

Enhancing Job Satisfaction: Understanding the Motivational Needs and Professional Growth of Teachers and Administrators in Pagadian City

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Abstract

Introduction: This study examines job satisfaction among educators, focusing on motivational needs and professional growth. Understanding these factors is essential for improving retention, work performance, and overall well-being in the teaching profession.

Objectives: The study aims to assess the levels of job satisfaction among teachers and administrators, analyze the impact of motivational needs on their professional experiences, and determine the role of professional growth opportunities in shaping their career satisfaction. Additionally, it investigates the relationships among these variables to provide insights into how institutions can enhance teacher motivation and job fulfillment.

Methods: The study utilized a descriptive-survey research design involving 433 participants. Data were gathered through structured surveys measuring job satisfaction in terms of motivational needs and professional growth. Statistical analyses, including t-tests and correlation analysis, were conducted to identify significant differences and relationships between variables.

Results: The study showed that administrators report higher job satisfaction than teachers, particularly in motivational needs and professional growth. Administrators rated satisfaction higher in areas like recognition, rewards, and career advancement, while teachers reported lower satisfaction levels. Significant differences were found in financial motivation and achievement, with administrators feeling more fulfilled. The study also revealed a positive correlation between motivational needs and professional growth, suggesting that motivated educators are more likely to engage in professional development.

Conclusions: The findings emphasize the need to address both motivational needs and professional growth to improve job satisfaction among teachers. Educational institutions may focus on providing competitive incentives, expanding professional development opportunities, and offering clear career progression pathways. Creating a supportive work culture that includes mentorship, recognition, and continuous learning will be key to sustaining teacher motivation and effectiveness. Prioritizing these strategies may help meet teachers' needs, fostering long-term job satisfaction and professional growth.

Keywords: job satisfaction, motivational needs, professional growth, administrators, teachers, descriptive survey

1. Introduction

Job satisfaction is a critical factor in determining the overall effectiveness and retention of educators in any academic institution. A satisfied teaching workforce contributes to student achievement, institutional stability, and the professional development of teachers and administrators (Erturk, 2021). Research suggests that administrators' supportive behaviors positively influence teachers' job satisfaction and subjective well-being, underscoring the importance of leadership in fostering a positive educational environment.

Motivational needs, which encompass factors such as recognition, rewards, and fringe benefits, play a vital role in determining an educator's satisfaction at work. Studies have indicated that when teachers' motivational needs are met, they exhibit increased commitment and effectiveness in their roles (Demil, 2021). Likewise, professional growth opportunities such as career advancement, participation in training programs, and engagement in professional learning communities enhance educators' intrinsic motivation, leading to sustained job satisfaction and improved performance (Ololube, 2006).

In the context of private higher education institutions in Pagadian City, limited research has been conducted to explore the specific factors influencing job satisfaction among teachers and administrators. Given the city's growing private education sector and the increasing demand for high-quality teaching professionals, it is imperative to investigate the extent to which motivational needs and professional growth impact educators' job satisfaction. Addressing this gap will help formulate policies and intervention programs that promote a more supportive and fulfilling work environment for educators in private higher education institutions.

The study is anchored on Herzberg's Two-Factor Theory, which distinguishes between motivators and hygiene factors as determinants of job satisfaction. According to this theory, motivators such as recognition, achievement, and opportunities for growth contribute to an individual's job satisfaction, whereas hygiene factors like salary and working conditions prevent dissatisfaction but do not necessarily lead to increased job fulfillment (Sahito & Vaisanen, 2017). This framework suggests that an educator's job satisfaction is influenced by both intrinsic and extrinsic factors, with professional growth playing a significant role in long-term career satisfaction.

Additionally, Maslow's Hierarchy of Needs provides a complementary perspective by linking job satisfaction to higher-level psychological needs, such as self-actualization and esteem (Demil, 2019). Educators who perceive their professional development as aligned with their personal aspirations and self-growth are more likely to experience greater job satisfaction. Thus, understanding the role of professional advancement in meeting these needs is crucial for educational institutions aiming to improve teacher retention and productivity.

Conceptually, the study views job satisfaction as a function of two major subdomains: motivational needs and professional growth. Motivational needs encompass tangible and intangible rewards that reinforce educators' sense of accomplishment, whereas professional growth reflects opportunities for skill enhancement and career advancement. Previous studies have demonstrated a positive correlation between these domains and overall job satisfaction (Bentea & Anghelache, 2012). However, localized empirical data on these relationships in private higher

education institutions in Pagadian City remains sparse, highlighting the need for further exploration.

The primary intention of this study is to analyze the job satisfaction in terms of motivational needs, professional growth among teachers and administrators in private higher education institutions in Pagadian City. While substantial research has been conducted globally on job satisfaction in educational settings, there remains a noticeable gap in localized studies within this region. Specifically, there is a lack of empirical evidence examining how these factors interact within the unique socio-cultural and institutional contexts of private higher education institutions in Pagadian City.

By addressing this research gap, the study aims to contribute valuable insights to policymakers and school administrators. Understanding the specific factors that influence job satisfaction can lead to targeted interventions, such as enhanced professional development programs and more effective incentive structures for educators. Ultimately, this research seeks to inform strategies that will foster a more supportive and fulfilling work environment for teachers and administrators, thereby enhancing the overall quality of education in private higher education institutions in the region.

2. Objectives

The study aims to examine job satisfaction among administrators and teachers in private higher education institutions in Pagadian City by assessing their motivational needs and professional growth. Specifically, it seeks to determine the descriptive levels of job satisfaction in terms of these two key domains. Understanding the extent to which administrators and teachers experience job satisfaction based on their motivational needs—including money as a motivator, achievement, recognition, rewards, and fringe benefits and working conditions—can provide valuable insights into how institutions can foster a more supportive and fulfilling work environment. Similarly, evaluating professional growth in terms of drive for advancement, welcomed opportunity, productive endeavors, participation in professional growth activities, and special competence helps identify factors that contribute to career progression and long-term job satisfaction.

In addition, this study aims to conduct a comparative analysis of the motivational needs and professional

growth domains between administrators and teachers. By examining potential differences between these two groups, the study can highlight varying perspectives on what drives satisfaction in their respective roles. Administrators may prioritize leadership opportunities, institutional influence, and financial incentives, while teachers may focus more on classroom support, professional development, and recognition. Identifying these differences is crucial for private higher education institutions in tailoring policies and programs that address the specific needs of both groups, ensuring a more engaged and motivated workforce.

Finally, the study seeks to determine the correlation between motivational needs and professional growth in relation to overall job satisfaction. Exploring this relationship provides a deeper understanding of whether higher levels of professional growth opportunities enhance motivation and, consequently, job satisfaction. This analysis is essential for developing strategic interventions aimed at improving employee retention, work performance, and institutional success. By addressing these objectives, the study contributes to the broader discourse on job satisfaction in higher education and offers practical implications for enhancing the work experience of educators and administrators.

3. Methods

This study employed a descriptive-survey research design to explore job satisfaction among administrators and teachers in terms of their motivational needs and professional growth. This design is well-suited to describe the characteristics of the population and examine relationships between the key variables. By using a descriptive approach, the study aims to assess the current levels of job satisfaction related to these domains within the context of private higher education institutions in Pagadian City.

The study involved a total of 433 participants—114 administrators and 319 teachers—from five private higher education institutions in Pagadian City. These institutions were selected based on their prominence and accessibility, providing a relevant context for understanding job satisfaction within the local educational landscape. A purposive sampling technique was employed to select individuals who were directly involved in the teaching and administrative processes, ensuring that the participants had substantial

experience and insight into the variables under investigation.

To measure the variables of motivational needs and professional growth two self-developed questionnaires were utilized. These scales were designed specifically for this study to address the domains relevant to the research. The items in the questionnaires were informed by a thorough literature review and designed to capture a comprehensive view of the motivational factors and professional growth opportunities within the educational sector. The reliability of the questionnaires was assessed using Cronbach's alpha, which yielded values of 0.78 for motivational needs and 0.81 for professional growth, indicating good internal consistency. The questionnaires were also validated by three content experts in the fields of education and public administration. These experts evaluated the relevance, clarity, and representativeness of the items, providing feedback that was incorporated into the final version of the instruments.

Data were collected through face-to-face distribution of the questionnaires. This method ensured a high response rate and provided an opportunity for participants to ask questions if they had any doubts regarding the items. The researchers ensured that ethical standards were met by obtaining informed consent from all participants, explaining the purpose of the study, and assuring the confidentiality of responses. The survey was administered in a controlled environment, with researchers available to provide clarification as needed. The data collection took place over a span of two months, allowing sufficient time for all participants to respond. The study adhered to ethical guidelines by ensuring confidentiality, voluntary participation, and informed consent. Participants were assured that their responses would be used exclusively for research purposes and that their anonymity would be maintained throughout the study.

Once the data were collected, they were analyzed using appropriate statistical methods to address the study's objectives. Descriptive statistics were used to summarize the responses and calculate the mean and standard deviation for the motivational needs and professional growth domains. To assess the comparative differences between administrators and teachers, independent samples t-tests were used. This analysis helped determine if significant differences existed in the responses from these two groups. Finally, the relationship between motivational needs and

professional growth was examined using Pearson product-moment correlation. This test was selected to explore the strength and direction of the relationship between the two domains, providing insights into how they are interrelated in the context of job satisfaction.

4. Results and Discussions

The study examined job satisfaction among administrators and teachers in private higher education institutions in Pagadian City, focusing on motivational needs and professional growth. Findings (Table 1) revealed that administrators generally reported higher levels of satisfaction in both domains, with their responses falling within the “Almost Always Manifested” category, while teachers’ satisfaction levels were within the “Often Manifested” range. The differences suggest that administrators experience more consistent fulfilment in their roles, particularly in terms of career advancement, recognition, and rewards.

Table 1

Descriptive levels of job satisfaction in terms of motivational needs and professional growth among administrators and teachers

Variables	Administrators (n=114)		Teachers (n=319)	
	M	SD	M	SD
Motivational Needs				
1 Money as Motivator	4.57	1.21	3.87	1.63
2 Achievement	4.78	1.04	3.89	1.61
3 Recognition	4.28	1.46	3.88	1.70
4 Rewards	4.58	1.19	3.92	1.67
5 Fringe Benefits and Working Condition	4.61	1.29	3.92	1.67
Professional Growth				
1 Drive for Advancement	4.86	0.95	4.08	1.62
2 Welcomed Opportunity	4.65	1.23	3.94	1.63
3 Productive Endeavors	4.44	1.16	3.97	1.60
4 Professional Growth Activities	4.57	1.19	3.99	1.64
5 Special Competence	4.63	1.24	3.94	1.63

Note: M = mean, SD = Standard deviation: 1.00 – 1.83 = Never Manifested, 1.84 – 2.67 = Rarely Manifested, 2.68 – 3.50 = Sometimes Manifested, 3.51 – 4.33 = Often Manifested, 4.34 – 5.16 = Almost Always Manifested, 5.17 – 6.00 = Always Manifested

For motivational needs, administrators consistently rated their satisfaction higher than teachers across all indicators. The most notable differences were in money

as a motivator (Administrators: M = 4.57, SD = 1.21; Teachers: M = 3.87, SD = 1.63) and achievement (Administrators: M = 4.78, SD = 1.04; Teachers: M = 3.89, SD = 1.61). While both groups frequently experience job satisfaction, administrators’ perceptions lean towards a stronger sense of accomplishment and financial motivation. Recognition (M = 4.28 vs. 3.88) and rewards (M = 4.58 vs. 3.92) also indicate that administrators feel more valued in their institutions, while teachers, though satisfied, report slightly lower fulfilment.

In terms of professional growth, the most notable difference was in “Drive for Advancement” (Administrators: M = 4.86, SD = 0.95; Teachers: M = 4.08, SD = 1.62), suggesting that administrators perceive more opportunities for career progression. Teachers reported lower, though still frequent, satisfaction in other areas such as professional growth activities (M = 4.57 vs. 3.99) and welcomed opportunities (M = 4.65 vs. 3.94). The higher standard deviations among teachers indicate greater variability in their professional growth experiences, meaning some may feel highly engaged in development opportunities, while others may feel limited.

These findings suggest that while both groups frequently experience job satisfaction, administrators almost always feel satisfied in key areas, particularly in professional advancement and incentives. Institutions may consider expanding professional growth opportunities for teachers to bridge the satisfaction gap, ensuring they receive equitable career advancement and recognition similar to their administrative counterparts.

Table 2

Test of significant difference of motivational needs

Groups	n	M	SD	t	df	p-value
Administrators	114	4.66	0.15	9.446	431	< 0.05
Teachers	319	4.01	0.04			

To further examine these differences, Table 2 presents the results of the test for significant differences in motivational needs between administrators and teachers. The independent samples t-test revealed a statistically significant difference ($t = 9.446$, $df = 431$, $p < 0.05$), indicating that administrators’ motivational needs are significantly higher than those of teachers. The mean values (M = 4.66 for administrators and M =

4.01 for teachers) highlight a notable gap in how motivational factors influence job satisfaction in these two groups. This result reinforces the idea that administrators have stronger motivational drivers, likely due to the nature of their roles, responsibilities, and access to higher levels of professional incentives. Meanwhile, the lower motivational needs reported by teachers may suggest challenges related to recognition, compensation, and professional growth opportunities. These findings emphasize the need for targeted interventions to enhance job satisfaction among teachers, particularly in motivation and career advancement, through policy reforms, improved compensation structures, and professional development opportunities.

Table 3 extends this analysis by assessing the significant difference in professional growth between the two groups. The independent samples t-test revealed a statistically significant difference ($t = 79.181$, $df = 431$, $p < 0.05$), indicating that administrators experience significantly higher levels of professional growth compared to teachers. The mean scores ($M = 4.56$ for administrators and $M = 3.88$ for teachers) further highlight this disparity. Administrators, due to their leadership roles, may have greater access to professional development opportunities, career advancement pathways, and institutional support that contribute to their perceived growth. Their higher satisfaction in this domain suggests that professional activities, such as leadership training, networking, and strategic decision-making, play a vital role in their job fulfilment.

On the other hand, the lower mean score among teachers suggests possible limitations in their access to professional growth opportunities. While teachers engage in productive endeavors and professional development activities, as indicated in Table 1, the significant difference in Table 3 implies that these opportunities may not be as extensive or as impactful as those available to administrators. Limited career progression, fewer leadership roles, and a lack of structured professional development programs may contribute to this gap.

These findings underscore the importance of strengthening professional growth opportunities for teachers to enhance their job satisfaction. Institutional policies that promote career advancement, continuous learning, and mentorship programs could help bridge this gap. By addressing these disparities, schools and

educational institutions can create a more balanced and fulfilling work environment for both administrators and teachers.

Table 3

Test of significant difference of professional growth

Groups	n	M	SD	t	df	p-value
Administrators	114	4.56	0.15	79.181	431	<0.05
Teachers	319	3.88	0.02			

Finally, Table 4 examines the relationship between the two job satisfaction domains—motivational needs and professional growth—and reveals a significant positive correlation ($r = 0.314$, $p < .01$). This suggests that higher levels of motivational needs are associated with greater professional growth among educators. In other words, when teachers and administrators feel motivated—whether through financial rewards, recognition, or achievement—they are more likely to seek and engage in professional development opportunities. This finding underscores the interconnectedness of motivation and career advancement, reinforcing the need for institutions to implement policies that simultaneously address both aspects. Providing structured career pathways, mentorship programs, and recognition systems can serve as effective strategies for enhancing job satisfaction holistically.

Overall, these results emphasize the importance of addressing both motivational needs and professional growth to enhance job satisfaction among educators. While administrators currently experience higher satisfaction in these areas, institutions should strive to bridge the gap for teachers by implementing targeted interventions that improve motivation and create equitable professional development opportunities.

Table 4

Correlation between motivational needs and professional growth (n=433)

Variables	M	SD	r	p-value
Motivational Needs	4.23	0.37	0.314	< .01
Professional Growth	4.31	0.36		

5. Conclusions and Recommendations

The results of this study provide significant insights into job satisfaction among administrators and teachers, focusing on two key domains: motivational needs and professional growth. The data indicated that

administrators reported higher satisfaction levels in both domains compared to teachers, which is consistent with previous literature that suggests leaders often have greater control over their work environment and access to opportunities for professional development (Herzberg, 1966; Ryan & Deci, 2000). This finding highlights the importance of autonomy, recognition, and career advancement opportunities in influencing job satisfaction. Teachers, on the other hand, reported lower satisfaction, especially in the areas of motivational needs and professional growth, which aligns with research suggesting that educators often face challenges related to workload, recognition, and career progression (Kreitner & Kinicki, 2013). The positive correlation between motivational needs and professional growth further supports the idea that fulfilment in one domain can enhance satisfaction in the other, reinforcing the interconnectedness of these factors in job satisfaction (Locke, 1976). The significant differences found between administrators and teachers underscore the need for targeted strategies to address these gaps, ensuring that teachers have more opportunities for career growth and recognition.

Given the findings, it is recommended that educational institutions implement several strategies to improve teacher satisfaction. First, motivational strategies should be enhanced by offering both monetary and non-monetary rewards, such as performance-based incentives, public recognition, and career advancement opportunities (Maslow, 1943; Herzberg, 1966). Second, professional development programs should be strengthened to offer more structured and ongoing opportunities for teachers to develop their leadership skills and expertise (Guskey, 2002). Establishing mentorship programs, leadership development initiatives, and opportunities for teachers to engage in research can increase teachers' sense of professional growth and job satisfaction. Additionally, fostering a supportive work environment is crucial. Educational institutions should encourage collaboration, empower teachers in decision-making processes, and cultivate a culture of support that values teachers' contributions and professional growth (Deci & Ryan, 2000).

Policymakers and administrators may consider reevaluating compensation, benefits, and career progression pathways to improve job satisfaction and retention among educators. Offering competitive salaries, job security, and clear criteria for promotions

may motivate teachers, while improving work-life balance through reduced workloads and flexible arrangements may help alleviate stress and prevent burnout. Additionally, future research may explore other factors influencing job satisfaction, such as leadership styles, workload, and organizational culture, to gain deeper insights into the dynamics within educational settings. Longitudinal and qualitative studies may also be valuable in understanding the long-term effects of professional development programs and capturing teachers' lived experiences, ultimately informing more effective strategies for improving job satisfaction.

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