

## Motivation and Job Satisfaction of Part-Time Instructors at ISPSC



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**ABSTRACT:** This study was conducted to assess the perceived level of job satisfaction of Part time Instructors in Ilocos Sur Polytechnic State College concerning their motivation level. The research identified the profile of the respondents concerning their age, sex, civil status, salary, educational attainment, length of service and number of trainings and seminars attended. This study aimed to evaluate motivation in terms of physiological needs, safety and security needs, social needs, self-esteem needs, self-actualization needs, work itself, advancement and job satisfaction in terms of salary and benefits, job opportunities, work recognition, working condition and supervision and among part- instructors in Ilocos Sur Polytechnic State College.

The study used descriptive and correlation research design. It involved the one hundred fifty-four (154) Part-time Instructors of the six campuses of Ilocos Sur Polytechnic State College This study used survey-questionnaire composed of three parts to gather the data needed. The first part of the questionnaire includes the profile of the Part-time Instructors of ISPSC which served as the respondents. The second part of the questionnaire consists of the level of motivation and the third part is about the Job satisfaction of the respondents. The questionnaire was collected for tabulation. Mean, standard deviation, pearson correlation coefficient, chi-square test for independence, one way annova were used to analyze the data.

Based on the findings of the study, the following conclusions were drawn: Demographic factors such as age, sex, civil status, length of service, salary and education level varies, thus, do not significantly influence their motivation and job satisfaction. Secondly, while Part-time Instructors exhibit high motivation in areas like social connections and career advancement opportunities, their motivation in physiological and safety needs is moderate. Thirdly, they express satisfaction with job opportunities and recognition but show lesser satisfaction with salary and benefits, suggesting room for improvement in compensation packages. Moreover, the study emphasizes the strong link between motivation and job satisfaction, highlighting how motivated part-time faculty tend to be more engaged and resilient. Overall, the consistently high levels of motivation and job satisfaction across ISPSC campuses reflect a positive organizational climate and effective management practices, with potential for further enhancement through fostering an inclusive and supportive work environment.

The recommendations presented to the college cover a range of aspects to enhance Part-Time Instructors' experience at ISPSC. First, it is suggested that salary increases or modifications be made, maybe based on merit, in order to address particular issues raised by employees. Transparency and clear communication about such modifications should be prioritized. Second, it's critical to emphasize open and honest communication on the causes of any delays in salary, benefits, and perks. Clarity regarding compensation guidelines and career progression prospects should also be provided. Thirdly, it's important to keep work schedules flexible to meet the needs of part-time instructors in terms of both their personal and professional obligations. In order to improve teaching abilities and career advancement, it is also stressed how crucial it is for part-time faculty members to participate in organized professional development programs that include workshops and advice from seasoned faculty members. Finally, the need to continuously address motivation and job satisfaction among part-time faculty is emphasized, suggesting a focus on both addressing concerns and highlighting positive aspects of the work environment to cultivate a supportive and satisfying workplace culture.

**KEYWORDS:** Motivation, Job Satisfaction, Part-time Instructors

### BACKGROUND OF THE STUDY

Teacher motivation is crucial to the education sector because it enhances teachers' abilities and knowledge and has a direct impact on students' academic performance (Mustafa & Othman, 2010; Markovitis, B. et al., 2014). Teachers who lack motivation in the classroom are less competent, which has an immediate impact on students and the educational system.

As in Uganda, a research carried out by Acha (2010); Ehondor & Omoruyi (2013); Chiang & Birtch 2010) agreed to the

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fact that teacher motivation has become an important issue. Teachers who are satisfied with their job tend to give off their best and in a long way it influences learners' performance. Aacha (2010) further found out that for teachers to be motivated extrinsically to give off their best, the head teacher's management styles contribute immensely.

Job satisfaction also contributes to a person remaining loyal to the work being done. Good and successful teachers usually enjoy their work. They gave their all to their students. This will help them progress further in the future. Teacher job satisfaction is also closely related to student success. Teachers who are satisfied with their work will love their work more and will create success for their students as well.

In the study of Cabaron and Oco (2023), in conclusion, the motivational factors of teachers are a contributory factor to their job satisfaction. Teachers' highest motivational factors were on professional development were being utilized as part of teachers' source of strength at workplace. Teachers' highest job satisfaction was on work relationship. This means that teachers value their work relationship with colleagues and even stakeholders.

The background of the study of Part-time faculty employees is related to the changing nature of work and increasing numbers of employees who are engaged as part-time workers. These types of workers are called part-time employees who are employed on a five (5) months contract and are often treated as emergency employees. Part-time employees are excluded from regular employee benefits, such as health insurance, paid leave, and retirement benefits. Part-time faculty employees are under a "no work, no policy" which further cuts down their income.

The researchers will assess the perceived amount of job satisfaction of the employees from the selected part time faculty employees in Ilocos Sur Polytechnic State College concerning their motivation level. The researcher aims to expound the significance of their motivational levels to their job satisfaction in hopes of developing a more solid practice for employee retention. In summary, this study will provide in-depth information regarding the complexities of the parameters of the level of motivation and the significance of job satisfaction to the part-time faculty employees. This study aims to evaluate job satisfaction and motivation among part-time teachers in Ilocos Sur Polytechnic State College. This study is significant to improve job satisfaction among faculty members and to enrich the body of knowledge in that particular area. Administrators, managers and other people concerned can also use it as a guideline to enhance staff satisfaction, especially the Part-time faculty employees of ISPSC.

## FRAMEWORK OF THE STUDY

Grujičić, Jovičić-Bata, and Novaković (2018) define motivation as the process by which human and individual behaviors are initiated with the aim of fulfilling particular requirements and achieving particular goals.

According to a study by Dalal, et al. (2012), the most significant predictor of a person's job happiness is their motivation at work. According to Tentama, et al. (2020), job motivation is one factor influencing job satisfaction. The contentment of academic employees is impacted by both internal and external factors (Stankovska et al. 2017). Further investigation indicated that academic employees had to give priority to their own fulfillment (Place, 1997). Some research, however, produced contradictory findings, suggesting that the best measures of academic staff members' job satisfaction include both extrinsic and intrinsic satisfaction (Herzberg, 1987; Bentley et al., 2013).

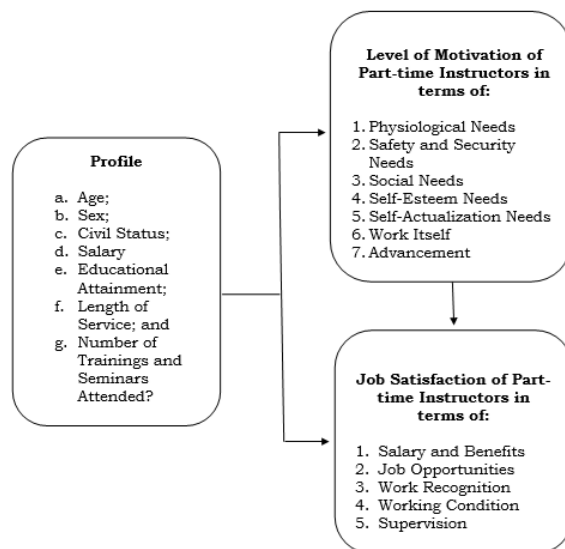
Maslow's hierarchy of needs may be the most well known (Kaur, 2013). Maslow suggested that individual motivational demands may be arranged into a hierarchy based on human psychology and professional experiences. Firkhan et al. (2021) claim that when basic human needs are not met, the human spirit is disrupted and people are unable to find fulfillment in their personal development, careers, or occupations. Physiological needs, security needs, love needs, self-esteem, and one's level of excellence are a few examples of basic wants (Maslow, 1954).

Job satisfaction is greatly influenced by employee motivation, which is strongly correlated with the workplace (Viseu, de Jesus, Rus, & Canavarro, 2016). According to Wae-esor, Bakar, and Hee (2016), motivated individuals frequently enhance their performance, maximize positive results, and limit negative outcomes, which makes them pleased with their work.

Job satisfaction defined by Yuen et al. (2018), is an affective variable that emerges from evaluating a person's work experience. Stated differently, people's level of job satisfaction can be defined as their degree of liking their employment (Spector, 2008). Superior performance and a strong sense of devotion to the organization are usually associated with high levels of employee satisfaction. Accordingly, a successful company depends on managers and employees having a good working relationship (Shmailan, 2016). Numerous academics have observed that pleased workers often demonstrate reduced absenteeism, fewer error rates, higher production, and more resolute intents to continue with the organization (Sánchez-Beaskoetxea, et al. 2015).

This study shows the conceptual framework that prioritizes the organizational commitment, job satisfaction, and motivation. It serves as a theoretical lens to examine the various factors influencing the behavior of part-time employees.

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**Figure 1. The Research Paradigm**

As shown in the research paradigm of the study in Figure 1, it presents the interplay among independent and dependent variables to be used in the study. Teachers' Motivational factors in terms of Physiological Needs, Safety and Security Needs, Social Needs, Self-Esteem Needs and self-Actualization Needs, work itself and advancement are the independent variables which is the parameters of the level of motivation, and the dependent variables which were parameters of level of job satisfaction namely: salary and benefits, job opportunities and work recognition, work condition and supervision put into test.

### STATEMENT OF THE PROBLEM

This study is conducted to determine the relationship between the level of motivation of the respondents and their job satisfaction.

Specifically, it aimed to answer the following questions:

1. What is the profile of the respondents in terms of:
  - a. age;
  - b. sex;
  - c. civil status;
  - d. salary;
  - e. educational attainment;
  - f. length of service; and
  - g. number of trainings and seminars attended?
2. What is the level of motivation of the respondents towards work in terms of:
  - a. physiological needs;
  - b. safety and security needs;
  - c. social needs;
  - d. self-esteem needs;
  - e. self-actualization needs;
  - f. work itself; and
  - g. advancement?
3. What is the level of job satisfaction of the respondents in terms of:
  - a. salary and benefits;
  - b. job opportunities;
  - c. work recognition;
  - d. work condition;
  - e. supervision?
4. Is there a significant relationship between the profile of the respondents and their level of motivation and job satisfaction.
5. Is there a significant relationship between the level of motivation and level of job satisfaction of the respondents?

### Hypotheses

To study the present problem, the researcher formulated the hypothesis.

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1. There will be no significant relationship between the level of job satisfaction and level of motivation of part-time instructors.

### Importance of the Study

In this section, the researcher stated the following significance of the study to the following benefactors and beneficiaries of this study.

**Part-Time Instructors.** This study is beneficial to the employees in terms of giving new information in the form of giving them an awareness of the things which affect their motivation and job satisfaction.

**School Heads.** Next to teachers are the school heads. As the person with higher authority in school, the results of this study can help them formulate new programs, policies and trainings that will enrich the productivity of their teaching personnel.

**Educational Institutions.** Other than the school from which the participants came from, other educational institutions will also benefit in this study. They can refer to the results of this study to further understanding the needs of their teaching staff

**Future Researchers.** They can use this study as a reference in conducting a similar research. They can also refer to this and explore related parts that are not yet investigated.

**ISPSC.** This study can be added to the research output of the school.

### Definition of Terms

The following terms are operationally defined for a clearer understanding of the study.

**Part-Time Instructors.** It refers to the workers for piece labor or an intermittent job for a period of no more than five months, with remuneration on a daily or hourly basis.

**Profile.** It refers to the characteristics of respondents in terms of age, sex, civil status, salary, educational attainment, length of service and the number of training/seminars attended:

**Age.** It refers to the length of time that the respondent has existed.

**Sex.** It pertains to the quality of being either a male or female.

**Civil Status.** It refers to the respondent's present relationship as a single, married, widow, separated and annulled.

**Salary.** It refers to a fixed amount of money or compensation paid to an employee by an employer in return for work performed.

**Educational Attainment.** It refers to the highest education that the respondents attained. Such as college level, college graduate, with units in master's degree, master's degree holder and doctorate holder.

**Length of Service.** It refers to the number of years rendered by the respondents at ISPSC, such as 0-1 years, 2-3 years, 4-5 years, and above five years.

**Number of Training/Seminars Attended.** It refers to the number of training/seminars attended by the respondent, such as provincial, regional and national.

**Motivation.** It refers to the desire or drive within an individual. It is a psychological force that controls human behavior and causes people to act, set goals, and achieve them.

**Physiological Needs.** It refers to biological needs for human survival, such as air, food, water, shelter, clothes, warmth, sex and sleep.

**Safety and Security Needs.** It refers to defense from the elements, safety, law, and order, steadiness and absence of fear.

**Social Needs.** It refers to needs for love and belonging: Behavior is driven by the desire for interpersonal relationships. Friendship, intimacy, trust, acceptance, and the ability to give and receive love and affection are a few examples. Identifying with, belonging to a group (family, colleagues, pals).

**Self-Esteem Needs.** Maslow divided esteem needs into two categories: (i) self-worth (self-respect, accomplishment, competence, and independence) and (ii) the need to be well-known or respected by others (status, prestige). The need for reputation or esteem is the most important crucial for kids and teenagers, coming before true self-esteem or honor.

**Self-Actualization Needs.** It refers to realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire "to become everything one is capable of becoming" (Maslow, 1987, p. 64).

**Work itself.** It refers that workers are more likely to be driven to perform well if they feel that their job matters and that their duties have purpose.

**Advancement.** It refers to offering workers the chance to develop their abilities and become more effective in their roles fosters a sense of pride and success that serves as a powerful source of motivation.

**Job Satisfaction.** It refers to the degree of enjoyment employees experience with their jobs. This covers topics beyond their everyday responsibilities, such as how their job affects their personal life, how satisfied they are with organizational rules, and how satisfied they are with their bosses and teammates.

**Salary and Benefits.** It refers to the compensation either monetary or non-monetary that employee's receives or the advantage he/she gains from anything is its benefits.

**Job Opportunities.** It refers to workers the chance to develop their abilities and become more effective in their roles fosters

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a sense of pride and success that serves as a powerful source of motivation.

**Work Recognition.** It refers to the act of expressing gratitude and recognition to staff members for their contributions to the firm that are related to the goals, objectives, and core values of the organization.

**Work Condition.** It refers to the physical, social, and psychological aspects of the workplace. It is the atmosphere in which employees operate. Both the environment in which work is done and an employee's performance are considered work conditions.

**Supervision.** It refers to direction, control, and guiding of the workforce, which aims to ensure that they are following the schedule and functioning as planned.

## REVIEW OF RELATED LITERATURE

### On the Level of Motivation

Teacher enthusiasm is correlated with longer-lasting learning and motivation. These findings were supported in a study by Lazarides et al. (2019), which found that school teachers' affective enthusiasm was correlated with better student performance and motivation even after transitioning to subsequent grade levels. Teacher enthusiasm and positive teacher emotions are seen as predictors of both student enjoyment and achievement.

Abraham Maslow proposed the Maslow's Theory in 1954, which holds that each human has needs that must be satisfied on a basic level (Norazmi et al., 2019). When self-perfection is attained, these fundamental requirements start to determine whether or not humans are satisfied. Firkhan et al. (2021) believe that unfulfilled basic human wants might disrupt a person's spirit, making it difficult for them to acquire self-satisfaction in their personal growth, career, or employment. Physiological needs, security needs, love needs, self-esteem, and the degree of self-perfection are all considered basic needs (Maslow, 1954). As stated by (Rosnee et al., 2021) particularly imply that teacher job satisfaction can only be reached if certain levels of need are addressed.

**Physiological Needs.** Essentially, physiological demands are necessities for maintaining human life. These food, clothing, housing, relaxation, air, water, and sleep fulfillment are among the necessities. In the hierarchy of needs (also known as biological needs) are at the bottom because they have precedence above every other requirement. These requirements cannot be put off indefinitely. For example, a person who is hungry is simply unable to focus on anything other than food or hunger. The administration makes an effort to satisfy these physiological demands with just compensation. In the context of a teaching career include the provision of workspace, amenities, lounges, and other payment sources.

**Safety and Security Needs.** The safety level needs to be satisfied when the physiological level's requirements are fulfilled. According to Zaid et al. (2020), the degree of safety covers the right to a sense of security as well as a sense of well-being covering oneself, family, property and even the workplace. Furthermore, higher salaries do, as Fullard (2021) notes, boost workers' effort or productivity, as demonstrated by empirical research that raise labor productivity in a variety of circumstances.

DeWitt (2022) reports that 80% of employees would choose to accept a position with benefits over one that offered the same wage but no benefits, but with a 30% pay increase. Not only were decent benefits important, but so were good earnings. Absence of benefits may have a significant impact on an employee's job happiness and performance.

**Social Needs.** After the security level is reached, the third stage, which is the need for love and acceptance, must be satisfied. The social and spiritual requirements must be fully met at this point. In school organization, instructors should be in a position where they feel appreciated by administrators and/or other teachers, according to Norazmi (2020).

**Self-esteem Needs.** After the need to fit in with the school community is satisfied, the following step is to meet one's level of self-esteem, which is a prerequisite for finding job fulfillment. According to Fauziyana et al. (2020), humans currently seek respect from people around them in addition to acknowledgment for the work they have done. As a means of addressing their demands, Norazmi et al. (2020) argue that teachers ought to receive some sort of recognition or gratitude at this point.

**Self-Actualization Needs.** Zaid et al. (2021) argue that job satisfaction can be attained whenever all of these stages are completed. in favor of this assertion. If educators are successful in securing all the necessary conditions—such as a sufficient income, a sense of acceptance, equitable treatment from administrators when it comes to labor division, and appropriate recognition for their efforts—they will be able to attain job satisfaction.

**Work Itself.** The real content of assignments and duties at work has either a favorable or unfavorable impact on employees. Whether the task is too simple or too complex, fascinating or uninteresting, can affect contentment or employees' discontentment at work.

**Advancement.** The definition of advancement is the upward and favorable standing or standing of the individual or employee in the workplace. At work, a negative or neutral position is regarded as a negative development. Applying your abilities and drive to meet your goals for professional growth, obtain higher-level positions and take on bigger responsibilities at work.

Hadiya Habi (2017) investigated the significance of teacher effectiveness. The study's findings demonstrated that a teacher's efficacy is determined by how well they execute the institutional and other specific tasks required of them due to their job.

### On the Level of Job Satisfaction

Job satisfaction is a multidimensional notion that includes emotional feelings of fulfillment and favorable evaluations.

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Permana et al. (2021) define it as a reflection of a person's work experience, whilst Hu, et al. (2019) define job satisfaction as a comparison of what is given to employees and their work, as well as what is expected, wanted, and deemed appropriate or entitled to them.

**Salary and Benefits.** Benefits for employees are a component of an incentive and compensation plan. Human resource management, which aligns organizational and individual goals to improve corporate performance, revolves around compensation strategy and reward systems (Martocchio, 2016). A basic reward system is the salary and benefits packages that a company offers to its workers. Employees ought to be compensated for their dedication, reliability, excellence, and worth of labor.

**Job Opportunities.** It provides people with the possibility to find employment or a job that pays a consistent compensation. This activity allows people to earn money by utilizing their skills and abilities. Lanka (2015) researched job specifications and job descriptions in an international journal and concluded that a job description is most effective when viewed as a role's blueprint. It specifies the primary goal of the task that the employee is expected to complete, as well as their key duties and responsibilities. A work description defines an employee's obligations, responsibilities, and tasks (Club & Job, 2013). According to Labadia (2010), Thorndike established the primary benchmark for defining work, which is defined as work that exemplifies success at work across the whole.

**Work Recognition.** Positive recognition occurs when individuals are praised or rewarded for meeting specified job goals or producing high-quality work. Negative recognition at work involves criticism and blame for the job performed.

**Working conditions.** These are aspects of the work environment that should contribute to employees' feelings of comfort and safety at work. They include, among other things, workplace equipment, tools, computers, cars, telephones, and features covered by health and safety rules. These elements include the physical surroundings of the job, as well as the availability of good or inadequate facilities. Working conditions may include workload, space, ventilation, tools, temperature, and safety. A positive workplace, as opposed to a negative environment, makes employees happy and proud.

**Supervision.** Supervision is related with the supervisor's competency or ineptitude, as well as the equity or inequity of the supervision. This involves the supervisor's readiness to delegate or teach responsibilities, fairness, and job knowledge. A good supervisor, or access to leadership, is critical to increasing an employee's job happiness. Poor leadership or management may reduce job satisfaction in the workplace.

### Relationship between Profile and Level of Motivation and Job Satisfaction of Part-Time Instructors

Job satisfaction refers to individuals' feelings about their work, encompassing their level of contentment or discontent. It is a measure of emotional well-being and can serve as an indicator of favorable care within the workplace. The concept of job satisfaction is multifaceted, divided into three components.

Firstly, job happiness is rooted in personal values, representing both conscious and unconscious desires to attain certain objectives. Individuals tend to find fulfillment in their professions when they perceive alignment with their core principles.

Secondly, job happiness is subjective and varies among employees due to diverse perspectives on work. Recognizing that the same work conditions may lead to different levels of satisfaction is crucial, as individuals hold distinct views on what constitutes an ideal job experience.

The third aspect of job happiness is perception, highlighting that evaluations of job satisfaction often rely on factors beyond a comprehensive analysis of the situation. People form their assessments based on individual values, and opinions are likely to differ, emphasizing the subjective nature of job satisfaction (Noe et al., 2009).

Employees are commonly acknowledged as a company's most valuable assets, and the ability of a company to maintain loyalty among its stakeholders, encompassing both customers and the employees who steer the business, is pivotal for its success (Lagan & Javier, 2014). Kalaw (2014) asserts that thriving businesses grasp the importance of excelling in today's competitive business landscape through the cultivation, molding, and retention of skilled and productive personnel.

John Helliwell, co-editor of The World Happiness Report, once expressed, "People are redefining the workplace. Previously, we thought work was hell and leisure was great. That is just silly. Work can—and should be—a source of happiness if workplaces are designed right," as quoted in Happy Work, Happy Life (2016).

The overall job satisfaction of employees can be assessed through various job facets, which commonly include relationships with co-workers, compensation, supervision, the nature of the work, opportunities for personal growth, and prospects for promotion. Understanding and addressing these facets contribute significantly to determining and improving overall job satisfaction within an organization.

### Relationship between Level of Motivation and Job Satisfaction

According to the results of a study conducted in 2021 by Basamalah and As'ad indicate that motivation has a major role in job satisfaction. This study shows that raising work motivation among teachers at private universities in Makassar boosts job satisfaction in a way that is explained by both theory and earlier empirical research. Empirical studies they mentioned suggest that money motivation can motivate people to labor. Compared to motivation, this component has a bigger impact on lecturers' job satisfaction. The creation of good working conditions is a prerequisite for universities and study programs to enhance job satisfaction

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among private university professors in Makassar.

A gap in descriptive research on teacher satisfaction in the United Arab Emirates (UAE) was addressed by Ali Librahim and Al Taneji's (2019) study. Based on the two-factor approach, it was found that factors related to maintenance, such as job insecurity, income stream, and perceived workload stress, contributed more to the explanation of teacher dissatisfaction. Motivational aspects such as positive sentiments derived from engaging with students, professional growth, and enjoyment of teaching were less likely to enhance satisfaction if maintenance variables were not met. According to their assessment, the authorities reexamined pay scales, improved transparency in termination policies, and took action to ensure that all teachers were assigned fairly heavy workloads.

Higher job motivation is a result of job satisfaction (Sledge, Miles & Coppage, 2008), which is an important factor in the restoration of employee motivation (Machado-Taylor et al., 2016, 2017). There have been studies conducted to investigate how job satisfaction influences motivation. Al-Sada, Al-Esmael, and Faisal (2017), for example, investigated the effect of job satisfaction on worker motivation in Qatar's education sector. Stringer, Didham, and Theivananthampillai (2011) discovered that intrinsic motivation was positively connected with front-line workers' salary and job satisfaction in a single organization case study involving seven retail shops. Furthermore, research has shown that dissatisfaction diminishes motivation in academic settings (Webber, 2019). These empirical research support the link between job satisfaction and motivation.

### METHODOLOGY

This chapter presents the research design, population and locale, instrument, data gathering and procedure, statistical treatment of data and data categorization.

#### Research Design

The study utilized descriptive and correlation research design which is appropriate for its objective in determining the relationship between Teachers Level of Motivation and Job Satisfaction of the Part Time Instructors of Ilocos Sur Polytechnic State College. It describes with emphasis what exists such as status, practices, conditions, situations, or any phenomena. According to (Siedlecki, 2019) defined descriptive correlational research as a population, circumstance, or phenomena that is intended to be correctly and methodically described through descriptive study. What, where, when, and how questions can be answered, but why questions cannot. A descriptive research strategy can use a wide variety of research methods to study one or more variables. The researcher does not control or change any of the variables, but just observes and measures them. This method involves description, recording, analysis, and interpretation of prevailing conditions. The investigation will be on the motivational factors of teachers and its relationship towards job satisfaction of Part Time Instructors in Ilocos Sur Polytechnic State College.

#### Population and Locale of the Study

The respondents of this study are the 154 Part-Time Instructors of Ilocos Sur Polytechnic State College. Total enumeration sampling was used to determine the total number of respondents.

#### Research Instrument

The data for this research was collected using a survey questionnaire. The survey questionnaire was conducted using suitable question modified from related research. The survey questionnaire was comprised of the Part-time Instructors profile, level of motivation and level of job satisfaction purposively to answer in the questionnaire to assess the respondents. The questionnaire is adopted and modified from the study of Estacion, et al., (2023)

The research-made instrument questionnaire is validated by five experts (See appendix) with a validity index 4.8. It was pilot tested in ISPSC Sta. Maria Campus in Santa Maria, Ilocos Sur with 25 respondents. Using Cronbach's alpha, the reliability coefficient of the different variables in indicated in Table 2.

**Table 2. Reliability Index of the Researcher – Made Instrument**

Variables	Correlation Coefficient	Interpretation
a. Level of Motivation		
Physiological Needs	0.929	Excellent
Safety and Security Needs	0.768	Acceptable
Social Needs	0.931	Excellent
Self-Esteem Needs	0.870	Good
Self Actualization	0.897	Good
Work Itself	0.935	Excellent
Advancement	0.839	Good
b. Level of Job Satisfaction		

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Salary and Benefits	0.924	Excellent
Job Opportunities	0.822	Good
Work Conditions	0.711	Acceptable
Work Recognitions	0.729	Acceptable
Supervision	0.936	Excellent

Legend: George and Mallery (2003) provide the following rules of thumb: “ $\geq .9$  – Excellent,  $\geq .8$ - Good,  $\geq .7$  – Acceptable,  $\geq .6$ - Questionable,  $\geq .5$  -Poor, and  $\geq .4$ - Unacceptable

### Data Gathering Procedure

The study used 3 parts of questionnaires to gather the data needed. The questionnaires are composed of 3 parts: Part 1: Profile of the Respondents. Part 2: Level of Motivation of the Part-Time Faculty of Ilocos Sur Polytechnic State College Part 3: Level of Job Satisfaction of the Part-Time Instructors of Ilocos Sur Polytechnic State College. The questionnaire are collected tabulated and analyzed.

### Statistical Treatment of Data

The following statistical tools were used in the analysis of data.

**Frequency and Percentage.** It was used to describe the profile of the respondents in terms of

**Mean.** It was used to determine the level of job satisfaction and level of motivation of the Part-time faculty employees in Ilocos Sur Polytechnic State College

**Standard Deviation.** It was used to measure of the amount of variation of a random variable expected about its mean

**Pearson Correlation Coefficient.** It was used to test whether there is a significant relationship between the two variables present in this research study

**Chi-square test for Independence.** It was utilized to determine the relationship between profile of the respondents towards the level of motivation and level of job satisfaction of the respondents.

**One-way Annona.** It was used to compare the means of more than two groups when there is one independent variable and one dependent variable.

### Data Categorization

The following norms were used in the interpretation of data:

#### a. Level of Motivation

Scale	Statistical Limit	Item Descriptive Rating	Overall Descriptive Rating
5	4.21 – 5.00	Highly Motivated	Very High
4	3.41 – 4.20	Much Motivated	High
3	2.61 – 3.40	Motivated	Moderate
2	1.81 – 2.60	Moderately Motivated	Low
1	1.00 – 1.80	Not Motivated	Very Low

#### b. Level of Job Satisfaction

Scale	Statistical Limit	Item Descriptive Rating	Overall Descriptive Rating
5	4.21 – 5.00	Extremely Satisfied	Very High
4	3.41 – 4.20	Very Satisfied	High
3	2.61 – 3.40	Moderately Satisfied	Moderate
2	1.81 – 2.60	Slightly Satisfied	Low
1	1.00 – 1.80	Not Satisfied	Very Low

## RESULTS AND DISCUSSIONS

This chapter encapsulates the significant discoveries of the study, encompassing discussions, conclusions, and recommendations.

### Findings

Table 3 presents the profile of the respondents in terms of age, sex, civil status, salary, highest educational attainment, length of service and number of trainings and seminars attended.



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**Table 3. Profile of the Part-time Instructors**

Profile	F	(%)
<b>Age</b>		
21-30	115	74.68%
31-40	32	20.78%
41-50	5	3.25%
51-60	2	1.30%
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Sex</b>		
Male	76	49.35%
Female	78	50.65%
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Civil Status</b>		
Single	118	76.62%
Married	36	23.38%
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Salary</b>		
below Php. 10,000	25	16.23%
Php. 10, 001 -Php. 20,000	128	83.12%
Php. 21, 000 -Php. 30,000	1	0.65%
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Highest Educational Attainment</b>		
College Graduate	54	35.06%
With Units in Master's Degree	80	51.95%
Master's Degree Holder	19	12.34%
Doctorate Degree Holder	1	0.65%
<b>Total</b>	<b>154</b>	<b>100</b>

TABLE 3 continued...

Profile	F	(%)
<b>Length of Service</b>		
0-1	70	45.45%
2-3	62	40.26%
4-5	19	12.34%
above 5 years	3	1.95%
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Number of Trainings and Seminars Attended</b>		
<b>Provincial</b>		
0-3	141	91.56%
4-6	10	6.49%
7-9	2	1.30%
10 and above	1	0.65%
<b>Total</b>	<b>154</b>	<b>100</b>
<b>Regional</b>		
0-3	146	94.81%
4-6	4	2.60%
7-9	3	1.95%
10 and above	1	0.65%
<b>Total</b>	<b>154</b>	<b>100</b>
<b>National</b>		
0-3	138	89.61%
4-6	12	7.79%
7-9	3	1.95%
10 and above	1	0.65%
<b>Total</b>	<b>154</b>	<b>100</b>

## Motivation and Job Satisfaction of Part-Time Instructors at ISPSC

**Age.** The age distribution among part-time instructors at the college is primarily represented by (74.68% or 115) falling within the 21-30 age bracket. This indicates a substantial portion of these faculty members are in their youthful prime, often characterized by heightened dedication to their roles. As they navigate the early stages of their careers, these young faculty members may be particularly driven to excel and prove themselves in their roles. On the other hand, the remaining (20.78% or 32) of part-time faculty members aged 31 to 40 represent a cohort of seasoned professionals. These individuals likely bring years of experience, wisdom, and expertise to the table. While part-timers above 41 (7 or 4.8) shows maturity. With maturity often comes a deep understanding of pedagogy, honed teaching skills, and a wealth of real-world knowledge to share with students.

Age could impact the level of job satisfaction among teachers as individuals transition through different life stages, from youth to adulthood, and eventually to maturity (Saracnla, 2015). This assertion finds support in previous research, which indicates that individuals in the initial phases of their careers frequently prioritize career advancement over personal life. Nonetheless, as individuals progress in age towards the mature phase of their careers, they tend to prioritize achieving a balance between their professional responsibilities and family commitments. (Romeo, 2018)

**Sex.** The part-time faculty workforce of the college is dominated by female (50.65% or 78) employees compared with male employees (49.35% or 76) The efficiency of the female gender in terms of teaching is most suitable for them, as this has been the practice even before. The physical of the male gender in performing such tasks is most suitable because of the vitality and strength present in them while such demands carrying out the tasks. Results show that equality in tasks performed and hired employees are distributed. It shows that they were suitable for the work that they were performing for the institution.

According to the research of (Rabuya, 2019) female teachers tend to report greater satisfaction with their working conditions compared to male teachers. The factors influencing job satisfaction for women predominantly center on aspects like the working environment, interpersonal relationships, and supervision, notably by school administrators like the headteacher. In contrast, male teachers place greater importance on factors like salary and job security. Typically, men prioritize extrinsic rewards, such as pay, while women lean more towards intrinsic rewards, such as the gratification derived from teaching children (Puentispina, 2017).

**Civil Status.** The data reveals a significant disparity between single and married employees within the college's part-time faculty, with single individuals comprising the majority at (76.62% or 118), while married employees constitute (23.38% or 36). This demographic distribution prompts an exploration into the potential impact of marital status on workplace behavior and productivity. Single employees, constituting the majority, are often perceived as having fewer familial responsibilities compared to their married counterparts. Single individuals may channel more of their time and energy into their work. This heightened focus can translate into greater productivity and efficiency in job performance. Conversely, married employees are often assumed to have additional familial obligations, such as providing for their spouse and children. Despite this, being married does not necessarily diminish one's commitment to their job. In fact, for many married individuals, their employment serves as a vital source of income to support their families. This financial responsibility can serve as a powerful motivator for married employees to excel in their work and demonstrate a high level of dedication and professionalism.

Recent research by Saleem et al. (2020) explored the relationship between marital status and work motivation among employees in Pakistan. They found that married individuals exhibited higher levels of work motivation compared to unmarried individuals. The study suggested that marital status influenced motivation through factors such as financial stability, social support, and a sense of responsibility.

**Salary.** The majority of part-time instructors, accounting for (83.12% or 128) individuals, receive salaries falling within the range of Php. 10,001 to Php. 20,000. This indicates that the college has established a salary structure that aligns with industry standards and reflects the value of employees' contributions. Conversely, a smaller percentage of part-time faculty members, comprising (16.23% or 25) individuals, receive salaries below Php. 10,000. While this minority may face greater financial challenges, it highlights the importance of periodically reviewing and adjusting salary scales to ensure that all employees receive fair and competitive compensation for their work. It is noteworthy that only a negligible percentage of part-time faculty employees, representing 0.65% or 1 individual, receive salaries ranging from Php. 21,000 to Php. 30,000. While these individuals may represent outliers within the salary distribution, their higher compensation levels may reflect specialized skills, experience, or responsibilities within their roles.

In conclusion, the data on salary distribution among part-time instructors underscores the importance of maintaining fair and equitable compensation practices within the college. By ensuring that employees are fairly remunerated for their contributions and providing comprehensive benefits, the college can cultivate a supportive and inclusive work environment that fosters employee satisfaction, engagement, and long-term success.

Howes, as referenced by Romeo (2018), asserted that monetary compensation stands out as the primary extrinsic incentive. Employees seek a workplace environment that upholds principles of fairness and equity. Adequate promotions and transparent pay policies align with employees' expectations, fostering a sense of fairness. When these policies are perceived as equitable, it tends to enhance overall job satisfaction. Additionally, Bona (2020) highlighted the significant influence of compensation and benefits on teachers' satisfaction and performance.

## Motivation and Job Satisfaction of Part-Time Instructors at ISPSC

**Highest educational attainment.** Most part-time instructors have attained at least a college degree, with (35.06% or 54) individuals holding this qualification. This foundational level of education equips employees with the necessary knowledge and skills to fulfill their teaching responsibilities effectively. However, it is the pursuit of advanced degrees that often opens doors to greater career opportunities. A significant portion of part-time faculty members, comprising (51.95% or 80) individuals, have been currently taking up their master's degree. This indicates a commitment to professional development and specialization within their respective fields. Additionally, 12.34% or 19 part-time faculty members have successfully obtained a master's degree, marking a significant milestone in their academic and professional journey. Furthermore, a small percentage of part-time faculty members, representing 0.65% or 1 hold doctorate degrees, representing the highest level of academic achievement. It is worth noting that the educational qualifications required for permanent positions within the college typically include a master's and doctorate degree. As such, part-time faculty members who aspire to secure permanent positions are encouraged to pursue advanced degrees to increase their eligibility and competitiveness.

Pellegrino et al (2013) determined that educational attainment surpasses measures of cognitive abilities, personality traits, and intrapersonal and interpersonal competencies in predicting success in the job. Individuals with higher levels of education demonstrate superior performance in tasks, exhibit greater capacity for learning from complex task training, and allocate job resources more effectively compared to those with limited education.

**Length of Service.** The college's part-time faculty roster comprises predominantly newly hired employees (70 or 45.45%) and those who have served for approximately two to three years (62 or 40.26%). While a significant number of faculty members are still adjusting to their positions, it's important to recognize the ongoing process of adaptation they undergo. The remaining portion consists of tenured faculty members with four to five years or more of service (22 or 14.29%). The larger proportion of tenured faculty members suggests a sense of job security among them, potentially providing stability in meeting their family's needs. Moreover, tenure often correlates with enhanced job performance, as these faculty members have had the opportunity to master their roles over time.

A study by Rahman and Islam (2019) explored the impact of length of service on job satisfaction among employees in the banking sector. They found a positive relationship between tenure and job satisfaction, indicating that longer-serving employees tended to report higher levels of job satisfaction compared to their newer colleagues.

**Number of trainings and seminars attended.** The Number of Training Attended is divided into three parts: Provincial, Regional, and National. On the provincial training, first for the 0-3 training with a frequency of (141 or 91.56%). Second, for the 4-6 training with a frequency of (10 or 6.49%). Third, for the 7-9 training with a frequency of (2 or 1.30%). Lastly, ten and above training with a (1 or 0.65%) frequency. For the Regional training, 0-3 has the highest frequency with a (146 or 94.81%) frequency. Next in the highest is the 4-6 with a frequency of (4 or 2.60%). While on the 7-9 number of training with a frequency of (3 or 1.95%). Lastly, the ten and above training has a frequency of (1 or 0.65%). While on the National Trainings, the 0-3 number of training has 138 respondents or an 89.61%. Second, is the 4-6 numbers of training. 12 respondents attend, or 7.79%. While on the 7-9 number of training, it has 3 or 1.95%. Lastly, on the ten and above number of training, it has 1 or 0.65%. Hence, employers can specify the information and skills they want their staff to possess by offering training and development opportunities to workers.

Manning (2015) suggests that implementing various training methods can enhance employees' job performance, ultimately leading to overall organizational improvement. Consequently, the efficacy of training practices merits investigation as they can significantly impact a company's success.

De Coning et al. (2019) propose six compelling reasons why educators should prioritize investing in professional development: to enhance their teaching abilities, to remain abreast of educational research, to derive greater satisfaction from their roles, to adapt to evolving educational policies, and to foster connections with fellow educators. Therefore, professional development warrants equal attention and significance in teachers' careers and personal growth.

**Table 4. Level of Motivation of the Part-time Instructors of ISPSC in terms of Physiological Needs**

Items	Mean	SD	Descriptive Rating
1. I feel that I am being paid a fair amount of compensation for the work that I do.	3.20	1.09	MOTIVATED
2. I can buy things that I want and need with my salary.	2.88	1.00	MOTIVATED
3. I feel satisfied with my salary as it is adequate for my living expenses.	2.79	1.02	MOTIVATED
4. I can provide an allowance for the daily expenses of my family.	2.64	0.97	MOTIVATED
5. I feel that my salary covers my monthly house bills.	2.62	1.12	MOTIVATED
<b>Over All Rating</b>	<b>2.83</b>	<b>0.06</b>	<b>MODERATE</b>

## Motivation and Job Satisfaction of Part-Time Instructors at ISPSC

Table 4 shows the level of motivation of respondents in terms of Physiological Needs. It is shown that overall, respondents have “MODERATE” motivation with the above statements having an overall general average weighted mean of 2.83 and SD 0.06. While Indicator 1 has the highest weighted mean of 3.20 and SD 1.09 with descriptive rating of “MOTIVATED” by having a fair amount paid of compensation for the work they do. While Indicator 5 has the lowest weighted mean of 2.62 and SD 1.12 which means the respondents salary is somewhat enough to cover their monthly bills. It implies that Part-time Faculty employees value physiological needs as a primary source of motivation. The respondents have agreed that having a job that can fulfill their physiological needs encourages them to work.

Research by Chen & Chen (2021) suggests that competitive compensation and benefits packages provided by organizations contribute to the satisfaction of employees' physiological needs. Adequate salaries, health insurance, and other benefits help employees meet their basic needs, leading to increased motivation and commitment to their jobs

**Table 5. Level of Motivation of the Part-time Instructors of ISPSC in terms of Safety and Security Needs**

Items	Mean	SD	Descriptive Rating
1. I have stable source of income to provide my needs and my family.	2.73	1.04	MOTIVATED
2. I am able to save money for me and my family.	2.61	1.06	MOTIVATED
3. I feel comfortable in my workplace.	3.70	1.06	MUCH MOTIVATED
4. I feel secured in my job and career path.	3.35	1.14	MOTIVATED
5. I have access with the healthcare services of my organization.	3.36	1.21	MOTIVATED
<b>Over All Rating</b>	<b>3.14</b>	<b>0.07</b>	<b>MODERATE</b>

Table 5 shows the level of motivation of respondents in terms of Safety Needs. It is shown that overall, respondents have “MODERATE” motivation with the above statements having an overall weighted mean of 3.14 and SD 0.07. While Indicator 3 has the highest weighted mean of 3.70 and SD 1.06 which states “I feel comfortable in my workplace”. means they are “MUCH MOTIVATED” and felt comfortable and delighted working in ISPSC. While Indicator 2 has the lowest weighted mean of 2.61 and SD 1.06 stating that the respondents save less from salary received for the respondents’ family. This shows that stability in and security in the respondents’ lives greatly affects the part-time faculty employees’ job motivation. The respondents of the study have shown small favorability towards things such as financial security, health, insurance, and guaranteeing the needs of the respondent families affects their total job motivation.

As stated in the recent research by Tayfur et al. (2021) investigated the relationship between safety needs satisfaction and work motivation among employees in the manufacturing industry in Turkey. They found that satisfaction of safety needs, including physical safety and job security, positively influenced employees' intrinsic motivation, extrinsic motivation, and overall work motivation.

**Table 6. Level of Motivation of the Part-time Instructors of ISPSC in terms of Social Needs**

Items	Mean	SD	Descriptive Rating
1. Whenever I am with my colleagues, I feel motivated.	3.99	0.83	MUCH MOTIVATED
2. Whenever I have suggestions, my workmates are receptive to my ideas.	3.90	0.83	MUCH MOTIVATED
3. Whenever I am at work, I feel the teamwork and unity within my colleagues.	4.01	0.83	MUCH MOTIVATED
4. Whenever I am emotionally unstable, my colleagues made sure to give me emotional support.	3.95	0.87	MUCH MOTIVATED
5. Whenever I am outside, I carry the confidence that I gather from my workplace.	4.03	0.86	MUCH MOTIVATED
<b>Over All Rating</b>	<b>3.98</b>	<b>0.01</b>	<b>HIGH</b>

Table 6 shows the level of motivation of respondents in terms of Social Needs. It is shown that overall, respondents have “HIGH” motivation with the above statements having an overall weighted mean of 3.98 and SD 0.01. Indicator 1 has the highest weighted mean of 4.03 and SD 0.86 which states “Whenever I am outside, I carry the confidence that I gather from my workplace”. While Indicator 2 has the lowest weighted mean of 3.90 and SD 0.83 with descriptive rating of “MUCH MOTIVATED”, it shows that results firmly agree that the respondents are heard and they share strong collaboration with their workmates. The study's respondents

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showed a strong preference for things like emotional support, colleagues, and engagement with coworkers outside of the workplace, which enhances their overall job motivation.

Cotiango (2018) highlighted that social support can manifest in various ways such as emotional support like showing concern, expressing trust, boosting esteem, actively listening, and appraisal support offering feedback and affirmation, or information support such as providing advice, suggesting options, offering guidance. Individuals who can offer social support in a workplace context encompass supervisors, colleagues, subordinates, customers, or even individuals outside the organization with whom an employee interacts. For many employees, the chance to engage in social interactions with supportive colleagues and supervisors significantly enhances their job satisfaction.

**Table 7. Level of Motivation of the Part-time Instructors of ISPSC in terms of Self-Esteem Needs**

Items	Mean	SD	Descriptive Rating
1. I feel more driven seeing my students succeeding due to my continuous efforts.	4.46	0.73	HIGHLY MOTIVATED
2. I feel that taking professional development seminars and trainings can boost one's self-esteem.	4.48	0.68	HIGHLY MOTIVATED
3. I feel that I am a person with capabilities on doing all things in my work.	4.25	0.78	HIGHLY MOTIVATED
4. I feel more confident when my family gives me the emotional support that I need.	4.53	0.74	HIGHLY MOTIVATED
5. I feel that I have the good qualities when people notice my hard works.	4.29	0.82	HIGHLY MOTIVATED
<b>Over All Rating</b>	<b>4.40</b>	<b>0.05</b>	<b>VERY HIGH</b>

Table 7 shows the level of motivation of respondents in terms of Self- Esteem Needs. It is shown that overall, respondents have "VERY HIGH" motivation with the above statements having an overall weighted mean of 4.40 and SD 0.05. Indicator 1 has the highest mean of 4.53 and SD 0.74 described as "HIGHLY MOTIVATED" which states "I feel more confident when my family gives me the emotional support that I need". This statement expresses that receiving emotional support from one's family enhances their confidence. When they feel supported by their family members, particularly in an emotional capacity, they experience an increase in their self-assurance or belief in their abilities. While Indicator 3 has the lowest mean of 4.25 and SD 0.78 with description rating of "HIGHLY MOTIVATED" means that their self-esteem are boosted by taking accounts in doing all the things in their works, they were able to showcase their capabilities. It shows that employees were highly motivated and felt valued because said employees were more likely to take pride in the work produced and go above and beyond what was expected of the respondents.

A study by Chen et al. (2020) found that employees with higher self-esteem demonstrated greater confidence in their abilities, leading to increased motivation and higher performance levels in the workplace.

**Table 8. Level of Motivation of the Part-time Instructors of ISPSC in terms of Self-Actualization Needs**

Items	Mean	SD	Descriptive Rating
1. I feel I can represent my school in important activities.	3.83	0.90	MUCH MOTIVATED
2. I am given opportunities to share my expertise.	3.81	0.90	MUCH MOTIVATED
3. I am given opportunities to have peer teaching with my co-teachers.	3.73	0.92	MUCH MOTIVATED
4. I am always involved in decision making for the betterment of the institution.	3.55	1.00	MUCH MOTIVATED
5. With the knowledge I gained from my working experience, I can support other people who seek advice.	4.01	0.89	MUCH MOTIVATED
<b>Over All Rating</b>	<b>3.78</b>	<b>0.04</b>	<b>HIGH</b>

Table 8 shows the level of motivation of respondents in terms of Self-Actualization Needs. It is shown that overall respondents have "HIGH" motivation with the above statements having an overall weighted mean of 3.78 and SD 0.04. Statements "With the knowledge I gained from my working experience, I can support other people who seek advice." 4.01 and SD 0.89 with descriptive

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rating of “MUCH MOTIVATED” and I am always involved in decision making for the betterment of the institution” 3.55 explain that employees have attained personal and professional growth. Professionals who prioritize their growth create better conditions for success, building stronger connections and increasing output.

Research by Harter et al. (2019) along with the recent findings by Baard et al. (2018) revealed that workers who perceive their jobs as opportunities for self-expression and personal growth are more likely to set challenging goals and strive for achievement, thus enhancing their motivation and performance. Fulfilling self-actualization needs, particularly the need for autonomy, fosters creativity and innovation among workers, as they are encouraged to express their unique talents and perspectives.

**Table 9. Level of Motivation of the Part-time Instructors of ISPSC in terms of Work Itself**

Items	Mean	SD	Descriptive Rating
1. I feel appreciated at work.	3.82	0.84	MUCH MOTIVATED
2. I enjoy sense of challenges at work.	3.96	0.82	MUCH MOTIVATED
3. I am inspired with my work.	3.93	0.96	MUCH MOTIVATED
4. I find the work that I do meaningful and purposeful.	4.08	0.87	MUCH MOTIVATED
5. I have great teaching experience with the students.	4.14	0.82	MUCH MOTIVATED
<b>Over All Rating</b>	<b>3.99</b>	<b>0.05</b>	<b>HIGH</b>

Table 9 shows the level of motivation of respondents in terms of Work Itself. It is shown that overall respondents have “HIGH” motivation with the above statements having an overall weighted mean of 3.99 and SD 0.95. Statements “I have great teaching experience with the students.” 4.14 with descriptive rating of “MUCH MOTIVATED” same with the statement “I find the work that I do meaningful and purposeful.” 4.08 explain that they had positive interactions and outcomes in their role as employees. They likely feel satisfied with their ability to effectively teach and engage with their students, indicating a sense of accomplishment and fulfillment in their job.

Recent research by Rosso et al. (2021) highlighted the importance of meaningful work in fostering employee motivation and satisfaction. Employees who perceive their work as meaningful and aligned with their values are more likely to be motivated and satisfied with their jobs.

**Table 10. Level of Motivation of the Part-time Instructors of ISPSC terms of Advancement**

Items	Mean	SD	Descriptive Rating
1. It allows me to develop new and original ideas.	4.18	0.82	MUCH MOTIVATED
2. I am encouraged by my administrator and supervisor to seek for higher achievement.	4.12	0.91	MUCH MOTIVATED
3. I have given information about my work performance, progress and improvement.	3.90	0.94	MUCH MOTIVATED
4. I have opportunities to lead committee works.	3.65	1.01	MUCH MOTIVATED
5. I am satisfied with my accomplishments.	3.74	1.01	MUCH MOTIVATED
<b>Over All Rating</b>	<b>3.92</b>	<b>0.07</b>	<b>HIGH</b>

Table 10 shows the level of motivation of respondents in terms of Advancement. It is shown that overall respondents are “HIGH” motivation with the above statements having an overall weighted mean of 3.92 and SD 0.07. Statements “It allows me to develop new and original ideas.” 4.18 with descriptive rating of “MUCH MOTIVATED” same with the statement with the lowest mean, “I have opportunities to lead committee works” 3.65 indicates that the employees workplace enable them to generate fresh and innovative concepts.

A study by Ng et al. (2020) found that employees who perceive clear paths for advancement and opportunities for career growth are

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more engaged in their work. Advancement prospects provide a sense of direction and purpose, leading to increased motivation and job satisfaction.

**Table 11. Level of Job Satisfaction of the Part-time Instructors of ISPSC in terms of Salary and Benefits**

Items	Mean	SD	Descriptive Rating
1. I am satisfied with my salary because it is adequate for my living expenses.	2.86	1.10	MODERATELY SATISFIED
2. I am satisfied with my salary in ISPSC as part-time faculty employee because it is competitive with similar jobs I might find elsewhere.	2.81	1.09	MODERATELY SATISFIED
3. I feel that I am being paid a fair amount of compensation for the work that I do.	2.93	1.04	MODERATELY SATISFIED
4. I like the reward structure that we have.	2.82	1.05	MODERATELY SATISFIED
5. I am happy and contented in my salary and benefits that I receive.	2.89	1.10	MODERATELY SATISFIED
<b>Over All Rating</b>	<b>2.86</b>	<b>0.02</b>	<b>MODERATE</b>

Table 11 shows the level of satisfaction of the part-time faculty employees of ISPSC in terms of salary and benefits. An over all rating of 2.86 and SD 0.02 with corresponding interpretation as “MODERATE” is shown with regards to the satisfaction of part-time faculty employees in ISPSC. Indicator 1 shows the highest mean with 2.93 and SD 1.04 stating “I feel that I am being paid a fair amount of compensation for the work that I do” and lowest mean of 2.81 and SD 1.09 with the statement “I am satisfied with my salary in ISPSC as part-time faculty employee because it is competitive with similar jobs I might find elsewhere” with descriptive rating of “MODERATELY SATISFIED”. This rating suggests that while there is a level of satisfaction among part-time faculty members, it's not exceptionally high. Part-time faculty often receive lower pay compared to full-time faculty for similar workloads. If the salary and benefits are perceived as insufficient, it could impact overall satisfaction.

According to Yildiz and Gümüş (2020) the combined effect of salary and benefits satisfaction on overall job satisfaction among employees in Turkey. They found that both salary and benefits satisfaction significantly predicted overall job satisfaction, with benefits satisfaction having a slightly stronger impact.

**Table 12. Level of Job Satisfaction of the Part-time Instructors of ISPSC of ISPSC in terms of Job Opportunities**

Items	Mean	SD	Descriptive Rating
1. I receive opportunities to attend trainings and seminars.	3.21	1.13	MODERATELY SATISFIED
2. I receive opportunities on becoming a regular employee.	3.37	1.04	MODERATELY SATISFIED
3. I see myself working as a regular employee.	3.75	0.99	VERY SATISFIED
4. I have the courage to do well in my work field in order to attract more opportunities.	3.90	0.99	VERY SATISFIED
5. I aim to accept more job opportunities for the betterment of my career.	3.90	1.01	VERY SATISFIED
<b>Over All Rating</b>	<b>3.63</b>	<b>0.05</b>	<b>HIGH</b>

Table 12 shows the level of satisfaction of the part-time faculty employees of ISPSC in terms of Job Opportunities. As stated in the table, it evidently shows that overall, with a mean of 3.63 and SD 0.05 express "HIGH" satisfaction with their jobs, indicating contentment and happiness among the college's part-time faculty. In particular, the highest mean ratings were observed for statements such as “I have the courage to do well in my work field in order to attract more opportunities.” and “I aim to accept more job opportunities for the betterment of my career” both scoring 3.90 and SD 0.99 and characterized as "very satisfied." This suggests that these part-time faculty members perceive their roles as fulfilling, offering opportunities for personal growth and autonomy in their work. Rather than viewing their jobs as mundane tasks, they embrace them as avenues for encountering challenges and professional development. And with the lowest mean of 3.21 and SD 1.13 in the statement “I receive opportunities to attend trainings and seminars” with a description rating of “moderately satisfied”.

Huang, Lawler, and Lei (2017) explored the impact of perceived job opportunities on job satisfaction among Chinese employees. They found that perceived job opportunities positively influenced job satisfaction, particularly through their effect on

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perceived job security. Employees who perceived more job opportunities tended to feel more secure in their positions, leading to higher job satisfaction.

**Table 13. Level of Job Satisfaction of the Part-time Instructors of ISPSC of ISPSC in terms of Work Recognition**

Items	Mean	SD	Descriptive Rating
1. I receive enough recognition for the work that I do.	3.61	1.02	VERY SATISFIED
2. I don't feel out of place among my peers at work.	3.77	0.91	VERY SATISFIED
3. I am given an appropriate amount of reward based on the quality of my work.	3.42	1.00	VERY SATISFIED
4. I feel prompt whenever my employer recognizes all my efforts.	3.65	0.92	VERY SATISFIED
5. I am pleased for all the recognition I receive from my colleagues and employer.	3.63	0.99	VERY SATISFIED
<b>Over All Rating</b>	<b>3.62</b>	<b>0.04</b>	<b>HIGH</b>

Table 13 presents the level of satisfaction among respondents regarding work recognition, indicating a generally "HIGH" level of satisfaction overall. With an overall weighted mean of 3.62 and SD 0.04, it suggests that respondents perceive a significant degree of acknowledgment and appreciation for their work within their respective environments. The statement, "I don't feel out of place among my peers at work," with the highest mean of 3.77 and SD 0.91, implies that respondents feel a sense of belonging and acceptance among their colleagues. On the other hand, the statement "I am given an appropriate amount of reward based on the quality of my work," received the lowest mean of 3.42 and SD 1.00. This indicates that while respondents generally feel recognized and valued by their peers, there may be room for improvement in terms of tangible rewards or incentives directly linked to the quality of their work. Addressing this aspect could help enhance employee satisfaction and motivation further.

A study by Zhang, Xu, and Chen (2020) investigated the mediating role of quality of work life in the relationship between recognition and job satisfaction among Chinese employees. They found that quality of work life partially mediated the relationship between recognition and job satisfaction, highlighting the importance of recognizing employees' contributions for enhancing job satisfaction.

**Table 14. Level of Job Satisfaction of the Part-time Instructors of ISPSC of ISPSC in terms of Work Conditions**

Items	Mean	SD	Descriptive Rating
1. I am satisfied with the necessary equipment and resources provided for my work. (e.g., printer, internet connection, computer)	3.18	1.15	MODERATELY SATISFIED
2. I am able to join health and fitness/wellness programs.	3.68	1.03	VERY SATISFIED
3. I am pleased that the rules and regulations are flexible and sensible in the working system.	3.50	1.09	VERY SATISFIED
4. I am fulfilled that the institution provides a healthy and safe workplace.	3.55	1.02	VERY SATISFIED
5. I am pleased that the working environment is comfortable and conducive (e.g., lightning and temperature)	3.33	1.03	MODERATELY SATISFIED
<b>Over All Rating</b>	<b>3.45</b>	<b>0.05</b>	<b>HIGH</b>

Table 14 provides insights into the percentage distribution of respondents' perceptions of working conditions, indicating an overall high level of satisfaction with the workplace environment. With a mean score of 3.45 and SD 0.05 and an interpretation of "HIGH," it suggests that respondents generally perceive their workplace conditions positively. The statement "I am able to join health and fitness/wellness programs" received the highest mean rating of 3.68 or 1.03, indicating that respondents are "very satisfied" with this aspect of their workplace environment. Conversely, the statement "I am pleased that the working environment is comfortable and conducive (e.g., lighting and temperature)" received the lowest mean rating of 3.33 and SD 1.15, categorized as "moderately satisfied." This indicates that while respondents are generally satisfied with the working environment, there may be room for improvement in aspects such as internet, lighting and temperature control to enhance comfort and productivity further.



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A conducive work environment not only ensures the comfort of employees but also motivates them to carry out their duties effectively and efficiently (Cotiango, 2018).

**Table 15. Level of Job Satisfaction of the Part-time Instructors of ISPSC of ISPSC in terms of Supervision**

Items	Mean	SD	Descriptive Rating
1. I am satisfied that my complains, issues, grievances and concerns are properly addressed and provided with attention.	3.41	1.07	VERY SATISFIED
2. I have given opportunities to express opinions and participate in giving any suggestions for work improvement.	3.54	1.04	VERY SATISFIED
3. I have given support, respect and equal treatment.	3.76	0.96	VERY SATISFIED
4. I am satisfied with the ability of supervisor to solve problems between subordinates.	3.75	1.00	VERY SATISFIED
5. I am satisfied with the willingness of supervisor to be responsible for his subordinates performance.	3.82	1.00	VERY SATISFIED
<b>Over All Rating</b>	<b>3.66</b>	<b>0.04</b>	<b>HIGH</b>

Table 15 presents the percentage distribution of respondents' levels of job satisfaction regarding supervision, revealing an overall rating of 3.66 and SD 0.04 with an interpretation of "HIGH." This suggests that respondents hold a high level of satisfaction with the supervision they receive in the workplace. Specifically, indicator 5, "I am satisfied with the willingness of the supervisor to be responsible for his subordinates' performance," received a mean rating of 3.82 and SD 1.00, indicating that respondents are "very satisfied" with this aspect of supervision. This suggests that employees perceive their supervisors as actively engaged and accountable for the performance of their team members, contributing to their overall satisfaction with supervision. Taking the lowest mean of 3.41 and SD 1.07 is indicator 1 "I am satisfied that my complains, issues, grievances and concerns are properly addressed and provided with attention." It implies that teachers perceived a strong leadership of their administrators for their competency in communicating to them.

According to Romeo (2018), as cited by Newstrom and Davies, managers' communication competency has a notable influence on both employee performance and satisfaction levels.

**Table 16.1 .Relationship between the Profile and Level of Motivation and Level of Job Satisfaction of the Part-time Instructors of ISPSC**

PROFILE	LEVEL OF MOTIVATION	LEVEL OF JOB SATISFACTION
AGE	-0.13991	-0.17157
SALARY	0.10593	0.118265
LENGTH OF SERVICE	-0.08354	-0.1091
PROVINCIAL	0.046164	0.028676
REGIONAL	0.142363	0.08128
NATIONAL	0.106202	0.08862

Legend: \* - significant at alpha = .05

Table 16 shows the relationship between profiles (age, salary, length of service, and seminars and training) and the levels of motivation and job satisfaction among part-time instructors and their levels of motivation or job satisfaction there is no significant relationship. In other words, factors like age, salary, length of service, and educational attainment and trainings and seminars do not influence how motivated or satisfied part-time instructors are with their jobs.

**Table 16.2. Relationship between the Profile and Level of Motivation and Level of Job Satisfaction of the Part-time Instructors of ISPSC**

PROFILE	LEVEL OF MOTIVATION	LEVEL OF JOB SATISFACTION
SEX	8.708204*	706.9254*
CIVIL STATUS	2.274374 <sup>ns</sup>	749.6315*
HIGHEST EDUCATIONAL ATTAINMENT	9.906685 <sup>ns</sup>	115.915*

Legend: \* - significant at alpha = .05

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Table 16 shows the relationships between profile like sex, civil status, and highest educational attainment—and the levels of motivation and job satisfaction among part-time instructors.

The profile of the respondents in terms of sex, both motivation and job satisfaction show there are significant relationships. The correlation coefficients for sex and both motivation and job satisfaction are 8.708204 and 706.9254, respectively. This suggests that gender may indeed play a role in influencing how motivated and satisfied part-time instructors are in their roles. However, this relationship requires further investigation.

In terms of their civil status, it shows there is a significant relationships with job satisfaction, while in level of motivation, there is no significant relationship. This indicates that civil status may impact job satisfaction among part-time instructors, and their level of motivation has no influence at all.

Lastly, the highest educational attainment there is significant relationships with job satisfaction, but in level of motivation there is no significant relationship. This suggests that the level of education attained may influence job satisfaction among part-time instructors, yet it there is no significant impact their motivation levels. This indicates that the higher degree have a better job satisfaction.

According to (Farhadi et al. 2021) examined the relationship between demographic factors (such as age, gender, and educational level) and job satisfaction among employees in the Malaysian public sector. They found that demographic variables, particularly age and gender, significantly influenced job satisfaction levels. Addressing these factors can help organizations better understand the unique needs and preferences of their employees, ultimately leading to strategies and interventions aimed at enhancing job satisfaction and motivation.

**Table 17. Relationship between the Level of Motivation and Level of Job Satisfaction of the respondents**

	LEVEL OF MOTIVATION	LEVEL OF JOB SATISFACTION
LEVEL OF MOTIVATION	1	
LEVEL OF JOB SATISFACTION	0.864797*	1

Legend: \* - significant at alpha = .05

Table 17 shows the relationship between the levels of motivation and job satisfaction among part-time faculty employees, and it indicates that there is a “significant relationship”. In other words, motivational factors like physiological needs, safety and security needs, social needs, self-esteem needs, self-actualization needs, work itself, and advancement influence the job satisfaction in terms of salary and benefits, job opportunities, work recognition, working, condition, supervision of the part-time faculty employees.

## CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The demographic profile of respondents varies across factors such as age, gender, civil status, salary, education level, length of service, and participation in training programs.
2. Part-time faculty members at ISPSC exhibit high motivation in areas such as social connections, self-esteem, self-actualization, the nature of their work, and opportunities for advancement. They find fulfillment in relationships with colleagues, recognition of their contributions, personal growth opportunities, engaging work tasks, and prospects for career progression. However, their motivation in physiological needs and safety/security is moderate, indicating that while these factors are recognized, they may not be immediate concerns. Understanding these motivational dynamics can guide organizational strategies to enhance overall satisfaction and engagement among part-time faculty, emphasizing supportive work cultures, professional development opportunities, and fair compensation and working conditions.
3. Part-time faculty members at ISPSC express high satisfaction with job opportunities, work recognition, working conditions, and supervision, indicating a positive work environment. However, their satisfaction with salary and benefits is moderately lower, suggesting a need for improvement in compensation and benefits packages. Addressing these concerns alongside maintaining focus on recognition, professional development, and transparent communication can enhance overall job satisfaction and organizational climate at ISPSC.
4. Based on the demographic profile of respondents, there doesn't seem to be any correlation between the age, gender, civil status, salary, degree of education, length of service, and involvement in training programs and the motivation and job satisfaction of part-time faculty members.

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5. The motivation level of part-time employees significantly impacts their job satisfaction. When part-time employees are motivated, they tend to be more engaged, have a clearer sense of purpose, maintain a positive attitude, seek out opportunities for growth, and demonstrate resilience. These factors collectively contribute to a higher level of job satisfaction among part-time employees.

## RECOMMENDATIONS

1. To address the diverse demographic profile of respondents, including variations in age, gender, civil status, salary, education level, length of service, and training participation, it is recommended for the college to continue tailoring communication, implement flexible policies, ensure diverse representation in decision-making, and establish a regular feedback system. These strategies will foster a more inclusive and supportive work environment.
2. The college should consider implementing salary adjustments or increases based on the findings. This could include merit-based increases such as rewards or incentives, or adjustments to address specific areas of concern identified by employees. Ensure transparency in the process and communicate the rationale behind any changes to foster trust and understanding among employees.
3. The college must ensure that part-time employees have a clear understanding on the reasons of delays of salary, benefits, and any additional perks or incentives. Providing transparent communication about compensation and benefits policies, as well as opportunities for advancement.
4. The college should continue in providing flexibility in work arrangements to accommodate part-time faculty members' career goals and personal responsibilities. This could include options for part-time faculty members to take on additional responsibilities or projects, adjust their teaching schedules, or participate in seminars or trainings to broaden their skills and experiences.
5. The college should continue to implement structured professional development programs specifically tailored for part-time faculty members. These programs can include workshops, seminars, conferences, and online courses to enhance their teaching skills, subject matter expertise, and pedagogical approaches. Experienced full-time faculty members or academic leaders can provide guidance, support, and feedback to part-time faculty members. This can help them navigate their career paths, set goals, and develop strategies for advancement.

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