

DETERMINANTS OF JOB SATISFACTION AMONG ADVENTISTELEMENTARY AND HIGH SCHOOL TEACHERS, Case of Silang, Cavite, Philippines

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ABSTRACT

School's reputation usually results into students' academic performance, and thus academic performance sounds as an outcome of teachers' performance. Moreover, the teachers' performance is associated with their motivation, which leads to job satisfaction. This study entitled "Determinants of job satisfaction among Adventist elementary and high school teachers" aimed at investigating the determinants of job satisfaction among the highlighted schools. This study is a quantitative study, descriptive and correlation research design as it aimed at describing the phenomenon throughout the study findings and investigates the relationship between variables. As to population size, the target population was 150 teachers from whom the sample size was calculated based on Yamane's formula which provided a sample of 105 respondents. The research instrument on job satisfaction was borrowed from Camp (1994), and the pilot study undertaken to validate the questionnaire. The reliability test indicated that instrument was reliable with $\alpha=.774$ for job satisfaction, $\alpha=.840$ for reward and recognition, $\alpha=.710$ for supervision. Regarding demographic variables, study revealed that the number of women is greater than the number of men as women represent 71.1% against 28.9% of men from whom 64.4% are qualified whereas 35.6 are overqualified. Respectively with marital status, married teachers represent 75.6% against 24.4 singles. The study observed that 42% of teachers are satisfied with the job design as the mean was 4.3786 and SD of .11784, whereas 53% confirmed that with a mean of 4.3600, and SD of .52698. Regarding the satisfaction with supervision, the study indicated that teachers are satisfied with a mean 3.4667 and a SD of .31960 whereas 53% remained uncertain with a mean of 3.2172 and a SD of .60080. Respectively to reward and recognition, the study indicated that there is a significant relationship as the mean was 3.1214 and a SD of .44281. It is recommended to future researchers to (a) test the same variables with a regression analysis to check out the factors which affect most Adventist teachers' motivation, (b) use a large sample for the sake of generalizability of findings, (c) study the factors behind a long teacher retention in Adventist educational institutions, (d) investigate how the job design should be restructured as indicated by high variability of perceptions and investigate the leadership style exercised by school administrators as teachers remained neutral on variables—satisfaction with (a) supervision, (b) reward and recognition.

Key words: job satisfaction, job design, job supervision, reward and recognition

INTRODUCTION

Jobs satisfaction is an emotional state reflected in positive behaviors, attitudes and commitment of employees towards their work demand fulfillment (Ahmad, Ashraf, Bhatti, Shaikh, & Soomro, 2013). According to (Andreassi, Brockerhoff, Lawter, & Rutigliano, 2012), the employees' job satisfaction or dissatisfaction results into seven job characteristics namely (1) leadership style, (2) rewards, (3) team, (4) variety, (5) structure and rules, (6) activity, and (7) emotions. Although salary strongly affects job satisfaction (Danish, Malik, & Munir, 2012), and thus misleads a number of people to believe that job pay alone is the determinant of job satisfaction. Hence employee's job satisfaction and job performance go hand in hand (Andreassi, et al, 2012), the failure of recognizing that job satisfaction as a result of multi-factorial job characteristics likely leads to companies' goals performance. Similarly to teaching profession, Ngimbudzi (2009) asserts that teachers' job satisfaction is the main determinant of teachers' performance. Teachers' impact on lives of students goes beyond the classroom settings (Alam & Farid, 2013), and influences the entire society through students' acquired educational quality (Pearson & Moomaw, 2005).

As (Masuku, 2010) found a high teachers turnover rate in Adventist schools in Zimbabwe while all

the schools are regulated by a worldwide Adventist church policy, this study was undertaken to find out the sources of job satisfaction among both Adventist elementary and high school teachers of Silang, Cavite, Philippines. In as much as job satisfaction determinants vary across institutions, professions, and gender (Pichler, & Wallace, 2008), this study aimed at (1) finding out the distribution of teachers in Adventist elementary and high schools of Silang, Cavite, Philippines, (2) explaining teachers' job satisfaction on the basis of the demographic information, and (3) finding out the extent to which the variables such as satisfaction with supervision, rewards and recognition, job design and job satisfaction are correlated. This study is most significant to advise church leaders particularly those involved in policy design to tailor the policy to the workplace context instead of fitting the size to all teachers. Schools leaders as well will gain much insight on what contributes to job satisfaction of teachers so as to adapt their leadership styles on diverse needs of teachers.

Factors affecting teachers' job satisfaction are as diverse in teaching career as they are in other organizational institutions (Wangai, 2012). A number of people think that teachers are satisfied when they are well paid. Though money is one of the main factors that motivate teachers (Kabir & Parvin, 2011), motivation is associated with other

factors that result in job satisfaction. To highlight few examples, Salifu and Agbenyega (2013) distinguished a number of factors such as teacher voice, teacher award, community support, teacher promotion. Another study added teacher power, working conditions, administrative support, and students' behavior (Shehnaz & Noor, 2015). The combination of these factors has extensively been studied in relation with teacher job satisfaction. Though the topic of teachers' job satisfaction and motivation is highly addressed in literature, plenty of studies have been conducted solely in public schools without regard to private ones. Shah(2012) recommends undertaking such studies in private educational setting with consideration of three variables namely (a) satisfaction with supervision, (b) reward and recognition; and (c) work design. Studies in private schools on teachers' job satisfaction using these three variables are scarce and this study fills the gap in literature. However, as educational planners attempt to revamp the school curriculum, they focus on student's learning and assessment and ignore the key person to the educational system — the teachers (Baker, 2013). In line with the view of Ngimbudzi(2009) who indicates that teachers' job satisfaction leads to educational performance, Pearson and Moomaw (2005) argue that teachers' discontent results in poor performance whenever factors contributing to job satisfaction are ignored. As job satisfaction remains the main concern in various organizations it attracts the interest of researchers and thus

several theories were used to shed light on the determinants of job satisfaction in relation to the job performance. It is with this regard that diverse theories were discussed to facilitate the leaders' understanding.

Theoretical Framework

Employees' job satisfaction is a remarkable feature for success not only for educational institutions, but also for business organizations. Dugguh and Dennis(2013) argue that job satisfaction boosts employees' performance. However, Bayfield and Crockett (1955); Locke and Vroom (as cited in Ostroff, 1992) disagree with Dugguh and Dennis on the relationship between job satisfaction and job performance. Despite such disagreement, Caprara, Barbaranelli, Steca, and Malone (2006) contend that there is no objection of job satisfaction's contribution to job performance. However, it must be remembered that teachers' satisfaction alone cannot be a strong predictor of students' performance, unless the satisfaction is supported by competency. Therefore, as job satisfaction and employees performance correlate, a number of theories have been used to explain the relationship between job satisfaction and job performance(Dugguh & Dennis, 2013), not solely in educational setting but in general perspectives.

Needs Based Theory of Motivation

Motivation is critical to job satisfaction. Motivation is associated with both personal and

professional contentment(Larkin, 2015). There is an evidence that teachers' job satisfaction results in motivation and by far contributes to students' learning (Ouyang & Paprock, 2006). Moreover, Shah (2012) argues that beyond physiological needs, an individual aspires to satisfy physical needs including safe working conditions and protection against threat, which are closely linked to work design variable suggested to be investigated in this study.

Motivation-Hygiene Theory: Two-Factor Theory

Two-factor theory is widely discussed in literature as a theory that explains the relationship between hygiene factors and motivators in relation to satisfaction essence (Dugguh& Dennis, 2013; Jr et al., 2005).Two factor theory of Herzberg stipulates that factors resulting in satisfaction—motivators—differ from those causing dissatisfaction—Hygiene factors(Shah, 2012).On the other hand, intrinsic factors are satisfiers or motivators, while extrinsic factors are labeled as—dissatisfying or hygiene-factors. In the light of job satisfaction and job performance, Kula and Guler (2014)indicate that Herzberg theory of motivation falls in the pattern of job satisfaction as motivation links with intrinsic factors—motivators, which in turn contribute to both personal and organizational achievement, whereas Hygiene factors are associated with working conditions, working environment—supervisory culture, and organizational policy. Although both factors—

intrinsic and extrinsic are proven to contribute to job satisfaction and dissatisfaction, the former indicate that extrinsic factors are strong determinants of job satisfaction or dissatisfaction than intrinsic factors, while the latter found the opposite. Such being a misunderstanding, nevertheless, the literature in general indicates that both factors are contributors of job satisfaction. On the other hand, work related factors such as supervision culture, working conditions, and work itself relate to extrinsic factors (Kula & Guler ,2014; Shah, 2012). In the same line, it can be argued that the motivation-hygiene theory or two-factor theory is in support of this study as the variables under the investigation are concerned.

Satisfaction, Motivation and Job Performance

Studies indicate that the primary goal of an organization is to increase production through workers' job performance (Dugguh & Dennis, 2013). Parallel to non-scholastic institutions, it is obvious that the indicators of teachers' performance in educational settings are educational quality and students' achievement. In that perspective, it is evidenced that teachers play a vital role in establishing academic standards and lead students through the path of academic success (Caprara et al., 2006). In contrast, the lack of employees' job satisfaction engenders poor performance (Balouch& Hassan, 2014). This report points to a direct correlation between job satisfaction and job performance. However, if job

satisfaction is a result of multi-factorial factors, which are categorized in two main groups— intrinsic or internal and extrinsic or external factors (Dugguh & Dennis, 2013; Hackman & Oldham, 1976), there might be an indirect relation between job satisfaction determinants and job performance. External and internal job satisfaction factors supplement each other to increase worker's performance. In reference to this, Herzberg and colleagues (cited in Baylor 2010) in the absence of either factors —intrinsic or extrinsic,—workers will perform poorly in their jobs. The mutual complement of external and internal job satisfaction factors emerges out of bi-dimensional view point of job satisfaction—satisfaction/lack of satisfaction or dissatisfaction/lack of dissatisfaction (Faragher, Cass, & Cooper, 2005).

The understanding of job satisfaction as a double sided concept leads to the association of intrinsic motivators with workers' personal commitment to get the job well done, while extrinsic factors relate to factors that are in control of employers or a supervisors rather than employees. In relation to job satisfaction, Ramlall (2003) indicates that work itself, reward and recognition are factors that highly contribute to employee retention or leaving the job, which are signals of job satisfaction or dissatisfaction. Moreover, Shehnaz and Noor (2015) found that supervision highly correlates with job satisfaction as well. As the factors— work itself, reward and recognition, and supervision

affect the emotional state of employees, there is an agreement with (Robbins(2013) who defines job satisfaction as “a positive feeling about a job resulting from an evaluation of its characteristics” (p. 79). However, Shehnaz and Noor (2015) disagree with Robbins by taking the stand that the definition of job satisfaction stands between two poles—positive and negative feelings of an employee towards his/her job.

Job Satisfaction

Although teachers are regarded as key agents in educational system, there is a paucity of studies carried out on teachers' job satisfaction (Ouyang & Paprock, 2006). Whenever looking at job satisfaction factors, it is obvious that the pay factor is ranked high. Shah (2012) found that salary and other factors such as promotion and recognition are the key determinant of job satisfaction. Similarly, Noor(2010) argues that job satisfaction does not significantly depend on money. Rather, Robbins and Judge (2013) point out individual characteristics, while Noor (2010) relates it to job related factors together with outside job factors. Moreover, Swarnalatha & Vasantham (2014) distinguish two types of job satisfaction— affective and cognitive satisfaction. Affective job satisfaction refers to the emotional feelings that one has from his/her job and it is indicated that the affective form of job satisfaction is less objective than cognitive form. However, cognitive job satisfaction results from an evaluation of one or many facets such as pay, maternity leave,

supervision, work itself, and working environment.

Rewards and Recognition

Rewards and recognition are among the factors that make employees feel motivated. Danish and Usman (2010) and Oparanma (2011) emphasize that motivation strongly influences job satisfaction. According to Danish (2010), “rewards and recognition are the key parameters of today’s motivation programs”(p.12)and studies have found significant relationship between job satisfaction and motivation (Oparanma, 2011;Shah, 2012). However, pay and promotion significantly contribute to job satisfaction as well. Therefore, since these studies assert that reward and recognition are motivating factors(Danish & Usman, 2010) while motivation relates to job satisfaction (Oparanma, 2011;Shah, 2012), it may be argued that reward and recognition are contributors to job satisfaction. Moreover, as Malik et al. (2012) assert that pay and promotion contribute to job satisfaction, one can conclude that employers might cater for employees’ needs not only from the perspective of safety and social needs, but also physiological needs. While there is global competitiveness in business industry, educational industry is not spared as well (Marginson, 2006). Research has indicated that only organizations that are able to retain the competent workforce will survive in this global market win and quality racing competition (Fawcett, Rhoads, & Burnah, 2004). Moreover,

Danish and Usman (2010); Fawcett, Rhoads, and Burnah (2004) add that human capital is the ultimate resources for competitiveness success. However, Makhuzeni and Barkhuizen(2015) indicate that as teachers of high caliber quit their jobs, reward and recognition might be the useful strategies for maintaining them in educational sector. Consequently, if the performance—school outcome is associated with job satisfaction, reward and recognition are regarded as contributor of job satisfaction. Educational stakeholders are required to place special accent on rewarding and recognition as strategies to satisfy their teachers.

Although, reward and pay are discussed separately in literature as job motivators, they have a relationship in both their nature and effect with job satisfaction. Uddin and Sachu(2013)indicate that rewards include financial and non-financial influences. Financial rewards comprise of four dimensions such as basic pay, performance bonus, and incentive for extra work. Lastly, it may be assumed that effective school leaders be able to retain their best teachers if they are informed of those factors affecting the employees’ satisfaction. Thus, research has revealed that rewards help the employers to maintain the qualified employees. However, Terera and Ngirande (2014)argue that rewards alone lead not to the job satisfaction, rather rewards should be combined with other factors that motivate the employees. As a matter of fact, Cameron, Banko, and Pierce (2001)affirm that reward and recognition—reinforcement are

detrimental to intrinsic motivation. Furthermore, if people are rewarded for activities they already enjoy, they will be less motivated to be engaged in those activities than they were prior to the introduction of reward once the rewards are no longer forthcoming (Cameron et al., 2001).

Satisfaction with Supervision

Supervision is defined as “an interactive process designed to support staff as they work to promote organizational goals and to enhance personal and professional development” (Winston & Creamer, 1997, p.37). Omisore(2014) asserts that supervision can lead to organizational success or failure in one hand. On the other hand, supervision results in high employees’ performance when it is undertaken as an occasion of sharing work challenges and achievement, rather than a control oriented exercise (Apenteng, 2012). In the end, harsh supervision negatively affects employees’ engagement and commitment (Mitchell & Ambrose, 2007). Hence work supervision has two opposing effects, the right and fruitful supervisory practices must enhance communication between supervisors and subordinates. Such will inspire employee’s professional growth, and offer the needed support for teachers to get their work well done (Pajak, as cited in Reed, 2015).

Teachers are adult learners. Given that, they are mature people who know what they are required to do; the supervisors should know the best ways of dealing with teachers in their supervisory tasks. Brown (2002) suggested four

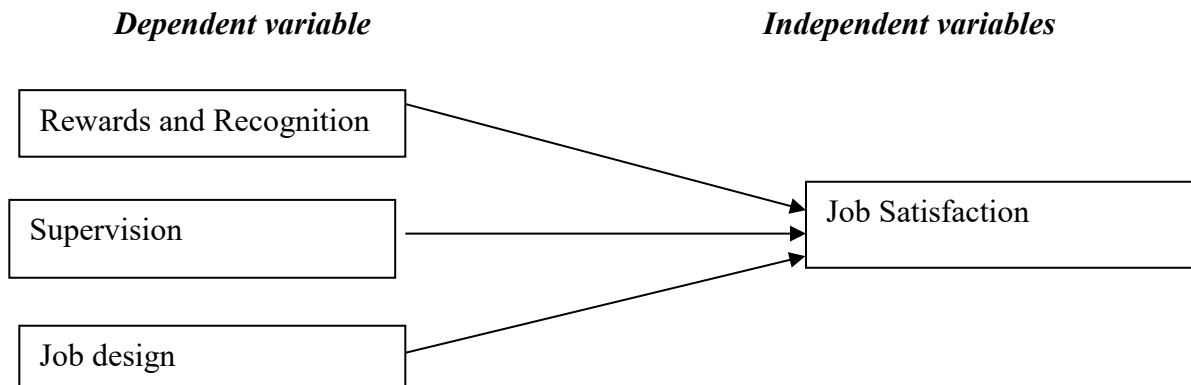
strategies for a good supervision: (1) the supervision should consider a teacher as an adult learner. For this, they should share the experiences instead of imposing them what to do; (2) mentoring is the best way to do supervision where the experienced teachers can help the new ones; (3) the supervision should be inside the class and during informal classes. This should be regular in order to improve the teaching process. This supervision should build a good relationship between the teacher and the principal; and (4) differentiated supervision is crucial. It is critical for school principals to bear in mind that there is a large diversity of tempers they have to deal with whenever they embark on supervision and evaluation of teachers.

Work Design

The nature of the job is a critical point to consider whenever studying the relationship between job motivators and employees’ job satisfaction. Mohr, Zoghi, and Mohr(2008) assert that job design, workload and job mobility within an organization affect employee’s motivation. Kessuanand Muenjohn (2010) indicate that teachers like jobs that challenge them to apply their abilities. When employees work hard on their job; they appreciate what they have done and feel comfortable of using their skills to perform their work. In contrast, it is proven that the very simple job that does not satisfy the needs of employees affects their psychological growth. In that perspective, the job

design might be designed in line with hierarchy needs satisfaction as addressed by Maslow (cited in Mni, 2015). Moreover, Hackman and Oldham (1976) add that an appropriate job should contain the specific characteristics: (1) variety of skill and inherent activities which help employees to fully utilize their potentials (2) task identity that involves the employee as a whole in order to reach

the best outcome, (3) task significance that helps the employee, the institution, and the society in general, (4) autonomy that requires the employee to work independently, and (5) feedback that provides the employees the reaction of what he/she has done. These five core characteristics of a job lead to the satisfaction of the employees



METHODOLOGY

This study is a quantitative research, a descriptive design which was carried out in the Philippines, specifically in Cavite province, Silang Municipality. The population of study was 150 teachers of all Adventist primary and high schools operating in Cavite Municipality. After setting the confidence interval at 95% and the margin error of 5%, the researcher resorted to simple random sampling technique which provided the sample size of 105 individuals, however, only 95 questionnaires were returned. The job satisfaction survey used for this study was borrowed from the study of camp (1994) conducted by Getahun, Sims, and Hummer (n.d). The reliability of this questionnaire has

been tested to check if it measured what it was supposed to measure. The results have shown that Cronbach’s Alphavalues were 0.774 for job satisfaction, 0.840 for rewards and recognition, 0.798 for work itself, and 0.710 for supervision (Getahun, Sims, & Hummer, n.d). These values led to confirm that the research instrument used was reliable and valid for this study.

Results and Discussion

This section presents the results and discusses the findings from the data collected on the determinant of job satisfaction among Adventist elementary and high school teachers in the Philippines, province of Cavite, Silang

municipality. With respect to participation rate, only (90.47%) of participants were able to answer as a result of a busy schedule they had during data collection period. As to the variable age, the study found that the majority of teachers in Silang Adventist schools belong to the age group of above 35 years as they represent (55,6%) of all participants, while the age group below 35 years old represents 44. 4% of the total

participants. These findings on this variable do concur with other findings as (Eurostat,2016) found that teachers under 30 years of age represent 11% of the total number of European primary school teachers, whereas those aged 50 years and above represent 32%. Adventist primary and elementary schools in Cavite state have experienced teachers and the long retention seems to be the fact of teachers’ job satisfaction.

Table 1. Age distribution of the sample respondents

		Frequency	Percent	Valid Percent
Valid	1	42	44.4	44.4
	2	53	55.6	55.6
	Total	95	100	100

The Table 2 shows that 68 of teachers in Adventist schools in Silang are female who represent 71.1% against 27 or 28, 9% of men of the entire sample surveyed. Based on gender variable, the study found that the number of women is greater than men. This is not unique as “Schools have widely been described as ‘feminized environments (DfES, 2005).” Similarly, Pichler, & Wallace (2008) found that the turnover rate of women in Adventist schools in Zimbabwe is

lower than that of women. However, on the other hand, (Azim, Haque, & Chowdhury,2013) found no statistical difference between men and women on the variable job satisfaction. This contradiction indicates that there may be other variables not yet studied. The gender difference found in Adventist schools of variable “job satisfaction” in Silang Adventist schools may likely results into other factors not yet investigated.

Table 2. Gender distribution of the sample

		Frequency	Percent	Valid Percent
Valid	Male	27	28.9	28.9

	Female	68	71.1	71.1
	Total	95	100	100

It can be inferred from Table 3 that 75.6% of teachers belongs to the group of those who are married. Teachers who are not married represent only 24, 4 % of the respondents. As for marital status, married teachers from the schools studied outnumber those who are still single. This

corroborates findings from (Ahituv, &Lerman, 2005) who found that “marriage raises job stability”. This is likely due to a fear of high financial expenses involved to cater for the family and suffering that may occur in case of job loss, which hampers job mobility.

Table 3. Marital Status distribution of the sample respondents

		Frequency	Percent	Valid Percent
Valid	1	71	75.6	75.6
	2	24	24.4	24.4
	Total	95	100	100

Throughout the statistics presented in table 4, this study observed that 64.4% of teachers in Adventist elementary and high schools in Silang are qualified, whereas 35,6 % of them overqualified. As to the purpose of the study, there is an assumption that around a third of the teachers are likely not satisfied as (Weymer, &Maciel, 2014) found that employees over

qualification negatively affect job satisfaction and attitudes towards the job. On the other hand, Benedict, Gayatridevi, &Velayudhan (2009) found that over qualification is negatively related with job satisfaction. Both studies results are likely possible depending on whether wages are allocated in respect with the employees’ degrees.

Table 4. Distribution of the respondents by educational level

		Frequency	Percent	Valid Percent
Valid	College	61	64.4	64.4

Masters	34	35.6	35.6
Total	95	100	100

The Table 5 gives an idea about the distribution of the teachers on the basis of their experience in teaching. It can be inferred from the table below that the majority of teachers, (55, 6%) have teaching experience of more than 10 years, while 44.4% are below 10 years of experience. To some extent, this long work experience may be an evidence of job satisfaction as studies

found that work experience and job satisfaction are correlated (Soni, Chawla, & Sengar, 2016; Tahere, Zahra, Fateme, & Asma, 2012). However, this is not an evidence of satisfaction as (Khan, & Aleem, 2014) found that job satisfaction and employees’ turnover are associated.

Table 5. Distribution of respondents by teaching experience

		Frequency	Percent	Valid Percent
Valid	below 10	42	44.4	44.4
	above 10	53	55.6	55.6
	Total	95	100	100

Table 6 shows that both categories of ages, ± 35 years old do agree that they are satisfied with the job design as 42% confirmed with a mean of 4.3786, and a SD of .11784, whereas 53% confirmed with a mean of 4.3600 and .52698 SD. However, although the majority of them confirmed with a high mean a .52698 SD implies that there is much variability of the responses given their perceptions about job design are different. With respect to satisfaction with supervision, the study found that 42% of teachers are satisfied with supervision with a mean of 3.4667 and SD of .31960, whereas 53%

remained uncertain with a mean of 3.2172 and .60080 SD. These study findings concur with the other studies finding as (Kula, & Guler, 2014, Abid, Sarwar, Imran, Jabbar, & Hannan, 2013) revealed that both variables—job design and job supervision correlate with job satisfaction. As to reward and recognition, 42 % of teachers are neither satisfied nor dissatisfied with a mean of 3.1214 and a .44281 SD against 53% who remained neutral as well with a mean of 3.1086 and a .47965 SD. On the other hand Danish, & Usman, (2010) found that reward, recognition

and job satisfaction have a significant relationship.

Table 6. Satisfaction with supervision, reward recognition, and job design

Group Statistics		Range	N	Mean	Std. Deviation	Std. Error Mean
Satisfaction with supervision	1.00	42	3.4667	.31960	.07146	
	2.00	53	3.2172	.60080	.12016	
Reward and recognition	1.00	42	3.1214	.44281	.09902	
	2.00	53	3.1086	.47965	.09593	
Job design	1.00	42	3.6778	.29705	.06642	
	2.00	53	3.7911	.40358	.08072	
Job satisfaction	1.00	42	4.3786	.52698	.11784	
	2.00	53	4.3600	.61323	.12265	

The study found that there is a moderate and significant correlation between supervision, reward and recognition with $R = .000$. As to supervision and job design, the study found that the correlation is very low and it is not significant as $R = 0.319$ and is greater than 0.05 . Concerning reward and recognition in relation with job design, the study found that the correlation is a very low and not significant with $R = -.019$. With respect to satisfaction level, the relationship between satisfaction level and supervision is weak and significant as $R = .152$. As to reward and recognition, the study revealed that they are negatively correlated, and that negative correlation is significant at $R = .910$. Regarding job design, the study found that there is a low correlation between job design and job satisfaction, and that low correlation is highly significant as it is greater than 0.05 .

Table 7. Correlations

			Satisfaction with supervision	Reward and recognition	Job design	Job satisfaction
Satisfaction with supervision	Pearson Correlation	1	.533**	.154	.152	
	Sig. (2-tailed)		.000	.314	.319	
	N	95	95	95	95	
Reward and recognition	Pearson Correlation	.533**	1	.349*	-.017	

	Sig. (2-tailed)	.000		.019	.910
	N	95	95	95	95
Job design	Pearson Correlation	.154	.349*	1	.268
	Sig. (2-tailed)	.314	.019		.075
	N	95	95	95	95
Mean of Job satisfaction	Pearson Correlation	.152	-.017	.268	1
	Sig. (2-tailed)	.319	.910	.075	
	N	95	95	95	95

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

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

CONCLUSION AND RECOMMENDATIONS

Factors of job satisfaction are various and they at times contribute to high rate of employees turnover when they are not satisfied or employees' retention when they are satisfied. It is again a field of study that has drawn the researchers' attention over several decades due to unmet diverse employees' needs and expectations. Job satisfaction determinants are numerous; however, they differ in degree to which they match with employees needs as results of various expectations. This would indicate that employees of the same organization may be treated equally and thus their satisfaction differs from one another. On the other hand, this may not exclude the general views of employees about job satisfaction. It is with this respect that this study was undertaken to investigate the degree to which Adventist elementary and high school teachers in Silang Cavite, Philippines are

satisfied with job satisfaction determinants such as reward and recognition, job design and job supervision. The overall study results indicate that Adventist elementary and high school teachers are satisfied with their job as 42% confirmed their satisfaction with the mean of 4.3786, and a SD of .11784, whereas 58% confirmed with the mean of 4.3600 and .52698 SD. Although they are satisfied with their job, this study found gaps to be addressed in further studies. It is with that respect that the researcher recommends the following:

1. As this study failed to run regression analysis, future researchers are recommended to do it in order to check which factors affect most Adventist school teachers' motivation.
2. The same study might be undertaken through the use of a large sample size in order to endure the accurate generalizability of the findings.

3. Though long work experience and job satisfaction are related (Soni, et al., 2016; Tahere, Zahra, et al, 2012), this relationship has sparked controversy as (Khan, & Aleem, 2014) found the opposite. The factors of long work experience found in Adventist schools are therefore subject to further investigation.
4. Although the majority of teachers confirmed that they are satisfied with the job design, the high standard deviation (.52698) which implies the variability in their perceptions indicates that job design needs to be restructured to suit teachers' diverse expectations.
5. The study found that teachers are neutral on two variables—satisfaction with supervision, reward and recognition, further study should be undertaken to assess various leadership styles which are being used and find out alternative rewards and recognition that teachers like most.

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