organization. Being valued as a person and recognized for their accomplishment makes one more productive and motivated [18], a motivation that nurtures satisfaction and commitment.

Work itself is another challenging indicators of job performance. Teaching is one of the professions that challenge one who engages in it. A lot of responsibilities come along with it. But the work done by teachers has a significant impact on their job satisfaction as they find their job interesting, variety, challenging and provides them status [19]. The nature or type of work has something to do with the satisfaction a teacher experiences in the course of work performance.

Responsibility involves the degree of freedom an employee has to make their own decisions and implement their own ideas. If employees are given responsibility the incline to work harder. This provides them opportunities to be open for suggestions to improve their teaching and develop new methods leading them to a more effective use of their skills and abilities. Usually individuals attribute their successes and failures in terms of responsibility whether controllable or uncontrollable as they are expected to be responsible for how hard they try. They are satisfied when they accomplish the task with appropriate support from their supervisors or

principals [20], and strongly emphasized the need for principals to assign teaching tasks according to the teachers' capabilities to ensure that performance will improve.

Advancement refers to the expected or unexpected possibility of promotion. This could also include the opportunity to learn a new skill or trade. Advancement in terms of professional development directly affects the attitudes/ motivation, collaboration, knowledge levels, building skills and capabilities, improving practices of teachers, and assisting them in performing their present and future roles [21]. But a study conducted [22] showed that when teachers perceive higher professional growth they feel satisfied.

Monetary compensation is the primary purpose of most people in working. It would not matter what other motivations the job offers which means that salary impacts a person's decision to stay in teaching [23]. The compensation of teachers has a profound effect on their motivation or job satisfaction and retention [24].

1.2. Our Contribution

This study sought to determine if school culture and management functions as correlates of teacher's job satisfaction in the ASEAN context that holds the success of the teaching-learning process, the very purpose of the existence of schools. It is expected that through this study, all those involved in the educational process will seek to uphold, improve and maintain a positive school culture and management that promotes teachers job satisfaction to the organization, to the teaching profession, and to the holistic learning of students in the basic education schools in the ASEAN countries. The specifically, this study sought answers to the following questions:

1. How do the respondents perceive the school culture of elementary schools in ASEAN countries in terms of: a) Professional Collaboration, b) Affiliative Collegiality, and c) Teacher Efficacy?
2. How do the respondents perceive the management functions of school heads in terms of: a) Planning, b) Controlling, and c) Administrative Management?
3. What is the level of teachers' job satisfaction in terms of: a) Achievement, b) Work Recognition, c) Work Itself, d) Responsibility, e) Advancement, and f) Compensation?
4. Is there a significant relationship between the following: a) School culture and teachers' job satisfaction and Management functions and teachers' job satisfaction?

1.3. Paper Structure

Section 2 presents the background and the theoretical basis of this study. Section 3 discusses the methods specifically the research design, population and sampling procedures, the instruments of the study, the ethical consideration and the analysis of data. The findings and discussions of this study is discussed in Section 4 followed by conclusions and the implications of the study.

2. BACKGROUND

In the conduct of the school operation, the school management takes full responsibility for its successes and failures. Those who are involved in the planning. great is the task given and expected of them. This study aims to establish findings that will ensure a positive school culture and management functions that promotes teachers' job satisfaction. In this respect, it would significantly improve the management of school processes and programs. This study is anchored on the following theories:

Need Hierarchy Theory. Need Hierarchy Theory by Abraham Maslow in 1970 is a fascinating theory of human needs. This perspective has been influential to human motivation. There were five basic categories of needs, arranged in hierarchical order; Physiological needs being on the first level, safety and security needs on the second level, on the third are belonging, love, and social needs, esteem needs at the fourth and self-actualization on the fifth and final level. Maslow's fundamental postulate; higher level needs become activated as lower level needs become satisfied, related to educational organizations, level one need if not met will create a motivational problem, while the need for safety and security are no question motivating factor. School leader's actions that arouse fear and uncertainty with respect to continued employment or discrimination, can affect every individual in the organization and will decrease motivation.

On the level of esteem, educators seek control, autonomy, respect from and for others, and professional competence. As these needs are met, self-actualization is desired, motivating the educator to be the best people they are capable of being. It is on this level, self-actualizing, that students, teachers, and administrators embark to an improved and effective performance [25].

Henry Fayol's classical approach. Fayol's management functions include planning, organizing, leading and controlling. This management theory promotes success in the organization. In the process of planning, setting of performance objectives are established and decisions to achieve them are defined. To measure performance and the actions taken to attain the desired results are done through controlling function. Organizing is concerned with the process of assigning tasks, allocating resources and the order of activities in the implementation stage. And it is in leading that enthusiasm is aroused, efforts are directed so that organizational goals are achieved [26].

Herzberg's Two-Factor Theory of Job Satisfaction or Motivation-Hygiene Theory. A theory by Frederick Herzberg in 1966 is a framework of motivation and job satisfaction. It is focused on two separate sets of factors, motivators; achievement, recognition, work itself, responsibility and advancement, increased satisfaction, and hygiene; interpersonal relations, supervision, policy and administration, working conditions, salary, and personal life [27]. It has been said that these motivation factors drive

people intrinsically as they belong to higher-level needs, moving them toward satisfaction. While hygiene factors like compensation dissatisfaction instead of motivation due to its extrinsic nature. The study focuses mostly on the motivation factors except for compensation to support the satisfaction variable. Briefly, it calls for administrators' awareness of both sets of factors to be able to design and enhance teaching jobs by making them challenging, and interesting.

3. METHODS

3.1. Research Design

This study employed quantitative research method as it aimed at describing current conditions and investigating relationships between two or more variables. A descriptive-correlational research approach was used to determine relationships between independent (school culture and management functions) and the dependent variable (job satisfaction

3.2. Population and Sampling Technique.

This study focused on the regular teachers from the three selected elementary schools in the ASEAN Countries. Teachers on regular status were purposively selected based on their willingness to participate and availability. A total of 321 questionnaires were retrieved from 400 distributed questionnaires from the Philippines (n =242), Indonesia (n=36), and Thailand (n=43). Majority (65%) of these teachers belong to the age bracket of 31 – 50 years old, with a mean age of 42 years old; majority were married (83%), and have mean years of service of 16 years.

3.3. Instrumentation

Included in the validated questionnaires were demographic profile, school culture, management functions, and job satisfaction. The school culture included three dimensions, professional collaboration with (10) ten items, affiliative collegiality with (11) eleven items and teacher efficacy with (10) ten items. Management function questionnaires has two dimensions; planning with (7) seven items and controlling which has (10) ten items. Job satisfaction questionnaire has the following dimensions: achievement with (8) eight items, recognition with (9) nine items, work itself with (7) seven items, responsibility with (9) nine items, advancement with (8) eight items, and compensation with (8) eight items.

3.4. Ethical Consideration

In the conduct of research, ethical issues were considered. To ensure quality and integrity of the research, the researcher requested only the participation of the target respondents of the study and the context from where it was supposed to be conducted. They were also informed that

participation is voluntary. Confidentiality and anonymity were also strictly observed.

3.5. Analysis of Data

Frequencies, percentage, mean and standard deviations were employed to demographic profile data, the extent of school culture, perception on management functions, and level of teachers' job satisfaction. Pearson product-moment correlation and regression was used to determine the significant relationship between variables

4. FINDINGS AND DISCUSSION

4.1. Teachers' Perception on School Culture

The status of school culture in terms of collaboration, collegiality, and efficacy in the selected ASEAN elementary schools is examined in this study.

4.2. Professional Collaboration

Collaboration is *strong* as perceived by teachers in the ASEAN elementary schools. ($\bar{x} = 4.51$, $SD = .49$). Among the 10 items of professional collaboration, that item “*spending time together to assess team work performance*” has the lowest mean of 4.3 ($SD=.71$) which implies the *weakest* area in the school's collaboration, while “*working together towards school improvement*” garnered the highest mean (4.68, $SD = .54$) which implies the strongest area in professional collaboration. Teachers are supportive of the plans and programs that would lead into an improved school. But working towards improvement will not be far better accomplished when there is little or no assessment of team performance and less engagement in problem solving activities. These teachers had a mutual relationship in collaborative learning activities to enhance their professional development [28].

4.3. Affiliative Collegiality

Affiliative collegiality is *strong* ($\bar{x} = 4.27$, $SD= .54$) among teachers in selected ASEAN schools. The relationship in the school “*reduces emotional stress and burn out*”, has the lowest mean which means it is the weakest area, an implication that the interpersonal relationships within the faculty and staff have not so much reduced emotional stress and teachers' burn out. People are people who have a need for relationships, social networks and connections to serve their sense of belongingness and community in the performance of duties in life. Teaching is a people oriented responsibility and the neglect of its aspect will result in emotional stress and burn out. On the other hand, affiliative collegiality created cooperative climate with the highest mean of 4.42. Teacher collegiality is essential to the growth and development of teachers in their practice of teaching and enhances job satisfaction. The condition suitable for

teacher satisfaction lies much on the social aspect of teaching and learning [29].

4.4. Self- Efficacy

In this study, teachers perceived their efficacy was *strong* ($\bar{x} = 4.51$, $SD = .44$). Teachers' willingness to work with students who experienced difficulties is the highest with a mean of 4.64 and is *very strong*. This implies that the teacher makes students the center of the teaching and learning. The development of programs for pupils with special needs and disabilities ranked the lowest and the *weakest* with a mean of 4.23. It is due to the fact that schools do not have special education programs. Teachers were satisfied when he/she had the efficacy to perform such duties. It has direct correlation to teachers' job satisfaction [31]. Teachers knowledge and skills in the performance of teaching contributes to the overall effectiveness of the school which can be enhanced through training and development programs [32]. This would positively affect the teaching practices resulting in more satisfied teachers.

4.5. Teachers' Perception on Management Functions

Teachers perceived that the management functions in their schools are *highly* practiced. Planning skill is a little above controlling with a mean of 4.20 ($SD = .61$) compared to controlling which has a mean of 4.15 ($SD = .62$). This indicates that principals are a little better in planning than in controlling. It is posited that dissatisfaction of students and teachers in secondary schools is connected to poor management. It is also in the event of planning that performance objectives are set and defined, a way of improving performance [14].

4.6. Level of Teachers' Job Satisfaction

Teachers in this study are highly satisfied of their job. Work itself provides them the highest job satisfaction with a mean of 4.62 (.44), and interpreted *very high*. The work of elementary teachers is viewed as one of the most laborious work but it is where teachers find the greatest satisfaction. Job satisfaction in terms of responsibility is second in the rank while recognition ranks. Washington Post showed evidence that teacher job satisfaction is at a 25-year low or on its critical level [33]. The nature or type of work affects the satisfaction a teacher experiences in the course of work performance. Teachers find satisfaction in their work as they come in contact with their students, and share the belief that teaching is a meaningful work.

4.7. Relationship between School Culture and Teachers' Job Satisfaction

The culture formed at school will create a climate that influences teacher performance. This study shows that there is a significant relationship between school culture and job satisfaction ($r = .51$, $p = .000$). The data also revealed that school culture correlates in varying degrees with job satisfaction considering the following; professional collaboration ($r = .37$, $p = .000$), affiliative collegiality ($r = .4$, $p = .000$), and teacher efficacy ($r = .56$, $p = .000$). The study conducted in 2020 confirms that teachers' job satisfaction and school culture were correlated, specifically with teachers' professional development and collaborative leadership practices. Further, school culture were predictors of job satisfaction. The school leaders can strengthen and improve the existing continuous professional development program and collaborative leadership practices in order to enhance the job satisfaction of teachers [35]. The result shows that achievement contributes the most for an increased professional collaboration, affiliative collegiality and self-efficacy while compensation affects the least. School culture determines the positivity or negativity of a workplace has an impact on employees' job satisfaction and influences man's actions and reactions [10]. Professional collaboration has a strong positive correlation with teachers' job satisfaction [36]. The result shows that teachers perceived self-efficacy to positively affect teachers' sense of accomplishment makes them satisfied in their work and in their organization.

4.8. Relationship between Management Functions and Teachers' Job Satisfaction

The data reflected the significant relationship between management functions and job satisfaction of teachers ($r = .555$). Management functions correlate with job satisfaction in terms of planning and controlling ($r = .345$). The data reveals that achievement is strongly correlated with planning and controlling. This means that when teachers perceive a very satisfactory goal setting, monitoring and assessing of goals and plans, there is a sense of achievement. It is compensation that affects the least in the efficient planning and controlling functions of the principals.

4.9. Significant Predictors of Job Satisfaction

Among the sub-dimensions of school culture and management functions, teacher efficacy and controlling significantly predict job satisfaction as result of stepwise regression. The total variance accounted for by the two significant predictors is 35.3%, the 30.9 % is contributed by teacher efficacy and 4.4% for controlling in management functions. This supports the result of the study that school culture is one of the predictors of job satisfaction in the schools. Specifically, supervisors should strengthen self-efficacy and facilitate professional development opportunities for teachers [34].

Table 1 Teacher efficacy and controlling as predictors of job satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.895	.206		9.185	.000
	Efficacy	.551	.046	.555	11.931	.000
2	(Constant)	1.525	.215		7.097	.000
	Efficacy	.491	.047	.495	10.544	.000
	Control	.153	.033	.219	4.667	.000

F(2,318)=86.7, p=.000

a. Dependent Variable: Job Satisfaction

5. CONCLUSIONS

This study demonstrated the dynamic relationships among school culture, management functions, and teachers' job satisfaction and the significant predictors of job satisfaction. Of dimensions of school culture and management functions, teacher efficacy and controlling significantly predicted job satisfaction. These factors need to be considered as interactive and supportive with each other. This can be explained by the strong culture and highly practiced of their supervisor's management functions. Added to this was the *high* level of satisfaction of their job being a teacher. The teachers considered their work as their highest satisfaction. Encouragement and support from the organization and their principals can do much in this matter to motivate teachers to upgrade and enhance their efficacy. Strong school culture leads to job satisfaction and with very high planning and controlling comes more satisfied teachers. All these results confirmed the theoretical basis used in this study.

ACKNOWLEDGMENT

This work was funded by Research & Community Service of Universitas Tarumanagara. The researchers are grateful to the head of Research and Community Service Department and the Faculty of Psychology, Universitas Tarumanagara for this International Collaboration research.

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