

# Motivation, Hygiene Factors, and Job Satisfaction of Elementary Teachers in Irosin Districts

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**Abstract**— This study aimed to determine the motivation, hygiene factors, and job satisfaction of elementary teachers in Irosin Districts Division of Sorsogon Province for school year 2021-2022. It used the descriptive method since questionnaire was devised for the gathering of the primary data as reflected in the problem. The respondents were the 58 elementary teachers in Irosin District which were purposively chosen. The statistical tool utilized was the weighted mean. It was revealed that teachers are much satisfied with the motivation factors based on the dual factor theory along achievement, recognition, work itself, advancement, and growth. As to dual factor theory, the teachers are much satisfied with their hygiene factors along company policy, supervision, relationship with peers, work condition, salary, and work security. The teachers are much satisfied with the job satisfaction along intrinsic and extrinsic. The job satisfaction of teachers is affected by the intrinsic and extrinsic motivation. This study recommended that the teachers may be provided the appropriate recognition of their outstanding achievements and be given professional development for advancement and growth in order to elevate their level of job satisfaction. The school heads may encourage their teacher to establish open communication and feedbacking with them so as to improve their relationship with peers and upgrade their qualifications to increase the salary. The teachers may be motivated to become independent in their work by letting them empower so as to be flexible in the workplace and be re-oriented with school's policies and procedures for them to have increased job satisfaction.

**Keywords**— extrinsic, hygiene factors, intrinsic, job satisfaction, motivation.

## I. INTRODUCTION

Teaching is a noble profession that comes with so much responsibility and influence towards students. Teachers educate and impart knowledge, inspire, and motivate students for life. Teachers can be considered the pillars of our society for they lay the firm foundation for students' future development. They continue to strive to strengthen learners' confidence and lead them in the proper route. Many teachers dedicate all their life to empowering their students and making them better and more successful human beings in their life.

Teacher satisfaction influences job performance, attrition, and ultimately, student performance (Hall, et al., cited in Shann, 1998, n.p.). An unquantifiable indicator, job satisfaction is described as a pleasant emotional reaction you have while doing your job or being present at work. Job satisfaction is another important technique used to motivate employees to work harder. It had often been said that "A happy employee is a productive employee." A happy teacher is, generally, satisfied with his job. Job satisfaction is very important because most people spend a major portion of their life at their working place. Teachers are expected to report

to duty 6 hours a day yet even their personal time is also allotted for schoolwork. Moreover, job satisfaction has an impact on the general life of the teachers, it is believed that a satisfied teacher has a better physical and mental wellbeing. Though it is a debatable point as to which one is the cause, and which is the die effect these are correlated to each other.

According to Davis and Newstrom (2002), employee satisfaction is described as a combination of positive or negative sentiments about their occupation. Career satisfaction may be defined as an employee's opinion of how effectively their job offers those items that are deemed significant. In the organizational field, job satisfaction is considered the most important and frequently studied attitude. Job satisfaction is influenced by a variety of things. A lot of studies have been carried out in an attempt to determine some of the factors that contribute to work satisfaction. These studies have revealed a consistent correlation of certain variables with job satisfaction.

Wages and salaries have a big impact on how a person is satisfied at work. This is mainly attributable to a few underlying determinants. To begin with, money is an

important tool for meeting one's needs. Money also satisfies the first level of needs of Maslow's model of satisfaction. Furthermore, money is frequently viewed by employees as a representation of management's compassion for them. Third, it is regarded as a symbol of success because more compensation represents a greater level of commitment to organizational operations. Non-monetary gains are also essential, although they do not have the same impact. One explanation for this is that the majority of employees have no idea how much they are paid in perks. Moreover, a few tend to undervalue their benefits because they do not realize their monetary value. The employees, generally, want a pay system that is simple, fair, and in line with their expectations.

Another variable that affects one's job satisfaction is working condition. Teachers desire to have good working conditions, as they lead to more physical comfort. A strong and hygienic working environment is essential. Temperature, humidity, ventilation, lighting and noise, hours of work, cleanliness of the workplace, and adequate tools and equipment are the features that affect job satisfaction. Poor working conditions do become a source of job dissatisfaction when taken for granted, simply because they lead to physical discomfort and physical danger.

High job satisfaction may lead to improved teacher productivity, decreased teacher turnover rate, improved attendance, and lesser job stress. Job dissatisfaction produces low morale among teachers and low morale at work is highly undesirable for it may create a ripple effect. To conclude, we can say that job satisfaction results from the teacher's perception that the job content and context actually provide what a teacher values in the work situation. A positive working environment in an organization implies a highly positive organizational climate, which attracts and retains excellent people.

The level of job satisfaction varies depending on the study (Morice & Murray, 2003). According to V.H. Vroom, Job Satisfaction is positively related to the degree to which one's needs are fulfilled. However, the fulfillment theory suffers from a major drawback. Satisfaction is based on what a person obtains as well as what he believes he should obtain. Thus, job satisfaction, according to Need Fulfillment theory, is a function of the degree to which the employee's needs are fulfilled in the given situation. On the other hand, equity theory states that every individual has a basic tendency

to compare his rewards with those of a reference group. If he feels his rewards are equitable with others doing similar work in a similar environment, he will feel satisfied.

According to this idea, a person's job happiness is dictated by his perceived equity, which is defined by his input-output balance in relation to that of others. The two-factor theory has been developed by Frederick Herzberg and his associates, also known as Herzberg's Motivation-Hygiene theory. They believe that satisfaction and dissatisfaction are linked and exist in their own continuum. Dissatisfiers are caused by a group of factors known as hygiene factors. Their absence generates dissatisfaction, but their presence does not lead to positive satisfaction in areas such as pay, working conditions, interpersonal relationships, and so on. The other set of factors leads to satisfaction e.g., promotion, recognition, etc. The primary flaw in this hypothesis is that the same component might satisfy one person while dissatisfying another. Furthermore, an individual might feel both happy and unsatisfied at the same moment. Moreover, the same person can be satisfied and dissatisfied at the same time.

The schools in the municipality of Irosin are divided into two districts, Irosin I and II districts, and are under the direct supervision of the Public Schools District Supervisors. In this study, the researcher utilized the motivating and hygiene factors of Herzberg's two-factor theory. The objective of this study is to know the motivation factors of the elementary teachers in Irosin districts along achievement, recognition, work itself, advancement, and growth. It also determined the hygiene factors of elementary teachers along company policy, supervision, relationship with peers, work condition, salary, and work security. This study also assessed the job satisfaction of elementary teachers along intrinsic and extrinsic motivation, and how motivation factors affect the job satisfaction along intrinsic and extrinsic. Since there are aspects that affect teachers' job satisfaction, the researcher may develop an output from this study to help improve their level of job satisfaction. Despite all the challenges that teachers of Irosin district are facing today, teachers still persevere and perform their sworn duties and responsibilities.

Generally, this study aimed to determine the motivation, hygiene factors, and job satisfaction of elementary teachers in Irosin District Division of Sorsogon Province

for school year 2021-2022. Specifically, it sought to answer to the following questions:

1. What are the motivation factors of elementary teachers based on dual-factor theory along achievement, recognition, work itself, advancement, and growth?
2. What are the hygiene factors of elementary teachers based on the dual-factor theory along company policy, supervision, relationship with peers, work conditions, salary, and work security?
3. What is the job satisfaction of elementary teachers along intrinsic and extrinsic?
4. What action plan could be proposed based on the results of the study?

## II. METHODOLOGY

This study determined the motivation, hygiene factors, and job satisfaction of elementary teachers in the Irosin Districts Division of Sorsogon Province for the school year 2021-2022. It used the descriptive method of research since a questionnaire was utilized in gathering the data.

The respondents which were purposively chosen were the 58 elementary teachers from Irosin district. The main instrument for gathering data was a survey-questionnaire and unstructured interview. Also, the statistical tools used in treating the data collected was weighted mean.

The primary source of data for this study were the elementary teachers in Irosin District. There were 58 elementary-teacher respondents of this study. These 58 elementary teachers were purposively chosen by the researcher to document their motivation, hygiene factors, and job satisfaction. These respondents have a teaching position ranging from Teacher I to Teacher III and have at least one to five years of teaching experience. Half of the respondents were stationed in the Irosin I district, while the other half were assigned to the Irosin II district.

*Table 1. The Respondents*

District	Frequency (f)	Percentage (%)
<b>Irosin District I</b>	29	50%
<b>Irosin District II</b>	29	50%
<b>Total</b>	58	100%

The municipality of Irosin was purposively chosen as the research area because of its proximity and accessibility since the conduct was done during the pandemic and strict health protocols were imposed for mobility. Table 1 above reflected the number of respondents in the study. It showed that Irosin I and II districts were each represented by 29 elementary teachers, for a total of 58 respondents. The number of respondents was based on the suggestion given by the panel members for convenience and purpose.

This study used an adopted instrument in which the sequence followed the research questions. The preliminary instrument included two parts in which part I covered the level of job satisfaction of elementary teachers according to motivation factors and hygiene factors based on the Dual-factor Theory. Then, the second part included the level of job satisfaction of elementary teachers along intrinsic and extrinsic motivation. In addition, the preliminary instrument was subjected to the evaluation of the panel members for comments and suggestions.

On the last week of April 2022, a dry run of the instrument was conducted for the elementary teachers in which the purpose was for the familiarization of the indicators of the contents of the instrument. The dry run was conducted with 7 elementary teachers from one of the schools in the Irosin district. These 7 elementary teachers were not included in the conduct of the study and are therefore not respondents to the actual survey conducted. The researcher collected the questionnaires after two weeks to consolidate their answers. Results were tallied, and some of the items were revised to make them clearer for better understanding. The final form of the instrument was shown to the researcher's adviser for more comments and suggestions before the final copies of the questionnaire were made for the conduct of the actual survey.

With the instrument ready for administration, the researcher sought the approval of the Schools Division Superintendent by submitting a letter of request which will be personally delivered to the office.

Then, the same activity was done with the Public Schools District Supervisors of the covered districts for the implementation of the said study. The letters were duly signed by the Dean of the Sorsogon State University - Graduate School and the researcher herself.

Upon the approval of the request, the researcher conducted a survey among the elementary teachers in Irosin districts. The questionnaires were personally handed in to 58 elementary teachers in their schools from May 16, 2022, to May 30, 2022. Afterward, the accomplished instruments were retrieved by the researcher herself with a hundred percent retrieval rate and underwent the tallying process. During the retrieval of the survey-questionnaires, the researcher conducted unstructured interviews with the selected respondents. The results were transferred to a summary sheet, analyzed, and interpreted. The summarized data were readied for statistical treatment and analysis. To analyze the collected data, the researcher used some statistical measures to facilitate the interpretation of the gathered data. The statistical treatment utilized depended on the level of measurement of the variables.

The motivation and hygiene factors of elementary teachers based on dual-factor theory and the job satisfaction of elementary teachers along intrinsic and extrinsic were treated using a weighted mean. The scale was used in interpreting the results: 1.00-1.49 (Least satisfied); 1.50-2.49 (Less satisfied); 2.50-3.49 (Moderately satisfied); 3.50-4.49 (Much satisfied); 4.50-5.00 (Very much satisfied).

### III. RESULTS AND DISCUSSION

The presentation and analysis of the data are the following: 1) motivation factors of teachers based on dual factor theory; 2) hygiene factors of teachers based on the dual-factor theory; 3) job satisfaction of teachers along Intrinsic and Extrinsic; and 4) proposed action plan.

#### 1. Motivation factors of teachers based on dual factor theory

Table 2 showed the weighted mean and description of the motivation factors of teachers based on the dual-factor theory which 5 motivational factors namely achievement, recognition, work itself, advancement, and growth.

**Achievement.** Along with achievements, the teachers are generally much satisfied with an overall weighted mean of 4.34 in which the overall weighted mean is 4.34. Specifically, the feeling of being satisfied with the things accomplished in the job.

This implies that teachers are encouraged to perform work that their school head assigns them if they feel a pressing need to do so.

*Table 2. Motivation Factors of Teachers Based On Dual-Factor Theory*

Motivators (Satisfiers)	Indicators	WM	I
<b>Achievement</b>	1. I am proud to work in this school because it recognizes my achievements.	4.32	MS
	2. I feel satisfied with my job because it gives me a feeling of accomplishment.	4.38	MS
	3. I feel I have contributed to my school in a positive manner.	4.31	MS
	Overall	4.34	MS
<b>Recognition</b>	1. I feel appreciated when I achieve or complete a task.	4.38	MS
	2. My school heads always thank me for a job well done.	4.36	MS
	3. I receive adequate recognition for doing my job well.	4.34	MS
	Overall	4.36	MS
<b>Work Itself</b>	1. My work is thrilling, and I have a lot of variety in the tasks I do.	4.19	MS
	2. I am empowered enough to do my job.	4.21	MS
	3. My job is challenging and exciting.	4.16	MS
	Overall	4.25	MS
<b>Advancement</b>	1. I will choose career advancement rather than monetary incentives.	4.14	MS
	2. My job allows me to learn new skills for career advancement.	4.24	MS
	Overall	4.19	MS
<b>Growth</b>	1. I am proud to work in my school because I feel I have grown as a person.	4.31	MS
	2. My job allows me to grow and develop as a person.	4.31	MS
	3. My job allows me to improve my experience, skills, and performance.	4.21	MS
	Overall	4.28	MS

Legend: WM-Weighted Mean; I-Interpretation; MS-Much Satisfied

**Recognition.** In this area, generally, the teachers are much satisfied with an overall weighted mean of 4.26, especially, the appreciation accorded to them every time the tasks are completed on time. It suggests that if teachers receive praise and recognition for the outputs expected of them, they might be motivated to put forth more effort. For instance, the award for outstanding teacher in the school given during recognition day and even the most improved teacher recognized during classroom observation and LAC sessions.

**Work Itself.** Along work itself, the teachers showed much satisfaction as reflected in the overall weighted mean of 4.25. In particular, the empowerment given to the teachers to work on their own even without the supervision of the school head. This means that allowing them to have the freedom to work on their own initiative may improve the job satisfaction in which somehow their performance will be enhanced. However, the teachers are sometimes challenged in their tasks that is why they need the assistance of their school head and peers.

**Advancement.** Generally, the teachers are much satisfied relative to advancement with an overall weighted mean of 4.19. Specifically, the prerogative extended to the teachers to learn new skills for further improvement. This means that they innovate and experiment new things for them to improve their craft which the learner benefit with this task. For instance, the use of the internet, especially the videos from YouTube that the teachers employ in the teaching-learning process. Likewise, the utilization of free application software downloaded and installed in the laptop for them to make the lessons interactive with the learners.

**Growth.** Relative to this variable, the teachers are generally much satisfied with an overall weighted mean of 4.21, especially, the privilege given to them to grow personally as they perform the tasks in the school. It implies that continuing their education will enable them

to advance their careers whenever seminars are held such as gender and development, mental awareness, and the like. The teachers grow academically, emotionally, and personally as a result of the interventions offered to them.

It suggests that considering the available data, it is known that there is no universally accepted definition of motivation. Yet, the reasoning behind compiling these definitions is that when individuals in nature remain in a stationary condition for no apparent reason, they do not go to a moving state; this is known as having external influences. The motivation which can be defined as the process of creating the desired behavior in the individual, behavior; orientation (preference), intensity (effort), and duration (persistence) can affect the three aspects of motivation and gives the individual skills and abilities as well as how to use these skills and capabilities to manage the direction (Locke and Latham, 2004).

This claim was supported by Akdemir (2020) from his research findings that the motivation of teachers in Zonguldak city of Turkey is high. It is also found that the motivation level of female teachers is higher than that of male teachers. Moreover, the motivation of teachers does not change based on the school type, the type of school that teachers graduated from and the school level teachers work for. In future studies, the motivation of teachers working in other cities of Turkey should be investigated. The study's data was obtained from the participants' responses to the scales.

**2. Hygiene factors of teachers based on the dual-factor theory**

Table 3 presents the weighted mean and descriptions of hygiene factors of elementary teachers based on the dual-factor theory along company policy, supervision, relationship with peers, work condition, salary, and work security.

*Table 3. Hygiene Factors of Teachers Based on the Dual-Factor Theory*

Hygiene Factors (Dissatisfiers)	Indicators	WM	I
Company Policy	1. The attitude of the administration is very accommodating in my school.	4.45	MS
	2. I am proud to work for this company because the policies are favorable for its workers.	4.31	MS
	3. I completely understand the mission of my company.	4.45	MS
	Overall	4.46	MS

<b>Supervision</b>	1. I feel my performance has improved because of the support from my school head.	4.45	MS
	2. I feel satisfied at work because of my relationship with my school head.	4.45	MS
	3. My school head is strong and a trustworthy leader.	4.59	VMS
	Overall	4.50	VMS
<b>Relationship with Peers</b>	1. It is very easy to get along with my colleagues.	4.26	MS
	2. My colleagues are helpful and friendly.	4.31	MS
	3. Colleagues are important to me.	4.60	VMS
	Overall	4.39	MS
<b>Work Conditions</b>	1. I feel satisfied because of the comfort I am provided at work.	4.48	MS
	2. I am proud to work for my company because of the pleasant working conditions.	4.41	MS
	Overall	4.45	MS
<b>Salary</b>	1. I am encouraged to work harder because of my salary.	3.98	MS
	2. I believe my salary is fair.	3.69	MS
	Overall	3.84	MS
<b>Work Security</b>	1. I feel safe working at my workplace.	4.53	VMS
	2. I believe my job is secure.	4.43	MS
	3. My workplace is located in an area where I feel comfortable.	4.51	VMS
	Overall	4.49	MS

Legend: WM-Weighted Mean; I-Interpretation; VMS-Very Much Satisfied MS-Much Satisfied

**Company policy.** The teachers are generally much satisfied with an overall weighted mean of 4.46. Specifically, the accommodating attitude of the school head and full understanding of the school's mission have the highest weighted mean of 4.45. Table 3 shows that teachers are much satisfied with the companies' policies and procedures. It can be deduced from these results that teachers understand their roles and responsibilities at work. Barbeito (2004) explained that human resource policies should be able to keep the right balance among organizational staff, build moral, improve quality, develop teams and productivity through rewarding employees, promoting, and developing them for effective organizational performance.

**Supervision.** In relation to this variable, the teachers showed very much satisfaction as reflected with the overall weighted mean of 4.50, especially, the strong leadership shown by the school head and can be trusted in the things being done. An elementary teacher stressed, "Madali makatapos san mga himoon kun mayad magpadara an school head nan wara pressure sa trabaho." This denotes that the elementary teachers perform well with supportive school leaders. Argon (2014) stressed that the teacher, supported by the school administrator, experiences the feelings of happiness, peace, determination, exert effort, has confidence, exhibit self-importance and trust towards school, power, success and displays higher performance.

**Relationship with peers.** Generally, the teachers are much satisfied with being with peers since the overall weighted mean is 4.39. In particular, the importance of the presence of colleagues in which harmonious relationships are built and camaraderie is established. Emotional or knowledge-based help are both examples of peer social support. Peers at school can provide emotional support in the form of validation, inspiration, and even safety. Peers can offer insightful information and counsel when it comes to informational help. An elementary teacher mentioned, "Kapag dianis an urupodan nan intero may pakikisama nagiging magian an trabaho." This means that elementary teachers are pleased at work when they have good working relationships with their colleagues.

**Work conditions.** The much satisfaction shown generally by the teachers is evident with the overall weighted mean of 4.45 in which the comfort provided to them in the workplace is a reflection of this.

A workplace environment is a key determinant of the quality of work and level of productivity of an elementary teacher. It is according to Hean and Garrett (2001) that the more teachers are happier, the better they teach. Furthermore, elementary teachers must be ensured of the conditions that support them in providing quality basic education.

**Salary.** In relation to this, the teachers are much satisfied with an overall weighted mean of 3.84, especially, the encouragement felt by them to work hard because of the salary received from school. Although teachers are much satisfied in terms of their salary, table 3 shows that salary got the lowest weighted mean in the hygiene factors. From the time a job applicant applies for a position, pay practice is a crucial issue for businesses looking to acquire and keep high-quality personnel. Employees, on the other hand, must put in a lot of effort to keep up their high level of performance or risk losing their employment. Also, there is some connection to job satisfaction. This was supported by Sariwulan's (2019) claim that the least compensated teachers will encourage them to move if they get a better workplace with a generous wage. Alleviating elementary teacher's salary may encourage them to stay in their workstation.

**Work security.** The teachers are generally much satisfied with their work security as shown in the overall weighted mean of 4.49 the safe workplace in the school and the comfort experience provided by the school head. Job security is also an important variable that directly affects employee organizational satisfaction and the level of his commitment. If an employee is sure that he will not be kicked out of the organization any time sooner, then he will work harder. An elementary teacher stressed when asked if he or she is secure in her teaching career: "Mao man an kadianisan san nagtatrabaho sa

gobyerno. Dire basta mawaraan trabaho nan secured na an pag retire." In fact, according to Valletta (1999), a person will try to reciprocate by giving more input to the organization, which will also increase his level of satisfaction.

This claim was supported by Herzberg (2003) In terms of hygiene factors, classroom management is perhaps one of the most significant factors. If a teacher cannot maintain order in a just and reasonable way, even highly motivated students will quickly turn off to learning. For older students and college, the marking of assignments can also become demotivating if the teacher is not clear in their expectations and communication. Lastly, the teacher needs to show an example of expertise and organization as students have much higher standards for their teacher than they often have for themselves.

**3. Job satisfaction of teachers along Intrinsic; and Extrinsic**

This section presents the job satisfaction of teachers along intrinsic and extrinsic. The weighted mean was used in data analysis.

**Intrinsic.** Table 4A shows the teachers' job satisfaction along with intrinsic motivation on six indicators. All the indicators are interpreted as much satisfied although they have slight differences in the weighted mean.

**Table 4A. Job Satisfaction of Teachers along Intrinsic**

Factors	Indicators	WM	I
<b>Ability Utilization</b>	The chance to do something that makes use of my abilities.	4.40	MS
<b>Achievement</b>	The feeling of accomplishment that I get from the job.	4.31	MS
<b>Creativity</b>	The chance to try my own methods of doing the job.	4.36	MS
<b>Independence</b>	The chance to work alone on the job.	4.26	MS
<b>Moral Values</b>	Being able to do things that don't go against my conscience.	4.33	MS
<b>Responsibility</b>	The freedom to use my own judgment.	4.28	MS
<b>Recognition</b>	The praise I get for doing a good job.	4.33	MS
	Composite Mean	4.32	MS

Legend: WM-Weighted Mean; I-Interpretation; MS-Much Satisfied

Motivational sources that direct human behavior are divided into two as external and internal. If the cause of the behavior is caused by the outside of the individual, it is called extrinsic motivation. Awards, penalties, and social support are the most prominent examples. In intrinsic motivation, the causality of behavior is internal. Intrinsic motivation comes from the individual's needs. Interest, talent, and curiosity are among the most important of these resources. Attitudes and values of the

individual's personality traits also affect intrinsic motivation. It implies that the main difference between intrinsic and extrinsic motivation is related to the focus of the causality of behavior. The control in intrinsic motivation is in the external self and in the external motivation.

This claim was supported by Karagun and Ekiz (2020) The goal of this study is to determine the level of job

satisfaction, and intrinsic motivation of physical education teachers, and other branch teachers. It also aims to assess whether the teachers' participation in an event during their free time varies based on gender, age, marital status, having children, year of study, and type of school attended. After obtaining research permits, teachers were informed about the research in the schools located in Kocaeli Central District. The Minnesota job satisfaction scale and intrinsic motivation scale were

applied to 362 teachers who wished to participate voluntarily. As a result, when examined according to the branch, significant differences in intrinsic motivation, and job satisfaction scores were determined in favor of physical education teachers. In terms of the type of school, intrinsic motivation scores were found to be significant in favor of teachers working in secondary school.

**Table 4B.** Job satisfaction of teachers along Extrinsic

Factors	Indicators	WM	I
<b>Policies and Procedures</b>	The way the organization's policies are put into practice.	4.21	MS
<b>Authority</b>	The chance to tell other people what to do.	4.21	MS
<b>Co-workers</b>	The way my co-workers get along with each other.	4.28	MS
<b>Supervision (Technical)</b>	The competence of my supervisor in making decisions.	4.40	MS
<b>Supervision (Human Relations)</b>	The way my head handles his people.	4.36	MS
<b>Working Conditions</b>	The physical environment where I work.	4.31	MS
<b>Variety</b>	The chance to do different things from time to time.	4.24	MS
<b>Advancement</b>	The chance for a promotion.	4.34	MS
	Composite Mean	4.29	MS

Legend: WM-Weighted Mean; I-Interpretation; MS-Much Satisfied

**Extrinsic.** Table 4B showed the job satisfaction of teachers along with Extrinsic which all indicators garnered a weighted mean that has an interpretation of much satisfied. All factors are policies and procedures, authority, co-workers, Supervision (technical), Supervision (human relations), working conditions, variety and advancement. These factors are all interpreted as much satisfied. It means that investigating whether the effects of extrinsic and intrinsic factors on teachers' dissatisfaction with the teaching profession show variation between countries is crucial, especially given the significant impact on the quality of instruction, which is also associated with student performance.

This result was supported by Ozbal (2020) Structural equation modeling (SEM) was carried out to reveal relationships between extrinsic factors and teacher satisfaction with the profession, to investigate the effects of extrinsic and intrinsic factors on the dimensions of teachers' satisfaction, and to reveal relationships among the dimensions of teacher satisfaction. In addition, the probability of having dissatisfied teachers with their jobs for each country was estimated by using two consecutive multiple logistic regressions. The results indicated that teachers' satisfaction with the environment had a positive effect on satisfaction with the profession, which is highest in Finland compared to Turkey and Italy. In addition, when a group of variables

are controlled for, teachers' dissatisfaction with the profession was highest in Finland among the three countries and lowest in Turkey.

#### 4. Proposed Action Plan

This portion presents the output which is an action plan which emerged from the results of the study. It includes the key result areas, objectives, activities, persons involved, budgetary requirements, time frame, and expected outcome.

#### Rationale

Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his or her own job or experience. Any work cannot be effectively done without satisfaction. School teachers play an important role in the development of the nation and its future citizens. As a result, job satisfaction is an important concept that is relevant not only to an individual but also to the well-being of society. Job satisfaction is one factor that will ensure class performance and productivity in schools. The teachers would get interested in teaching their students effectively when they were satisfied with their jobs.

This study determined the motivation, hygiene, and job satisfaction of elementary teachers in Irosin districts. With the result of this study, it was revealed that the



elementary teachers are moderately satisfied with their job. Driven by this finding, the researcher proposed an action plan that may help improve the level of job satisfaction of elementary teachers.

### **General Objective**

The main goal of this action plan is to sustain the motivation, hygiene factors, and job satisfaction of elementary teachers.

### **Specific Objectives**

1. To sustain the job satisfaction based on dual factor theory.
2. To withstand the job satisfaction of teachers based on hygiene factor theory.
3. To provide intrinsic and extrinsic motivation so as to sustain the job satisfaction of teachers.

### **IV. CONCLUSION AND RECOMMENDATIONS**

This study concluded that the teachers are much satisfied with the motivation factors based on the dual factor theory along achievement, recognition, work itself, advancement, and growth. As to dual factor theory, the teachers are much satisfied with their hygiene factors along company policy, supervision, relationship with peers, work condition, salary, and work security. The teachers are much satisfied with the job satisfaction along intrinsic and extrinsic. An action plan was proposed in order to enhance the job satisfaction of the elementary teachers.

It was recommended that the teachers may be provided the appropriate recognition of their outstanding achievements and be given professional development for advancement and growth in order to elevate their level of job satisfaction. The school heads may encourage their teachers to establish open communication and feedbacking with them so as to improve their relationship with peers and upgrade their qualifications to increase the salary. The teachers may be motivated to become independent in their work by letting them empowered so as to be flexible in the workplace and be re-oriented with school's policies and procedures for them to have increased job satisfaction. The school heads may encourage the teachers to continually sustain their job satisfaction relative to the intrinsic and extrinsic motivation factors. The action plan may be adopted and implemented after a thorough review and evaluation of the concerned authorities. Similar study may be conducted which will include other teachers in the province so as to establish baseline

information on this topic and the possibility of knowing the effectiveness of the proposed intervention.

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