



INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH & REVIEWS

journal homepage: www.ijmrr.online/index.php/home



SALARY AND BENEFITS ADMINISTRATION TOWARDS JOB SATISFACTION AMONG FACULTY MEMBERS IN THE PRIVATE JUNIOR HIGH SCHOOLS OF MALABANG, LANA DEL SUR

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How to Cite the Article: Matuan, T. Novalyn (2022). SALARY AND BENEFITS ADMINISTRATION TOWARDS JOB SATISFACTION AMONG FACULTY MEMBERS IN THE PRIVATE JUNIOR HIGH SCHOOLS OF MALABANG, LANA DEL SUR. International Journal of Multidisciplinary Research & Reviews, 1(3), 13-26.

Keyword

Salary, Benefits, Job Satisfaction, Faculty, Perception

Abstract

This study identified the personal profile, employees' benefits, perception of the employees on the adequacy and equitability of their salaries, and the level of job satisfaction of the faculty members in the private junior high schools of Malabang, Lanao Del Sur. The study was conducted at Malabang, Lanao del Sur. The respondents were the faculty members in the private junior high schools of Malabang, Lanao Del Sur. The findings of this study revealed that in terms of the profile of the respondents, the majority of them were young, female, single, at least college graduate, contractual employees, receiving the minimum wage prescribed under the BARMM Law.

As to the benefits enjoyed by the faculty members, they almost received the monetary benefits and only a few on the non-monetary benefits except for the Ramadhan bonus and hazard pay. In terms of the perception of the respondents on the adequacy and equitability of their salaries, they all agreed on the phrases stated in the questionnaire. The findings as to the level of job satisfaction in terms of "Job Status" revealed an overall mean score of 3.07, interpreted as "satisfied"; in terms of "Benefits Received", the variable obtained a mean score of 2.40, interpreted as "unsatisfied"; as to "Basic Needs Fulfilment" it obtained an overall mean score of 3.0, interpreted "unsatisfied"; "Superior-subordinate Relations" obtained an overall mean score of 2.98, interpreted "unsatisfied"; Also "Advancement and Growth" obtained an overall mean score of 2.88, interpreted "unsatisfied"; "Teaching Experience" obtained an overall mean score of 2.93, interpreted "unsatisfied".

Some implications on policy formulation can be deduced from the findings of the study. Firstly, they want a salary increase and most of them are unsatisfied with the new minimum wage order provided under BARMM No. 01; secondly, they recommended additional benefits such as Summer pay, Ramadhan bonus, Christmas bonus, Cost of Living Allowance, Hazard pay, and Retirement benefits to allow them to meet both ends in this time of economic crisis. Policies on salary and benefits in private junior high schools should be seriously coordinated with the DepEd for additional subsidies for the faculty members. It is recommended that attention and immediate action should be given on the adequacy and equitability of salary. Setting up policies regarding salary is one way that the administration must do. Also conducting an evaluative survey on wage and salary scheme implementation is another way. This is to know whether these faculties are satisfied of the salary they received. It is also recommended that teachers in private junior high schools should enjoy some privileges besides their tenure of office such as Additional Benefits (Summer pay, Ramadhan bonus, Christmas bonus, Cost of Living Allowance, Hazard pay, and Retirement benefits), Private school should invest in the teachers growth and development, both faculty and administrators should

endeavour to improve their educational attainment and attendance in seminars and training. They should at least earn a master's degree; the Government should also provide additional financial as a subsidy to the faculty employees in the private junior high schools.

INTRODUCTION

Job satisfaction is a person's overall evaluation of his job as favourable or unfavourable. A more detailed focus on job satisfaction shows that employees may be satisfied with some aspects of the job (Spector, 2012). Although the various factors of job satisfaction, such as pay and supervision, are differentially related to its proposed antecedents and outcomes, most research did not focus on the different facets but a general, global level of job satisfaction.

Employees are concerned about receiving fair payments in exchange for their labor.

Maslow's hierarchy of needs theory indicates "that the salary a person receives contributes significantly to the satisfaction of the individual psychological and security need". Employees are more motivated if a monetary and non-monetary reward appropriated for individual efforts is waiting at the end of the day's work. Compensation or rewards is of two types: Monetary and Non-Monetary. Monetary is direct compensation such as salary, wages, commissions, and bonuses. Non-monetary is an indirect compensation such as insurance, paid vacation, and medical care. Non-financial compensation includes recognition, flexible working hours, chances for promotion, and job satisfaction. To effectively use these reward schemes, organizations must clearly know the employee's needs (Sherman, 2011).

Among the faculty of the private junior high schools in Malabang, Lanao Del Sur, there are varied reasons for working but the most important of which is to have a fair compensation that can support a decent living. However, during this time of the pandemic, salaries and other benefits are no longer sufficient to make both ends meet. The economic shock of the pandemic has placed low-cost private schools under significant stress (World Health Organization, 2021). Nevertheless, people work because they feel they must do something, love to work, and find fulfillment in doing it, or may work because they are compelled to do it. Others work for money and other employees for benefits. Whatever the reasons for working, it was done to satisfy their needs. Even though several studies on salary, benefits and job satisfaction have been empirically tested by different authors, they differ in opinion over the extent and causes of job satisfaction. Theories had already been formulated to improve salary and benefits for job satisfaction but many employees are still dissatisfied. For this reason, the researcher believed that there is a need to conduct a study on salary and benefits administration towards job satisfaction to be able to know the factors behind an employee's job dissatisfaction. Hence, this study was conducted at the private junior high schools of Malabang, Lanao del Sur, to find out the salary and benefits administration towards job satisfaction among faculty members in the private junior high schools of Malabang, Lanao del Sur.

LITERATURE REVIEW

Employee Salary and Benefits

Salaries, as distinguished from benefits are direct monetary compensation paid to administrative, professional, and managerial employees. In the complex area of responsibilities, a manager faces problems connected with wage and salary administration are among those most important to the continuity, probability, and social contributions of the enterprise (Bethel, 1971).

On the other hand, employee benefits administration is determining and managing benefits offered to the employees at a company. Benefits administration systems generally determine which benefits employees qualify for, including health, dental, disability, retirement, vacations and paid time off, sick leave, and parental leave (2021 Bamboo HR LLC).

Basic Determinants of Salary

Jobs differ in many ways, some are likely learned but others require long periods of training and considerable experience. Some jobs require ability, others require mainly physical or manual effort. Some jobs are more complex than others. Differences in difficulty and complexity, and the responsibilities inherent in particular jobs, must be considered in determining the proper compensation for the jobs.

In arriving at an equitable salary rate for each employee, the following essential factors are involved: a.) Relationships between job wage rates. Salaries paid for jobs vary because of differences among jobs and in the way people do their work; (b.) Recognition of individual differences. Individual doing the same jobs differ in ability, experience, skill, and efficiency. Some are more capable of handling mental task than others. Some are more efficient in general than their co-workers; (c.) Level of the Company. One way to attract and retain

competent and highly qualified workers is to maintain salaries at a level reasonably equal to the pertaining rates for similar jobs in the industry or with other firms in the community; (d.) Company's ability to pay employees. Generally, pay their employees according to their financial ability; and (e.) Type of industry. In a highly competitive industry, a company with a bigger capital and greater volume of production and sales is in better position to pay higher wages (Sison, 1982).

In connection with the basic satisfaction of receiving fair salary, a worker, as an individual, expects his pay to be adequate and equitable in compensation for the hazardous conditions, job importance, skill, and amount of effort expended. Sison (1982) added that equitable in the sense that worker is paid equal or proportionate to the wage-base-rate in the community for the same type of work and that he will receive additional compensation for increased production. Adequate on the other hand, is equal pay or pay rates must be adequate for the services each employee renders, they must however, be realistic based on the company's capacity to pay and complete in labor market so that it can attract and retain the desired personnel.

Needs Satisfaction

The concept of human needs satisfaction is a natural starting point in understanding human motivation. People have certain needs, wants, and desires. They behave in order to satisfy them. Maslow developed the so-called hierarchy of needs. People have a variety of needs, and needs manifest themselves in many forms. Abraham H. Maslow placed human needs in a hierarchy of relative prepotency. According to him, there are lower-order and higher-order needs. The lower needs are pre-potent in the sense that they are satisfied. Once satisfied, they cease to act as motivators. That is when the higher-order needs are activated and they in turn organize behavior until too are gratified.

Maslow identified five basic human needs and arranged them in ascending order as follows: (a.) Physiological Needs. These are the basic needs for survival, such as food, water, sleep, and water; (b.) Safety and Security Needs. These are the need to be free from physical and psychological harm, threat, and deprivation. (c.) Love and Social Needs. These are needs for love, affection, and affiliation as well as the need to belong; (d.) Esteem and Status Needs. These are the desires for self-respect, or self-esteem, and for the esteem of others. These include the desires for achievement, confidence, independence, and freedom as well as reputation, prestige, recognition, attention, importance, and appreciation; (e.) Self-actualization or Self-fulfilment Needs. These are desires to realize one's potential, to become everything that one is capable of becoming.

As one need is satisfied, another need emerges. But the progression from lower to higher need is not necessarily sudden and discontinuous so a prior need will have to be 100 percent satisfied before the next higher need emerges. There are, in fact, degrees of relative satisfaction. The higher needs may emerge even when the lower ones are only partially satisfied and hence the needs themselves may overlap. According to Maslow, most people are partially satisfied with all their basic needs and partially unsatisfied in all their basic needs at the same time. However, a person will want the more basic of two needs, for example, the lower one, if deprived of both. The value of Maslow's theory to the executive, whether he or she is a Filipino, a Japanese, a German or an American executive and whenever he or she manages people, lies in the insight that the concept of marginal utility applies also to human needs. Human needs are not absolute. The more one's need is satisfied, the less its satisfaction matters. Thus, for individuals who are already receiving substantial financial rewards, an increase in pay may no longer be motivating. What they may need is challenging work, growth, responsibility, and autonomy (Martires & Fule, 2000).

Harris and Hartman (2002) gave the following suggestion on how organizations can fulfil their employees' needs: (a.) Physical Maintenance Need: This is the need for having basic needs such as food, water, shelter, etc. Organizations can satisfy/fulfil these needs by developing a pay scale that allows the lowest-level employee gets adequate salary that covers the basic needs of himself and his dependents; (b.) The Need for Security: Is the need to feel safe, secure and protected from those elements around us that can harm us. It is difficult for organizations to conquer insecurity completely, but organizations can alleviate the economic insecurity by providing insurance, pension plan, health plans etc. A manager's trustworthy, fair and considerate action can also increase the feeling of security; (c.) The Need for Affiliation: Although people cannot be forced into social affiliation unless they want to, organizations can help by providing the opportunities to interact with others. Flexible workstations, group assignments, organization-wide picnics and social gatherings can help people to interact and socialize; (d.) The Competence Need: Is the desire to feel adequate to perform the tasks and assignments expected of us. Supervisors can help their employees develop a feeling of competency by properly assessing the capabilities of each employee and then giving job assignments within the boundaries of each employee's ability. Organizations can also help by giving the necessary trainings and assistance that can develop employees' competence; (e.) The Reputation Need: Workers, like everyone else, seek recognition and praise

when they have performed well. The simplest thing a supervisor can do to fulfil this need is to identify and commend good performance whenever it is given. Promotion and salary increase based on merit is also another form of response to the individual's reputation need; (f.) The Need for Power: This is the need to control and influence others. The need for power can be fulfilled by organizations by giving more responsibility and delegation to employees. But, all those who have the need for power may not be capable of shouldering the responsibility assignment to them. Thus, managers should assess the capabilities of each individual before delegating their authority; (g.) The Service Need: It is the desire to give help to others. A genuinely service oriented individual will be unhappy without opportunity to help others. People with this type of need are best suited in education and healthcare institutions where they can interact with many people and give their service to many people; (h.) The Achievement Need: It is the desire to accomplish a fear or task through the individual's efforts in the face of opposition and challenge. The achievement-oriented worker often can be identified by a willingness to assume responsibility and a desire to be innovative and to take risks. When managers discover this desire on the part of their employee, they can encourage the worker's initiative and provide him with the desired challenge through greater delegation of decision making duties; (i.) The Need for Hope: This need is the desire we all have to believe in the possibility that the future will bring better conditions and circumstances than what exists now. Since hope is an intangible state of mind, managers must first provide an environment in which optimism can exist. When workers are convinced that their supervisors are sincerely interested in the personal welfare of their employees, they more readily accept that improvement is a real possibility and they believe that their bosses act in their best interest.

Alderfer's ERG Needs

Clayton Alderfer took Maslow's concept and modified it in some ways. First, he considered the type of needs into three categories: (a.) The Existence Need (E) consists of Maslow's physiological and security needs; (b.) Relatedness Needs (R) which were mostly love needs and esteem needs proposed by Maslow; and Growth Needs (G) is composed of self-esteem needs self-actualization needs. Aldefer's ERG approach departs from Maslow by hypothesizing that while the fulfilment of lower-level needs may cause an individual to seek for higher-level needs, lack of fulfilment of higher-level needs will cause a lower need (relatedness) to be sought to a fuller degree. The hierarchy not only works upward, but also progresses downward when circumstances cause this to happen (Harris & Hartman, 2002).

McClelland's Three-Need Theory

David C. McClelland developed further needs, namely, the need for achievement, the need for power, and the need for affiliation. His observation is that businessmen, particularly the entrepreneur managers, have more achievement motivation than other groups in society. People with high affiliation needs give more value to interpersonal relationships and are sensitive to other people's feelings. They want to be liked by others and they manifest this by joining clubs and associations to seek company. On the other hand, people with a strong power need will seek to dominate, influence or control others. McClelland concludes that the need for achievement is one of the key factors of economic growth (Parthazarathy & Raju, 2009).

Griffin (2012) described these three needs in some details: (a.) Need for Achievement: is the desire to accomplish a goal or task more effectively than in the past. People with a high need for achievement have a desire to assume personal responsibility, a tendency to set moderately difficult goals, a desire for specific and immediate feedback, and a preoccupation with their task; (b.) Need for Affiliation: is a desire for human companionship and acceptance. People with a strong need for affiliation are likely to prefer a job that entails a lot of social interaction and offers opportunities to make friends; and (c.) Need for Power: is the desire to be influential in a group and to control one's environment. People with a strong need for power are likely to be superior performers, they have good attendance records, and they occupy supervisory positions.

Job Satisfaction

The happier people are within the job, the more satisfied they said to be. Most times, job design, aims to enhance job satisfaction and performance and this could be achieved via job rotation, job enlargement and job enrichment. Other influences on job satisfaction include the management style and culture, employee involvement, empowerment and autonomous work position. Job satisfaction is a very important attribute which is frequently measured by organizations and the most common way of measurement is the use of rating scales where employees report their reactions to their jobs (Judge, T.A., Thoresen, C.J., Bono, J.E., & Patton, G. K., 2001). Job satisfaction is defined as an individual's reaction to the job experience (Berry, 1997) and in order for, there are various components that are considered to be vital to job satisfaction and they include the following: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself. These variables are important because they all influence the way a person feels about his job though

each of these figures into an individual's job satisfaction differently. Meanwhile, one might think that the pay is considered to be the most important component in job satisfaction especially as it has been affirmed that money motivates people; and in job situations, money motivates behavior when it rewards people in relation to their performance and when it is perceived to be fair, equitable, and providing rewards that employee truly value (Bernadin, 2007; Katz In Tella, Ayeni & Popoola, 2007).

Equal Pay for Equal Work

“Equal pay for equal work” means that the same rate of compensation should be paid to all employees in a company who do similar work regardless of sex, age, or other personal circumstances of the individual employee. The principle of equal pay for equal work of equal value within a firms wage structure is a sound wage policy. The law upholds this principle and provides that the employer should pay equal remuneration for work of equal value for both men and women employees. This is based on the principle that the job should be paid the standard rate of pay in accordance with its classification and salary range and not because of the person on the job.

Everybody benefits from the application of this principle. To the employer, it removes a source of poor employee morale, labor dispute, and unfair competition on the basis of wage rates. To the employees, it increases their security in employment because it discourages the employers from replacing them with lower-paid female worker (Sison, 1982).

Importance of Pay

One of the most difficult functions of personnel management is that which concerns compensating the employees fairly and equitably. There are four kinds of employee compensation: Wage and Salary, incentive pay, allowances, and benefits. Salary or wage is the basic compensation while incentive pay is designed to encourage the employee to render extra effort over normal production. Allowances are given to meet employee's needs during temporary situations. Benefits are reward for belonging to an organization. In a period of inflationary pressures and economic uncertainties compensations assumes an over siding importance not only to management but also to the community (Sison, 1982).

Bonus Pay

Bonus pay is normally referred to as a monetary reward that is given to employees, firstly when the organization can afford to pay, and secondly in recognition of some or other goal or achievement (Park & Sturman, 2009). Bonus pay has to be earned every year and is normally in addition to an employee's fixed remuneration. It is not guaranteed, and does not contribute to the long term fixed cost of the organization as merit pay would. Under a pay-for-performance bonus plan, an employee is typically compensated for achievement of a predetermined target, stated performance criteria, or a predetermined threshold (Rost & Osterioh, 2009). It is suggested that although there is an increased performance through motivation to achieve desired targets, there is a negative effect with regards to employee-employer relationship and long term commitment as employees tend to be only interested in achieving the next bonus or target (Gerhart et al., 1992).

Reward Management

The basis of managing rewards is primarily related to managing the expectations of employees as well as the expectations of employers. Employees expect to be remunerated for their contribution, while employers expect employees to contribute meaningfully in return. The relationship between employers and employees can be broadly characterized as being either transactional or relational in form. Transactional contracts tend to be well described in terms of what is expected by both parties and are typically expressed in the form of an employment contract. Relational contracts on the other hand tend to be less well described and are described as psychological contract or implied contract between the parties (Armstrong & Murlis, 1998). Armstrong and Murlis, citing Schein, suggested that the extent to which people work effectively and are committed to the organization depends on two factors: a.) Their expectations of what the organization will provide them, and what they owe the organization in comparison to the expectations of the organization in terms of what they will give the individual and what they will get in return, and b.) The type of reward that is exchanged for the work and effort provided (Armstrong & Murlis, 1998).

METHODOLOGY

Research Design

The descriptive method of research was used in this study. It is descriptive because it sought data and information regarding the personal profile as well as the salary and benefits received by the faculty members in the private high schools of Malabang and their level of satisfaction as of the academic school year 2019-2020.

Respondents

The respondents of this study are the faculty members in the private junior high schools of Malabang, Lanao del Sur.

A listing of faculty members was taken from the office of the Registrar of these respective schools and was used to determine the total population of the study. The researcher found out that there was a total of sixty one (60) faculty members of this four (4) private junior high schools in Malabang; Thirty (30) faculty members in OLPHS; ten (10) in SFSI; eleven (11) in LEDI; and nine (9) in FAP school. All of them were selected as respondents to this study.

Methods of Data Gathering

The researcher used primary and secondary sources in gathering the data. Primary data are those derived by the researcher from surveys and interviews such as a questionnaire that was distributed to the respondents with the attached letter request. The secondary data are those obtained from published sources like books, thesis, e-journals, and other relevant reading materials available. The researcher used structured or close-ended questions where all answers are provided and choice answers are at the respondent's options.

The questionnaire is composed of five (5) parts. The first part consists of questions designed to elicit personal information about the respondents. This pertains to the respondents' name, sex, age, civil status, educational attainment, employment status, monthly salary, and length of service. The second part is designed to know the employee's benefits such as COLA, 13th month pay, clothing allowance, hazard pay and others. The third part measures the perception of the adequacy and equitability of salaries of the faculty members in the private junior high schools of Malabang. It comprises of ten (10) statements with choices of strongly agree (4 points), agree (3 points), disagree (2 points) and strongly disagree (1 point). The fourth part is design to know the level of job satisfaction of the respondents. This is categorized into six (6) parts such as job satisfaction with ten (10) statements, benefits received with thirteen (13) statements, basic needs fulfilment with nine (9) statements, superior-subordinate relations with four (4) statements, advancement and growth with nine (9) statements, and teaching experience with nine (9) statements. The highest score signifies respondents are highly satisfied, and the lower scores connote respondents' unsatisfied of their job. And the last part solicits the recommendations from the respondents on how teachers can better enjoy salaries and benefits. The output of this part will serve as the basis for policy implications for faculty development.

Methods of Data Analysis

The statistical tools used in this study were the frequency counts, percentage, and Pearson correlation.

Percentage and Frequency. These statistical tools were used to describe the personal profile, benefits received and perception of the adequacy and equitability of salaries of the respondents. For percentage, the formula is :

$$P = \frac{n}{N} \times 100\%$$

Where: P = Percentage

n = Total respondents in a given category

N = Total number of respondents

Pearson correlation – This was used to measures the strength of the linear relationship between two variables in this study.

$$r = \frac{\sum (xi - \bar{x})(yi - \bar{y})}{\sqrt{\sum (xi - \bar{x})^2 \sum (yi - \bar{y})^2}}$$

Where: r = correlation coefficient

xi = values of the x-variable in a sample

$\bar{x}$ = mean of the values of the x-variable

yi = values of the y-variable in a sample

$\bar{y}$ = mean of the values of the y-variable

Weighted Mean – This was used to determine the average values of some variables considered in this study.

$$WM = \frac{\sum f x W}{N}$$

Where WM – is the weighted mean value
 w – is the weight of a category
 f – is the frequency of a category
 N – is the total number of respondents

Rating and Verbal Description Legends:

4.01 – 5.00	Strongly Agree/ Very Satisfied
3.01 – 4.00	Agree/ Satisfied
2.01 – 3.00	Disagree/ Unsatisfied
1.00 – 2.00	Strongly Disagree/ Very Unsatisfied

Discussion

Particularly, with a deep look at pie chart, “13th month bonus” with the majority of the respondents (59 or 98.3%) was ranked no. 1 of all the benefits enjoyed by the respondents. These findings imply that private junior high school administrators are compliant with Presidential Decree No. 851, employees from the private sector in the Philippines are required to pay their rank-and-file employees a thirteenth month pay not later than December 24 every year.

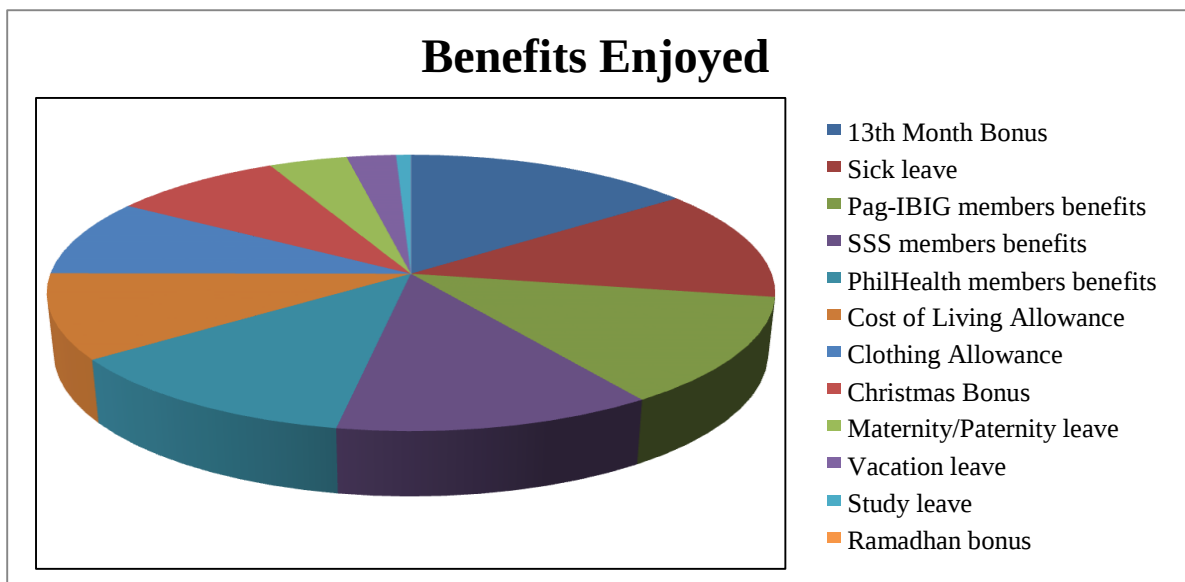


Figure 1: Benefits under different heads

The employers who fail to provide them by the end of the year are subject to legal scrutiny by the Department of Labor and Employment; the second benefit that was enjoyed by the respondents was the sick leave. As shown in the pie chart, there were 52 or 86.7% of the respondents availed this benefit; the third benefit enjoyed by the respondents is the PAG-IBIG fund. There were 51 or 85% of respondents received this benefit; the fourth benefit enjoyed by the respondents is Social Security System (SSS). There were 50 or 83.3% enjoyed such benefits; the fifth benefit enjoyed by the respondents is Phil Health. There were 49 or 81.7% who enjoyed this benefit. This finding implies that the health care of the respondents is taken care of by the employers by registering them to Philhealth; the six benefits that respondents enjoyed is the Cost of Living Allowance (COLA). As shown in pie chart, there were 40 or 66.7% enjoyed this benefit; the seventh benefit that respondents enjoyed is Clothing Allowance. There were 36 or 60% of respondents enjoyed clothing allowance; the eighth benefit that respondents enjoyed is Christmas Bonus. This benefit is not a demandable and enforceable obligation, and can only be released upon an employer's voluntary discretion. It is usually granted by employers to show appreciation and gratitude for the service rendered by their employees within a year. Out of four junior high schools in Malabang, only one (1) school gives Christmas bonuses to all their faculty members. As indicated in the pie chart, only 35 or 58.3% of the respondents enjoyed the Christmas bonus; the ninth benefit that respondents enjoyed is Maternity/Paternity Leave. Maternity leave with pay of 60 days for normal delivery and 78 days for caesarian section delivery for every pregnant employee in the private sector, whether married or

unmarried; the tenth benefit that respondents enjoyed is the Vacation Leave. In a private junior high school in Malabang, vacation leave was only availed by 10 or 16.7% of respondents; and the eleventh benefit that respondent enjoyed is Study leave. There were only 3 or 5% of respondents enjoyed this benefit.

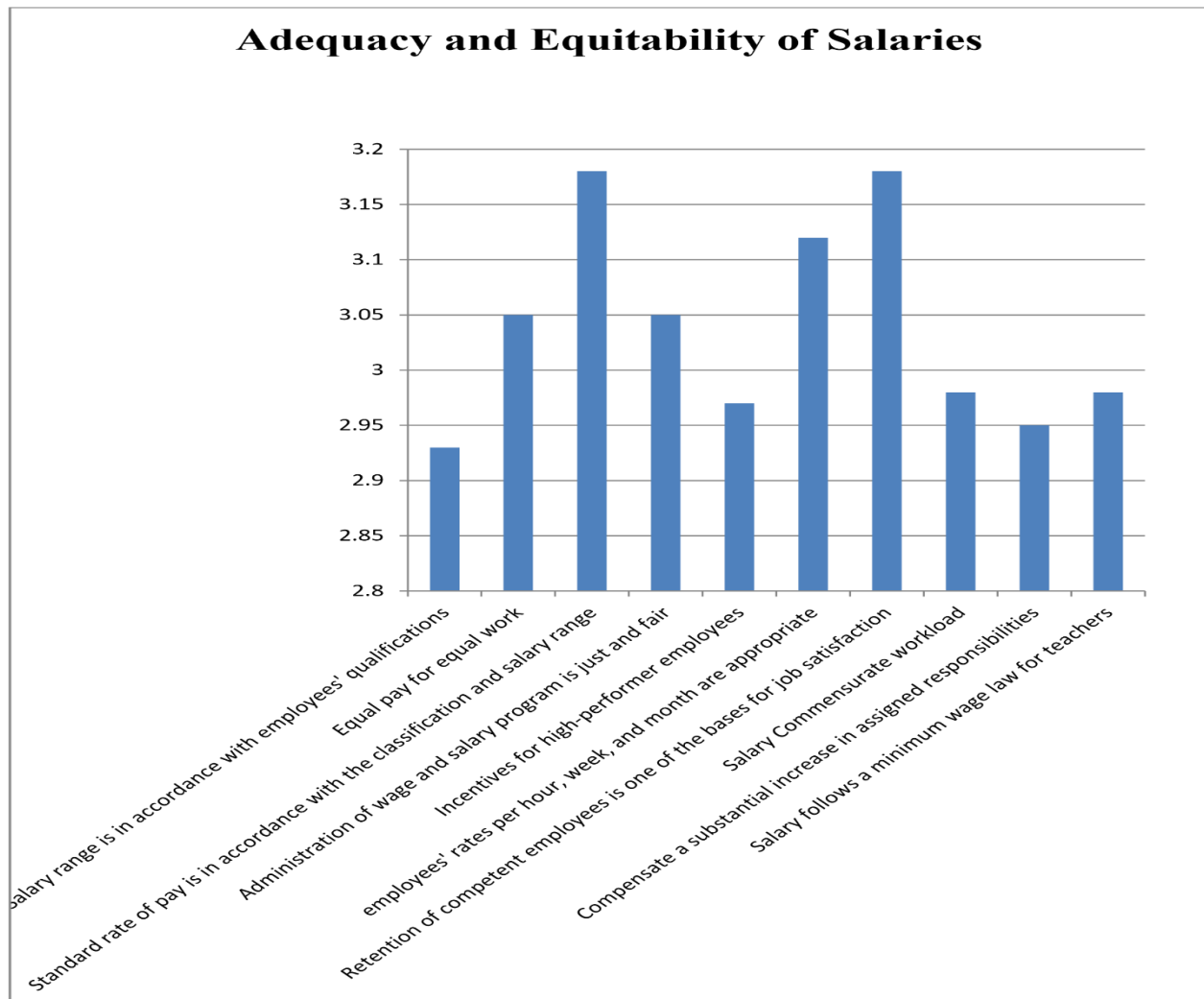


Figure 2: Adequacy and equitabilities of salaries

Particularly, from the chart “The rating of the salary range is in accordance with employees qualifications”; “Incentives for high performer employee”; “Salary commensurate workload” obtained a weighted mean of 2.93, interpreted as “disagree”; Compensate substantial increase of assigned responsibilities; Salary follows a minimum wage law for teachers” obtained a weighted mean that ranged from 2.08 to 2.98 of 3.05, interpreted as “disagree”.

However, “Equal pay for equal work”; “Standard rate of pay is in accordance with the classification and salary range”; For “Administration of wage and salary program is just and fair”; „Employees rate per hour, or week, or month is appropriate”, retention of competent employees is one of the bases for job satisfaction” obtained a weighted mean that ranged from 3.05 to 3.18, all interpreted as “agree”.

The foregoing disclosed findings imply that the respondents do not agree on some minute details of adequacy and equitability of salaries in the private junior high schools of Malabang, Lanao del Sur. This is because some faculties are license teachers but their salaries are the same or equal to the non-board passers” teachers. As provided under Republic Act 6727, otherwise known as the Wage Rationalization Act, Section 1 provides the new minimum wage rates for workers in the private sector which is 280.00 a day plus a basic wage increase of 20.00 a day-the new minimum wage under wage order No. BARMM-01 is 300.00 a day. Since Malabang is under the BARMM region most of the schools followed such minimum wage. However, during the conducted interviews with faculty, they frankly said that their salaries are not enough to sustain their basic needs.

ASSOCIATION BETWEEN THE RESPONDENTS' PROFILE AND JOB SATISFACTION

The association among these variables is measured through a correlation, assessing the significant relationship using Pearson Product Moment Correlation or Pearson r statistical tool. A correlation between variables is confirmed significant when the obtained significance level (Sig.) is equal to or lesser than the set level of significance (Sig $\leq$ 0.05) as reflected in the probability value (p-value). Contrary, it is considered not significant when the obtained significance level is greater than 0.05 (Sig $>$ 0.05).

Table below shows that age is significantly associated positively with the basic needs fulfilment (p=0.031) and superior-subordinates relations (p=0.027). Results entail that the older teachers aged 45 and above are satisfied and fulfilled with their basic needs, and gratified with their superior relations. This further explains that older age means mature enough and welladjusted to his colleagues and to his working environment. Besides as teachers stay longer in the service in that particular school, expected that they are totally adjusted and have a good rapport with their superior and with the school administration in general. Moreover, the majority of the teachers especially those of older ages are mature enough to understand their superior and welladjusted perhaps with the administrators' personalities.

Leidecker and Hall (1974) supported the findings elaborated above that as workers become older; they tend to become more satisfied with their jobs. Young workers, on the other hand, have high morale at the start of employment. But, gradually declines as years go by. After a few years, it starts increasing again resulting from staying in the job longer.

In terms of the association between civil status and job satisfaction particularly the benefits received (p=0.002) and the basic fulfilment needs (p=0.005) show a positive significant correlation. This means, that those married teachers are highly satisfied with the benefits received and fulfilled their basic needs. Even teachers in the private schools in Malabang, Lanao del Sur, *the locale of this study*, are low compensated compared to public schools in the area, yet they are contented with the benefits received from school and can fulfill their family basic needs. Results on satisfaction with the benefits received further define the attitude of serenity of what is available in school. As to the contentment of the basic needs, despite of low salary compensation, the family support might be factors that contribute to this finding. For example, a spouse income and other family members can help sustain the basic needs of the family. Also, the cost of living in Malabang, Lanao del Sur is lower compare to urban/cities, thus even low income earner teachers are still satisfied. Moreover, majority of the married teachers especially those with older age are wise enough to spend their salary and can find ways to have an additional income on top of their salary received from school. Per observation, female teachers do side-line like doing tutorials, selling beauty products, selling sack of rice, and some have small family business that can compensate the family necessities.

As employment status is associated with job satisfaction of advancement and growth, it shows a positive highly significant correlation as reflected in the probability value (p-value) of 0.009. Having a permanent status entails many benefits received aside from higher compensation or salary received compared to non-permanent tenure status teachers. Besides permanent tenure expected to have higher compensation, thus they can spare money for attendance to seminars, trainings, conferences, and the like, and can pay tuition fees for their educational advancement.

For monthly salary profile, both job satisfaction ($r=-0.265$) and superior-subordinates relations (-0.0354) show a negative correlation to monthly salary, while basic needs fulfilment reflects a positive correlation ($r=0.273$). The former associations signify that lowest paid teachers are satisfied with their job and are satisfied with their superior-relations. Meaning, neophytes in teaching probably contented and enjoy their work, and has the freedom to do their task. As expected, new to a teaching career and much more newly employed teacher in that particular school should possess good relations with superior and to teachers ahead of them. As a novice, you are expected to show a good working attitude, and exert the best efforts to impress your superior and the school administration, and never heard any complaints from a novice teacher. The latter result, on the other hand, connotes that those teachers who received a higher salary, (13,000.00 pesos and up) fulfilled their basic needs, meaning the more money received can fulfill their day to day basic needs.

In addition, the table illustrates a significant relationship between length of service and basic needs fulfillment as shown in the p=0.036. This denotes that the longer length of service in the school, the higher salary, and the more benefits received from the school. Hence, teachers with long years of service like 10 years and up are expected to purchase and fulfilled their basic needs such as having a decent clothing, can buy delicious food, can avail of educational advancement like enrol graduate courses, sending children to private schools with good quality education, and the like.

The above outcome is supported by the local study of Baguio (1992) whose study pertaining to the level of job satisfaction among employees of the National Power Corporation revealed that factors such as autonomy, length of service, and educational attainment are predictors of job satisfaction.

Finally, the degree of strength of association between the factors correlated, majority ranges from very weak to weak relations since the computed r-values fall majority on ± 0.00 to ± 0.19 (very weak) to ± 0.20 to ± 0.39 (weak) relationships. This means that the factors of age, civil status, employment status, monthly salary, and length of service, associated with the level of job satisfaction have a significant relationship from very weak to weak relationship. Meanwhile, other factors like teachers' contentment with salary grades and benefits, the locale setting of the place having a low cost of living, and teachers earning other income aside from

Correlation between the Profile and the Level of Satisfaction

Table 1: Level of Job Satisfaction

Profile of the Respondents	Level of Job Satisfaction					
	Job Satisfaction	Benefits Received	Basic Needs Fulfilment	SuperiorSubordinate s Relations	Advancement and Growth	Teaching Experience
Sex						
r-value	0.220	-0.116	-0.101	-0.033	0.204	0.165
p-value	0.092	0.376	0.443	0.804	0.118	0.209
Age						
r-value	-0.015	-0.077	0.278 (*)	0.286(*)	0.201	0.244
p-value	0.909	0.556	0.031	0.027	0.124	0.061
Civil Status						
r-value	0.245	0.387 (**)	0.354 (**)	0.196	0.143	0.149
p-value	0.059	0.002	0.005	0.134	0.275	0.259
Highest Educational Attainment						
r-value	-0.004	-0.218	0.037	0.092	0.148	0.082
p-value	0.978	0.095	0.777	0.483	0.259	0.533
Employment Status						
r-value	-0.066	-0.228	0.192	0.193	0.334(**)	0.090
p-value	0.615	0.079	0.142	0.140	0.009	0.493
Monthly Salary						
r-value	-0.265 (*)	0.031	0.273 (*)	-0.354 (**)	-0.005	0.006
p-value	0.041	0.815	0.035	0.006	0.972	0.964
Length of Service						
r-value	-0.100	-0.125	0.271 (*)	0.225	0.172	0.116
p-value	0.446	0.343	0.036	0.084	0.188	0.377

* Correlation is significant at 0.05 level (2-tailed).

** Correlation is significant at 0.01 level (2-tailed).

Table 1: Range Description label

Range r (r-value)	Descriptive Label
± 0.80 to ± 1.00	Very Strong
± 0.60 to ± 0.79	Strong
± 0.40 to ± 0.59	Moderate
± 0.20 to ± 0.39	Weak
± 0.00 to ± 0.19	Very Weak

their receivables, are contributory to the result. On the other hand, sex, and highest educational attainment are not associated with the teachers' job satisfaction as reflected in the table. Meaning, that regardless of male or

female teachers and irrespective of baccalaureate degree or doctoral degree holders, it has no association with the teachers' job satisfaction.

Major Findings

Based from the statistical analyses of the statistical treatment of data gathered in this study, the following are the major findings derived: That twenty (20) respondents or 33.3% were males while forty (40) respondents or 66.7% were females; That thirty (30) respondents or 50% belonged to age range of 25-29 years old; That forty eight (48) or 68.3% of the respondents were single while nineteen (19) or 31.7% were married; That majority or 54 respondents (90.0) were college graduate; That 24 or 40% of the respondents were contractual status; That majority or 40 respondents (66.7%) had a monthly salary between 7,000.00 – 9,000.00; That half (50%) or 30 respondents had been working with the junior high school from 1-3 years; That 13th month pay bonus rank first as the benefits received by the private teachers; That thirty six (36) respondents or 60% agree when it comes to adequacy and equitability of salaries; That twenty nine (29) or 48.3% agree that respondents perceived their salaries as adequate with regards to equal pay and equal work; That thirty eight (38) or 63.3% of the respondents agree that they are being paid in accordance with its salary range; With regards to the administration of wage and salary program, forty two (42) or 70% of the respondents agree that they perceived wage and salary as highly established; That twenty seven (27) or 45% of the respondents agree that they were rewarded based on the level of their performance; That thirty four (34) or 56.7% of the respondents agree on their rate per month is appropriate; That thirty four (34) or 56.6% of the respondents agreed that retention is one of the bases for job satisfaction and the reason why they remain on their job; That thirty three (33) or 55% of the respondents agreed that salary commensurate work load; That thirty seven (37) or 61.7% of the respondents agree that they were compensated on additional responsibilities aside from teaching; That thirty four (34) or 56.7% of the respondents agree that wage law is in accordance to R.A. 6727, otherwise known as the Wage Rationalization Act; That the highest percentage of 48.5 claimed that they are moderately satisfied of their job; That thirty six percent (36.3%) claimed that they are very unsatisfied of their benefits received; That the highest percentage of 48.5 claimed that they are satisfied of their basic needs; That the highest percentage of 59.1 claimed that they are satisfied of their job in terms of superior-subordinate relations; That 53.0% of the respondents claimed that they are satisfied of their advancement and growth; That the highest percentage of 65.9 claimed that they are satisfied of their teaching experiences; With regards to the association between the profile of the respondents and job satisfaction, age is associated with basic needs fulfilment and superior-subordinates relations; civil status is associated with benefits received and basic needs fulfilment; employment status is associated with advancement and growth; monthly salary is associated with job satisfaction, basic needs fulfilment, and superior subordinates; and length of service is associated with basic needs fulfilment; and that majority of the respondents recommend an increase of salary among private teachers in Malabang, Lanao del Sur with a percentage of 54.2.

Conclusion

There are some findings of the study needing further discussion in the form of a conclusion. First, the academic background of the faculty in the area is low, the majority of them only finished Bachelor's degrees. Professional developments on these matters are not enough.

The academic background and experience were low and did not speak well of these faculties. With very minimal educational preparation and experience, they are not expected to efficiently and effectively teach their students due to a lack of exposure to training, seminars for professional growth, or enrolling in master's degrees for learning advancement.

Some implications on policy formulation can be deduced from the findings of the study. Firstly, they want a salary increase and most of them disagree with the new minimum wage order provided under Number BARMM-01; secondly, they recommended additional benefits such as summer pay, Ramadhan bonus, Christmas bonus, Cost of Living Allowance, Hazard pay, and Retirement benefits to allow them to meet both ends meet in this time of economic crisis.

Policies on salary and benefits in private junior high schools should be seriously considered by the school administrators and take into consideration of coordination with the DepEd for additional subsidies for the faculty members.

Recommendations

Based on the findings, policy implications, and conclusions these recommendations are drawn.

1. The salaries given to teachers should be a fitting recognition of the enormous responsibility they have to the society that they serve. Compare favourably with salaries paid on other occupations requiring similar or equivalent qualifications.
2. Attention and immediate action should be given to the adequacy and equitability of salary. Setting up policies regarding salary is one way that the administration could do it. Also conducting an evaluation of wage and salary is another way. This is to know whether the faculties are satisfied with the salary they received.
3. Teachers in private schools in Malabang should enjoy some privileges besides their tenure of office such as Salary Increase, Additional Benefits (Summer pay, Ramadhan bonus, Christmas bonus, Cost of Living Allowance, Hazard pay, and Retirement benefits), Private schools should invest in the teacher's growth and development, and Government should provide additional financial as a subsidy to the faculty.
4. The administration should provide teachers with the means to ensure reasonable standards of living for themselves and their families as well as to invest in further education for professional growth and development, thus enhancing their professional qualifications. Take account of the fact that certain posts require higher qualifications and experience and carry greater responsibility.
5. There must be equal pay for equal work. Salary should be equal to the service rendered by the faculty members in the private junior high schools of Malabang, Lanao del Sur.

Future Scope

This study shall deal with policy implications for faculty development of the faculty members in all private junior high schools of Malabang, Lanao del Sur, namely: Our Lady Of Peace High School (OLPHS), Lanao Educational Institute (LEDI), Felix A. Panganiban (FAP) Academy of the Philippines, Inc., and Spencer's Foundation School Incorporated (SFSI) on the adequacy and equitability of their salaries, benefits, and level of job satisfaction. Specifically, it will describe the perception of the faculty members on how adequate and equitable are their salaries, incentive allowances, and benefits perceived from the private school they are currently working during the Academic School Year 2019-2020.

The results of this investigation can be used as baseline data for management or administrators to further assess the job satisfaction of their personnel in the working place.

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