

Work Motivation and Job Satisfaction as Correlates of Training Competence of the Regional Staff of Public Safety College in the Philippines

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Abstract— Teachers' seriousness in teaching depends on teachers' work motivation, job satisfaction and professional teaching competencies (Sahertian, 2000). A quality training competence will result to quality learning. The pendulum that will strike the balance between quality teaching and quality learning is basically founded on the teachers' work motivation and job satisfaction.

With this premise, the study probed into the correlates of the training competence of the regional staff of Public Safety College in the Philippines for the purpose of proposing an integrated training development program to ensure a highly competent training staff so that the college can be able to cope with the demands and complexities of a fast changing educational milieu that will propel its continuing growth and stability as an institution of higher learning.

This study, using descriptive-correlational method of research employing techniques to answer questions focused on the relationships between and among aforementioned variables, yielded that work motivation and job satisfaction of the training staff of the Regional Public Safety College are both measured to be of moderate extent while their training competence or teaching performance is high. Further, there is moderate positive correlation between work motivation and training competence of the training staff and that there is moderate negative correlation between job satisfaction and training competence. When combined, work motivation and job satisfaction have no correlation to training competence thereby acceptance of the null hypothesis implying that competence of the training staff of the public safety educational institution is not associated to their motivation and satisfaction levels.

Keywords— Work Motivation, Job Satisfaction, Training Competence Correlates, Philippine Public Safety College.

I. INTRODUCTION

Schools, as educational institutions, have important roles in creating knowledgeable, skillful students who have religious and social values. Therefore, schools are social agents that should be paid closer attention in the teaching process implementation (Davies, 2000 as cited by Jensen and Kiley,

2005) and the teachers' role cannot be ignored. Teachers are the ones who determine the implementation of the teaching and learning process in the classroom. Teachers' seriousness in teaching depends on teachers' work motivation, job satisfaction and professional teaching competencies (Sahertian, 2000).

Educational organizations, exist to accomplish specific goals and objectives (Fisher, et al., 2003). The workforce or employees, which include both teaching and non-teaching staff, hired by educational organizations likewise have their own needs.

In order that educational organizations will function effectively and efficiently, the needs of its employees or staff (both teaching and non-teaching) should enjoy the highest preference or priority of the management. Appropriate rewards and compensations should be provided them so that their feeling of satisfaction will be properly addressed. Miner (1988) claimed that work motivation and job satisfaction can substantially contribute to the effectiveness of an organization. It can increase remarkably to the work performance of employees.

The relationships between work motivation and training competence, and job satisfaction and training competence and work motivation & job satisfaction (combined) and training competence, as explored in this study are timely and relevant as educational organizations are experiencing rapid change, which is accelerating at an enormous speed. Fink, et al. (1998) emphasized that organizations, more specifically educational organizations, must recognize that the human factor is becoming more and more important for organizational productivity and survival.

According to Watson (1994) organizations have come to realize that a motivated and satisfied workforce can deliver powerfully to the bottom line. Since employee performance is a joint function of ability and motivation, one of management's primary tasks, therefore, is to motivate employees to perform to the best of their ability (Moorhead and Griffin, 1998).

Such being the case, in order that educational organizations will function effectively and efficiently, the needs of its employees or staff (both teaching and non-teaching) should enjoy the highest preference or priority of the management. Appropriate rewards and compensations should be provided them so that their feeling of satisfaction will be properly addressed. Miner (1988) claimed that work motivation and job satisfaction can substantially contribute to the effectiveness of

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an organization. It can increase remarkably to the work performance of employees. This is likewise true in a school organizations or work environments, including the Philippine Public Safety College, Regional Training School III. Hence, this investigation.

This study determined the correlates of the training competence of the regional training staff at the Philippine Public Safety College. This study was conducted for the purpose of proposing an integrated training development program to ensure a highly competent training staff so that the college can be able to cope with the demands and complexities of a fast changing educational milieu that will propel its continuing growth and stability as an institution of higher learning.

Specifically, the study was anchored on the following objectives:

- (1) Measure the training staff of the Philippine Public Safety College, Regional Training School 3 in terms of: work motivation; job satisfaction; and training competence.
- (2) Determine relationships between and among: work motivation and training competence; job satisfaction and training competence; and work motivation and job satisfaction (combined) and training competence?

II. CONCEPTUAL FRAMEWORK

Based from the leading theories on human motivation and job satisfaction such as Maslow's, Alderfer's, Vroom's (for work motivation) and Mc Cormick and Ilgan's, Mitchel and Lasan's, Dyer and Theriault, Weiner's, Mirvis and Lawler's, and Luiser's (for job satisfaction), this study was conceptualized.

Figure 1, on the next page illustrates the research paradigm of the study. In this study, the independent variables in the input box are work motivation and job satisfaction.

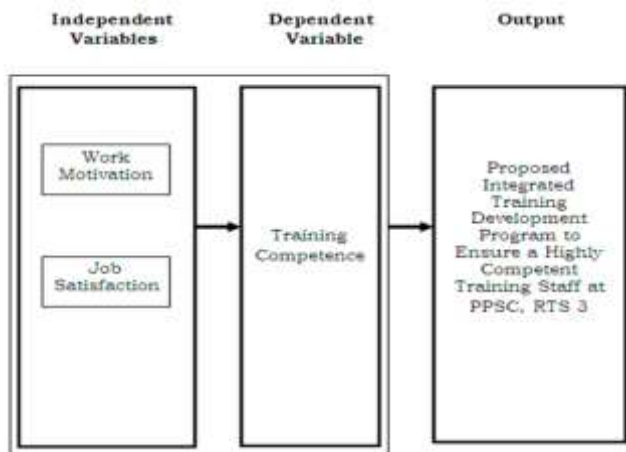


Fig. 1. Paradigm of the Study

The dependent variable box, on the other hand, embraces training competence of training staff at the Regional Training School of the Philippine Public Safety College, Regional Training School 3.

For the output box, it embraces the proposed integrated training development program designed to ensure a highly competent training staff at the PPSC, RTS 3 that will propel its

continuing growth and stability.

III. METHODOLOGY

Since this study pertains to the gathering of data on the correlates of training competence (work motivation and training competence, job satisfaction and training competence, and work motivation & job satisfaction (combined) and training competence) of the training staff of the Philippine Public Safety College, Regional Training School III, the descriptive method of research is the most appropriate.

It employs descriptive techniques to answer questions regarding current conditions and its focus is to determine relationships (correlations) between and among two or more variables (Bago, 2011). The researcher considered the collective assertion of Best (1996), Aquino (1992), Leedy (1993) and Rivera & Rivera (2007) that the descriptive method is the most appropriate method in this investigation for gathering data because it will be used to discover facts upon which professional judgment could be based.

The total respondents of the study consisted of forty-six (46) and are presented in Table 1. All of whom are members of the training staff/faculty members of the Regional Training School of the Philippine Public Safety College in Region III for the School Year 2011-2012. The composition of the faculty are as follows: four (4) Lawyers; one (1) Retired Police General; four (4) Retired Police Senior Superintendents; four (4) doctoral degree holders; twelve (12) Police Commissioned Officers; twelve (12) Police Non-Commissioned Officers; and nine (9) instructors who baccalaureate degree holders.

Overall, a total of forty-six (46) sets of questionnaires were distributed to the respondents during the month of March 2012 and all of which were retrieved.

IV. RESULTS AND DISCUSSIONS

In this study, correlates refers to work motivation and job satisfaction. Work motivation refers to one's willingness to exert high levels of effort to reach organizational goals. It connotes what work means, the desire to work and the importance of work to meet human needs and goals that lead to satisfaction. In this study, work motivation is further subdivided into 10 sections namely: school policy, supervision, relationship with department head, working conditions, pay and other benefits, relationship with peers, status in society, achievement, work itself, and advancement and growth.

Each item is rated through the use of a rating scale 4 to 1 with the corresponding interpretations: 4 – very much motivated (VMM); 3 – much motivated (MM); 2 – slightly motivated (SM); and 1 – not motivated (NM).

Job satisfaction, on the other hand, points out on the feeling of contentment in the work a person does. In this study, job satisfaction refers to the feeling of satisfaction and contentment as expressed by the training staff/faculty members along the 10 identified areas, namely: school policy, supervision, relationship with department head, working conditions, pay and other benefits, relationship with peers, status in society, achievement, work itself, and advancement and growth. Each

item is rated through the use of a rating scale 4 to 1 with the corresponding interpretations: 4 – extremely satisfied (ES); 3 – much satisfied (MS); 2 – slightly satisfied (SS); and 1 – not satisfied (NS).

These correlates and linked to training competence. In this study, it synonymously refers to teaching performance of the training staff at RTS-PPSC, R-III. The performance indicators used in determining the training competence of training staff are: technical expertise, communication skills, interaction skills, personality dynamics, use of training aids and time management.

Each indicator has sub-items which are rated using a rating scale where 5 is very much competent, 4 is very competent, 3 is competent, 2 is slightly competent and 1 not competent.

Table 1 presents on the work motivation and job satisfaction of the training staff of the PPSC, RTS 3.

TABLE I: WORK MOTIVATION AND JOB SATISFACTION OF THE REGIONAL TRAINING STAFF AT THE PPSC, RTS 3

Items	Work Motivation			Job Satisfaction		
	WM	DE	R	WM	DE	R
1. Institutional Policy	2.75	MM	10	2.89	MS	4
2. Supervision	2.78	MM	9	2.87	MS	5.5
3. Relationship with Academic Head	2.80	MM	8	2.92	MS	2
4. Working Conditions	2.85	MM	3	2.94	MS	1
5. Pay and other benefits	2.83	MM	4.5	2.90	MS	3
6. Relationship with Peers	2.83	MM	4.5	2.86	MS	7
7. Status in Society	2.91	MM	1	2.87	MS	5.5
8. Achievement	2.87	MM	2	2.78	MS	10
9. Work Itself	2.81	MM	7	2.83	MS	8.5
10. Advancement and Growth	2.82	MM	6	2.83	MS	8.5
Overall Mean	2.82	MM		2.87	MS	

As can be gleaned from the table on page 73, all the areas under work motivation, registered an overall mean of 2.82, which is equivalent to much motivated (MM). On the other hand, all the areas under job satisfaction posted an overall mean rating of 2.87, which is descriptively equivalent to much satisfied (MS).

As both work motivation and job satisfaction complement each other as theorized by Moorhead & Griffin (1998), Hoole & Vermuelen (1998), and Watson (1994), it also follows therefore that when work motivation is increased, job satisfaction of training staff likewise increased. Further, it corroborates the observations jointly propounded by Brown and Sheppard (1997) that motivation improves workers' performance and job satisfaction as well as the observation of Miner (1988) that work motivation and job satisfaction can substantially contribute to the effectiveness of an organization.

Table 2, however, presents the training competence/teaching performance of the training staff at the PPSC, RTS 3.

TABLE II: TRAINING COMPETENCE/TEACHING PERFORMANCE OF THE TRAINING STAFF AT THE RTS-PPSC, RIII
N=46

Indicators	WM	DE	Rank
1. Technical Expertise			
a. Knowledge on the subject matter	3.09	C	22
b. Presents subject matter in logical and sequential manner	3.72	VC	1
Sub-mean	3.41	VC	
2. Communication Skills			
a. Explains lessons within the participants level of comprehension	3.63	VC	3
b. Speaks clearly and audibly	3.52	VC	12
c. Uses appropriate non-verbal communication such as eye contact, facial gestures, etc.	3.52	VC	12
Sub-mean	3.56	VC	
3. Interactive Skills			
a. Answers questions directly and precisely	3.33	C	20
b. Respects participants view and disagreement	3.45	VC	15
c. Knows how to "traffic" and redirect participants veering away from topics	3.60	VC	5
Sub-mean	3.46	VC	
4. Personality Dynamics			
a. Stimulates and sustains interest	3.39	C	18
b. Ability to establish rapport	3.43	VC	16
c. Has good sense of humor	3.57	VC	8.5
d. Has poise and confidence	3.52	VC	12
e. Dresses-up appropriately	3.28	C	21
Sub-mean	3.44	VC	
5. Use of Training Aids			
a. Clear and readable	3.37	C	19
b. Creativity is evident	3.57	VC	8.5
c. Relevant to the topic	3.41	VC	17
d. Updated	3.60	VC	5
Sub-mean	3.49	VC	
6. Time Management			
a. Punctuality	3.57	VC	8.5
b. Adequacy of time devoted to each subject/topic	3.48	VC	14
c. Able to discuss all the topics in each subject at the allotted time	3.57	VC	8.5
Sub-mean	3.54	VC	
Overall Mean	3.48	VC	

The training staffs' teaching performance are measured based on the following indicators: technical expertise, communication skills, interactive skills, personality dynamics, use of training aids and time management.

Along technical expertise, there are two listed sub-items, namely: knowledge on the subject matter and the subject is presented in logical and sequential manner.

Along communication skills, there are three listed sub-items. These items are: explains lessons within participant's level of comprehension, speaks clearly and audibly and uses appropriate non-verbal communication such as eye contact, facial gestures, etc.

Along interactive skills, another set of three items are listed. These are: answers questions directly and precisely, respects participants view and disagreement and knows how to "traffic"

and redirect participants veering away from topics.

For the next indicator which is personality dynamics, five sub-items are included, namely: stimulates and sustains interest, ability to establish rapport, has good sense of humor, has poise and confidence and dresses-up appropriately.

As to the use of training aids, as another indicator, there are four sub-items listed, namely: clear and readable, creativity is evident, relevant to the topic and updated.

The last indicator is the time management and is sub-divided into three sub-items, namely: punctuality, adequacy of time devoted to each subject/topic and able to discuss all the topics in each subject at the allotted time.

The sub-means of the six (6) performance indicators registered weighted means ranging from 3.41 to 3.56 interpreted as very competent (VC). Technical expertise obtained a sub-mean of 3.41, communication skills garnered a sub-mean of 3.56, interactive skills posted a sub-mean of 3.46, personality dynamics posted a sub-mean of 3.44, use of training aids garnered a sub-mean of 3.49, and time management registered a sub-mean of 3.54. The overall mean rating of all the six performance indicators is 3.48 which is likewise descriptively interpreted as very competent (VC).

Therefore, it is conclusively established that members of the training staff of the PPSC, RTS 3 are very competent. By inference, as very competent training staff, they can therefore effectively and efficiently perform their manifold duties in developing human resources and likewise they can successfully empower the trainees under their charge.

Correlates of Training Competence at the PPSC, RTS III

The correlates of training competence involved in this investigation were work motivation and job satisfaction.

A. Work Motivation and Training Competence

The correlation coefficient between work motivation and training competence as reflected in Table 6 is +0.69 which is interpreted as moderate positive correlation (See Computation, Appendix I). This means that there is a moderate relationship between work motivation and training competence of the members of the training staff at the Philippine Public Safety College, Regional Training School 3.

Further, this findings affirm that when work motivation is increased, training competence likewise increased. Conversely, when work motivation is decreased, training competence will automatically decrease.

B. Job Satisfaction and Training Competence

The value of the Pearson r is 0.67 as reflected in Table 6 which is interpreted as moderate negative correlation (See Computation, Appendix I). This implies that when job satisfaction is increased, training competence decreases. Conversely, when job satisfaction is decreased, training competence increases.

Moreover, it goes to say that when the training staff have already attained the most coveted achievement in the hierarchy of job satisfaction, their competence in their teaching jobs is concomitantly improved and necessarily decreased.

Results of this study partially agree with findings of Dar

(1995) when she found out that a significant relationship exist between job satisfaction and teaching performance only on the aspects of planning organization as well as classroom management. However, when mastery of subject matter, use of appropriate teaching methods and students' evaluation are taken into account, there is no significant correlation.

C. Work Motivation and Job Satisfaction (combined) and Training Competence

In the case of work motivation and job satisfaction (combined) and training competence, no correlation was established as reflected also in Table 6. For the computation on the coefficient of the combined correlates and training competence (See Computation, Appendix I). Hence, the competence of training staff at PPSC, RTS 3 does not always depend on the combined factors. There must be other variables that could directly cause the enhancement of their competence in teaching.

TABLE III: COMPUTED COEFFICIENTS OF THE CORRELATES OF TRAINING COMPETENCE

Variables	Computed Coefficient r	Significance
Work Motivation	+0.69	moderate positive correlation
Job Satisfaction	-0.67	moderate negative correlation
Work Motivation and Job Satisfaction (Combined)	0	no correlation

Table 3 depicts the rejection of the null hypothesis that there is no relationship between work motivation and training competence. Job satisfaction and training competence, on the other hand, showed moderate negative correlation. Further, work motivation and job satisfaction (combined) and training competence computed coefficient is 0. Thus, no correlation was established.

V. CONCLUSIONS

On the basis of the findings of the study, the following conclusions are drawn:

(1) Work motivation of the training staff of PPSC, RTS 3 is much motivated while their job satisfaction is much satisfied. Their training competence or teaching performance however is very competent (VC).

(2) There is moderate positive correlation between work motivation and training competence of the training staff at PPSC, RTS 3.

(3) There is moderate negative correlation between job satisfaction and training competence of the training staff at PPSC, RTS 3

(4) There is no correlation between work motivation and job satisfaction (combined) and training competence in the same school.

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