

# Achievement, Power, Affiliation, and Job Satisfaction of Mathematics Teachers

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## Abstract

This study was conducted to determine the predictor variables of job satisfaction of mathematics teachers as either achievement, power, or affiliation. The one hundred (100) randomly selected secondary mathematics teachers teaching in the First District of Iloilo for the school year 2019-2020 served as the respondents of the study. The data were obtained through a survey questionnaire employing mean, Pearson's product moment correlation, and multiple regression analysis as statistical tools. Results revealed that secondary mathematics teachers had above average level of need for achievement and affiliation, average level of need for power and high level of job satisfaction. There was a positive substantial correlation between mean scores in achievement and job satisfaction, between achievement and affiliation and between power and affiliation but there was a positive low correlation between mean scores in affiliation and job satisfaction and between achievement and power. Achievement was the strongest predictor of the job satisfaction, while power and affiliation were not good predictors of job satisfaction of secondary mathematics teachers.

**Keywords:** Achievement, Power, Job Satisfaction, Affiliation, Mathematics Teachers

## Introduction

The teacher is the focal component in an instructive framework where the general motivation of schools relies on their degree of responsibility and job satisfaction (Tsui & Cheng, 1999; Getahun, 2016). Considering the 2015 Trends in International Mathematics and Science Study (TIMSS) results, teachers' degrees of satisfaction seemed to diminish in optional school and more Year 8 students were instructed by teachers who were not exactly happy with the work than was the situation at Year 4 (Mullis, 2016).

From 48 nations across four worldwide locales in Asia, North America, Europe, and Latin America it was discovered that achievement from ones' work, acknowledgment got from working effectively, cooperation, and capacity to adjust one's work and individual lives were critical indicators of general job satisfaction across each of the four areas and with achievement as the main driver (Andreassi, 2012). Notwithstanding, workers are the most fulfilled and exceptionally gainful when their job offers them the acknowledgment of their effort, freedom to contribute thoughts and recommendations, cooperation in self-motivated and dealing with the events, clean meanings of obligations and duties and openings for advancement, communication, lastly, the climate of common trust regard (Kurita, 2011; Sikowo, 2016; Odembo, 2013; Okeke, 2018). These qualities are without a doubt generally out and out coordinated by segments of culture (Hauff, 2015).

In the Philippines, these were factors that anticipate job satisfaction: relational relations (Ikolo, 2019), openings for advancement and development (Cong, 2013), accomplishment and acknowledgment (Kadtong, 2017), strengthening (Parvin, 2011), desire to be advanced (Romero, 2017) and need for power (Suri, 2016). There is no critical connection between job satisfaction and achievement (Ayon, 2009), scholarly position (Eyupoglu, 2009), acknowledgment (Pilarta, 2015), advancement openings (Saba, 2011).

Around the world and locally, researchers set up various elements identified with job satisfaction and achievement is the most imperative driver internationally (Andreassi, 2012), nonetheless, because of culture, results may vary from various nations (Hauff, 2015). It is not clear on the off chance that it applies to the Philippines and if what is its solidarity and impact to job satisfaction.

To deal with the gap, the researcher would like to summarize and identify the empirical relationships among the aforementioned factors by achievement, affiliation, and power to identify the strengths and directions, predict job satisfaction, and clarify the notion that the 3 factors are predictors of job satisfaction this academic year 2019-2020 among secondary math teachers. In addition, the researcher would like to prove the relationship between motivation and job satisfaction in accordance with Acquired Needs Theory.

## Research Questions

This study aimed to determine the predictors of job

satisfaction among secondary mathematics teachers in the First District of Iloilo in the school year 2019 – 2020.

Specifically, this study sought answers to the following questions:

1. What are the mean scores in achievement, power, affiliation, and job satisfaction of secondary mathematics teachers?
2. What are the strengths and direction of relationships among achievement, power, affiliation, and job satisfaction of secondary mathematics teachers?
3. Are achievement, power, and affiliation significant predictors of job satisfaction?
4. What multiple regression equation can be generated from the study using achievement, power, and affiliation as predictor variables?

## Literature Review

### Content Theories on Job Satisfaction

Across the writing, content speculations about job satisfaction have reliably been assembled as Maslow's Needs Hierarchy, Herzberg's Two Factor Theory, Alderfer's ERG theory, and McClelland's theory of Needs (Shajahan, 2004; Khan, 2010). The content theories are based on what motivates people at work, identifying the needs, drives, and objectives and their prioritization by the person to get satisfaction and consequently perform successfully (Luthans, 2005; Khan, 2010).

As indicated by Herzberg, two arrangements of variables in choosing representatives job perspectives and level of execution, were motivation and hygiene factors (Robbins, 2009). Factors are intrinsic factors that will fabricate laborers' job satisfaction; while Hygiene Factors are Extrinsic Factors to prevent any agents' mistake. As indicated by Herzberg, full stockpile of Hygiene Factors will not really bring about representatives' job satisfaction. To expand employee's motivation or efficiency, inspiration factors should be managed to (Tan, 2014).

Herzberg's Two-Factor Theory recorded six motivations or satisfiers identified with work: achievement, acknowledgment, the job, obligation, headway, and development. Achievement was identified with the fruitful finishing of the job, acknowledgment was any consideration toward the specialist from anybody through one or the other recognition or fault, job itself was the satisfaction that came about because of the real work exercises, duty was the power or responsibility for work, the chance of

headway was the upward positional change granted from the job and growth was identified with expertise improvement and progression inside the job (Herzberg, 2010). These six things identified with Maslow's higher request needs, regard, and self-completion, which identify with the acknowledgment of self-satisfaction (Maslow, 1954; Kessler, 2018).

The extra motivation behind Herzberg's Two-Factor theory gives a joining of intrinsic and extrinsic motivation factors that can cover other motivation theories. Motivation and hygiene factors presented by Herzberg have discovered connections among other inspiration speculations under the substance hypothesis as every hypothesis includes different employees' needs for inspiration in comparable terms (Borkowski, 2011; Tan, 2014). In detail, duties, achievements, development, advancement, acknowledgment, and job itself were classified under Herzberg's inspiration factors have discovered comparable with Maslow's self-actualization and self-esteem, and Alderfer's growth needs, just as McClelland's need of achievements. Relationship with peers, personal life, supervision hierarchy under Herzberg's cleanliness factors are reliable with Maslow's belongingness, Alderfer's relatedness need, and McClelland's need of affiliation. The factor of status in cleanliness factors relates to need for power under McClelland's Theory of need. pay and benefit, job condition, job security, and company policy and administration are likewise discovered reliable with Maslow's safety and physiological need and Alderfer's existence need. In contrast with the other motivational theories, Two-Factor Theory gives more complete arrangements of elements that cover essential individual inside and outer needs to apply their extra endeavors into the job (Tan, 2014).

It is proposed that segments requested under extrinsic factors should be recognized to direct influence agents' job satisfaction. The customary setting of Two-Factors Theory may not simply limit for the use for choosing respondents' achievements dissatisfactions issues; nevertheless, it might be further augmenting the degree of utilization by combining the two social events of Intrinsic and extrinsic factors as a get-together of determinant and henceforth study its effects towards target respondents (Tan, 2014).

Maslow's chain of importance of needs is the most generally referenced hypothesis of inspiration and satisfaction (Koontz, 1999; Tan, 2014). Promoting predominantly on humanistic brain science and clinical encounters, Abraham Maslow hypothesized that a person's inspirational needs could be organized in a

chain of importance. When a given degree of needs is fulfilled, it no longer assists with a rousing. In this manner, next to more elevated level of need must be initiated to spur and subsequently fulfill the individual (Luthans, 2005, Tan, 2014). Maslow distinguished five levels in his need progressive system: Physical needs: (food, garments, cover, sex), Safety needs: (actual security), Social: (freedoms to grow a close relationship with different people), Esteem/Achievement needs: (notoriety got from others), and Self-Actualization: (openings for self-satisfaction and achievement through self-improvement) (Maslow, 1943; Tan, 2014).

### Achievement, Power and Affiliation

Buechner (2019) uncovered that that self-based pride was identified with self-approach objectives, singular achievement esteems, just as achievement and relationship intentions. Social correlation-based pride, thus, is emphatically identified with other-approach objectives, social achievement esteems, just as achievement and power thought processes. Notwithstanding, while controlling for those precursor factors a beneficial outcome of social correlation put together pride with respect to scholarly execution vanishes though a beneficial outcome of self-put together pride with respect to scholastic execution shows up.

Jager (2017) noticed that high self-other arrangement was found on the Needs for Achievement and Power. The Need for Affiliation, conversely, did not show self-other understanding. It likewise expected similitude happened for the Need for Achievement yet not for the Needs for Power and Affiliation. Especially the shortfall of self-other concession to the Need for Affiliation is striking and needs more responsiveness of contemporary associations which are engaged with elective work plans, for example, adaptability in where the job is directed.

Xu (2012) uncovered those Chinese students showed altogether more elevated levels of achievement rationale than the American students, yet American undergrads showed essentially more significant levels of association thought process than Chinese undergrads. By and large, guys showed higher achievement inspiration than females. No critical communication impacts were found for sexual orientation by area for any of the three intentions.

Jha (2010) theorized about the connection between mental strengthening and need for affiliation who believed that five-star inn's representatives were

needed to show a serious level of need for affiliation uncovered those inspirational needs, other than the need for connection, were altogether and decidedly identified with mental strengthening.

A near report was directed to recognize the need for affiliation and appreciation among youthful grown-ups who are/are not in a relationship uncovered that there was no huge contrast among submitted and singles on their need for affiliation and appreciation. The example was separated into three age-gatherings, and it was discovered that the need for affiliation was critical for the age bunch 18-20 and 21-22 contrasted with age-bunch 23-24. While investigating the sex contrasts it was discovered that females have a more significant need for the association. There was a negative relationship between appreciation and the need for affiliation (Dharmesh, 2016).

### Teachers' Job Satisfaction

Teachers job satisfaction varies from different culture which was shown by a relative report about teachers' job satisfaction level from different countries which reveals that their satisfaction is generally imperative in Austria and the most un-in Slovenia (Jordan, 2017). Teachers were frequently considered as a particular illustration of representatives who have diverse job conditions and experience more elevated levels of business-related pressure in correlation with commonplace associations' workers (De Nobile, 2005; Klassen, 2010; Astrauskaite, 2011). In contrast to normal associations' representatives, teachers have numerous different obligations, for example, to instruct students, guarantee their security and sound air, convey, and work together with guardians, different teachers, subject matter experts, and directors, build up their own abilities and information, control records, arrange school trips and complete various errands given by the public authority and school organization (Comber, 2009; Astrauskaite, 2011).

A review supported by the MetLife Foundation in 2012 secured that teacher's position satisfaction had dropped from 59% in 2009 to 44% in 2012 (Schwartz, 2017). The training calls faces difficulties that constantly reconfigure information, rules, abilities, perspectives, and methods of expert turn of events (Massari, 2015). Educating is one of only a problem few livelihoods that lastingly affect society by impacting people in the future and over recent years, the encouraging profession has gone through numerous changes (Carver, 2008; Schwartz, 2017).

That is the motivation behind why teachers face difficulties that persistently reconfigure information, rules, abilities, mentalities, and methods of expert turn of events (Massari, 2015). One of the instances of adjustment is the R.A.10533 also called Enhanced Basic Education Act of 2013 which as per guardians and teachers is additional work and monetary issue in the Philippines. Nonetheless, as the thawing phase of the underlying change eliminates, the splendid side of the change glimmers during sprays of voices in doubt. For the intrinsic who oppose the change, they should be helped that K to 12 years to remember learning will offer each understudy a chance to get quality training that is around the world serious dependent on the instructively stable educational plan that is at standard with worldwide norms. Along this line of reasoning, K to 12 teachers should be motivated and resolved to manage their work competently and be fulfilled (Romero, 2017). Besides, teachers have a duty to make future pioneers. Thus, guarantee that teachers are fulfilled. Nonetheless, teachers across the world are not happy with their positions and they have a high turnover (Chamundeswari, 2013). This satisfaction level and turnover could be improved by recognizing the determinants that influence teachers' satisfaction and by bringing satisfactory changes (Tickle, 2011). In this way, understanding the variables that add to job satisfaction is fundamental since it causes us to recognize the reasons and territories in which representatives are not happy (Hee, 2018). Job satisfaction alludes to the degree to which representatives acquire pleasure from their endeavors in the work environment and when a worker has an undeniable degree of job satisfaction, it implies that they have an inspirational disposition towards their job (Fogarty, 2014).

Teachers are fulfilled in their work regarding readiness factors, actual work condition, staff pay, security of residency, advantages, and advantages, composed and verbal criticism, and extremely fulfilled in relationships with companions, administrators, and students (Astorias, 2013). Work inspirations like prize and acknowledgment extraordinarily effect of the job satisfaction of workers (Danish, 2010) though, remuneration, work conditions, economic wellbeing, and school arrangements and practices were the parts of their job satisfaction (Ghazi, 2011).

Kadtong (2017) additionally noticed that teachers were satisfied with their job satisfaction features, for example, school arrangements, management, pay, relational relations, openings for advancement and development, job conditions, work itself, achievement, acknowledgment, and duty. Teacher's presentation and

job satisfaction have a moderate connection. However, significant determinants of satisfaction among teachers were pay/remuneration, profession movement/improvement, advancement openings, work conditions, acknowledgment, responsibility, association in dynamic and correspondence (Njoroge, 2019), inward gathering elements (Unutmaz, 2014).

Alsemeri (2016) uncovered those inherent elements with the most noteworthy impact on job satisfaction were employer stability, virtues, achievement, and social assistance while extraneous elements like administrator connections, competency of manager, acknowledgment, and colleagues' connections were set higher on the scale.

Nicdao (2016) showed that compensation and advancement and professional stability were the most rousing variables for the employee's job satisfaction. Despite socioeconomics, representatives were fulfilled because of the yearly compensation increment and work in a school setting, which gave them a conviction that all is good for their future and their family.

Njoroge (2019) noticed that there were likewise factors that caused teachers job dissatisfaction. In view of an investigation, lion's share of the teachers who are disappointed with their work would not pick the instructing profession if they somehow managed to start from the very beginning again where dissatisfaction increments with age while being single influences satisfaction. The quantity of years a teacher spent in one work bunch influences job satisfaction. Ordinarily teachers met dangerous students of different ages or troublesome and basic guardians. Those collaborations require correspondence, critical thinking, and strife overseeing abilities. Difficulties in teachers' job that require enthusiastic and scholarly assets may now and again prompt burnout, sadness, or other physical and mental wellbeing related issues (Chang, 2009; Astrauskaite, 2011). A study about "Connection Between Teachers' Job Satisfaction and Students' Academic Performance" uncovered that students' presentation showed no critical relationship with teachers' job satisfaction. In addition, teachers' expert experience showed a huge relationship with ninth grade students' presentation (Asif, 2016).

Ferguson (2012) noticed that pressure and discouragement adversely affected job satisfaction. Long periods of encouraging experience were a critical and positive indicator of job satisfaction. Tension, sexual orientation, grade level, and position were not measurably critical indicators of teacher job satisfaction. Furthermore, was concurred by (Kadtong,



2013) that age (Kim and Jang, 2016), most elevated instructive achievements and length of administration were important to the job satisfaction while sex and common status were noted having huge distinction to job satisfaction. Trial of affiliation shows the critical relationship in status and advantages and advantages, a most extensive level procured and compensation and security of residency, staff improvement opportunity, residency, and composed/verbal input (Astorias, 2013). While prizes, advancements and acknowledgment, and investment in dynamic had an irrelevant relationship to job satisfaction (Nidao, 2016).

Ayon (2009) uncovered that there is a critical connection between job satisfaction and business-related factors, for example, advancement openings and acknowledgment. Interestingly, there is no critical connection between job satisfaction and business-related elements like: pay, stress, professional stability, individual specialists, organization strategy and backing, demeanor toward work, acknowledgment of assumption, and achievement. What is more, was negate by Asif (2016) that job satisfaction is not associated with pay and management. Standard Confirmatory Factor Analysis of the teachers' example did not uphold the presence pay, advancement, oversight, incidental advantages, unforeseen prizes, work conditions, associates, nature of job and correspondence recommending with teachers' job satisfaction (Astrauskaite, 2011). Mental strengthening was straightforwardly identified with job satisfaction; in any case, trust was in a roundabout way identified with job satisfaction through mental strengthening (Khany, 2016). Representatives' satisfaction towards their achievement, acknowledgment got, and nature of work was emphatically related and persuasive towards their readiness to work in groups (Benrazabi, 2013).

Most teachers saw educating as their optimal calling and they would like to change their calling because of dissatisfaction, teachers felt their states of administration were insufficient, teachers felt disappointed with security in the calling, teachers in the thought about occasion/get-away periods and procurement of information and regard acquired from students and local area as palatable to them (Ansah, 2016). Two primary courses to inspiration to leave, one from the impression of a learning objective construction by means of teacher self-viability and job satisfaction, prompting lower inspiration to leave, and another from the view of a motivation objective design through expanded responsibility and enthusiastic depletion, prompting higher inspiration to leave (Skaalvik, 2017). Representatives will do their most

elevated when they feel or expect that their diligent effort is to be compensated by their administrators (Eshwar, 2014).

### Job Satisfaction and Achievement

Achievement theories propose that motivation and performance vary according to the strength of one's need for achievement (Jha, 2010). Need for Achievement is an oblivious drive to improve and to seek to a norm of greatness (Ankeli, 2013). Employees can develop a need for achievement when trust and autonomy are present in the work environment and when their managers trust them, they have higher levels of job satisfaction (Chinn, 2020). Need for achievement is the desire to obtain excellent results by setting high standards and striving to accomplish them. It is a consistent concern with doing things better (Finogenow, 2017).

Across four social locales—Asia, Europe, North America, and Latin America, achievement all around the main driver to job satisfaction (Andreassi, 2012). The accompanying investigations uncovered the relationship of Job Satisfaction and Achievement:

Kołodziej (2010) revealed that achievement motivation can be treated as an important psychological predictor of graduates' future success or failure. Steinmann (2016) noted that based on high need for achievement, the supporters were happier with their positions. In this way, it was additionally uncovered that need for achievement is identified with work inclusion and authoritative responsibility (Steinmetz, 2011).

Aloysius (2012) revealed that there is a positive relationship between self-motivation for achievement and job satisfaction and work performance and the relationship between self-motivation for achievement and performance is stronger than the relationship between self-motivation for achievement and satisfaction. Job satisfaction, cooperation and need achievement represented 43% in inconstancy of work execution of the respondents (Farukuoye, 2017).

Okorley (2010) revealed that there was a positive and significant relationship between staff motivation and factors including recognition, job satisfaction, role clarity, supervision, and perceived competence. Staff demographic characteristics, however, have no significant relationship with staff motivation. Additionally, the study uncovered critical contrasts in the levels of the elements of inspiration aside from oversight and saw fitness just as acknowledgment and job satisfaction. The best factors that can upgrade the

inspiration of staff in the banks were acknowledgment and job satisfaction. Notwithstanding, position assets of remunerations and acknowledgment, work control, criticism and support were related with burnout, turnover goal, and job satisfaction (Scanlan, 2019).

Lo (2016) noted that there was a significant difference was found in the result of the flexibility on work arrangement among gender, open communication among age group and opportunity of promotion among different educational level. Moderate connection of a large portion of the sub-factors under staff accomplishment was found, and the chance of rank advancement and incidental advantage advantages had the higher relationship among the others.

Intrinsic factors such as achievement, recognition, responsibility, nature of the job and personal growth and advancement and external factors such as salary, job security, work conditions, supervision interpersonal relations and company policy and administration are significantly associated with job satisfaction of the municipal employees in South Africa (Ncube, 2014).

Rybnicek (2019) uncovered that an immediate need for the achievement cash interface and a few equals between people who score exceptionally on the achievement need and the study of cash recommends that the achievement need intently coordinates the prize big league salary.

Nurullah (2010) indicated that self-esteem and valued job characteristics are direct and strongest predictors of job satisfaction among the emerging adults. In addition, happiness and income positively predicts job satisfaction. The variable 'work-reward preferences' does not directly predict job satisfaction but is rather mediated through self-esteem and valued work characteristics.

### Job Satisfaction and Power

For all intents and purposes all mammalian and numerous nonmammalian species share basic developmentally saved inspirational framework that push them toward the arrangement of connections with their family to guarantee wellbeing and insurance. In addition, they are also propelled by a need to move upward in the dominance hierarchy to obtain more resources and mating opportunities. As a result, animals and humans share similar biopsychological and neural systems that facilitate affiliation-motivated and power-motivated behavior (Schultheiss, 2008; Hall, 2010).

The power motive (often referred to as *n Power*) involves a need to influence, control, or impress other people and, as a corollary, to achieve recognition or acclaim for one's power-oriented actions. Impact can occur through a variety of means, notably, powerful action toward or against others, vigorous efforts at controlling their behavior, and ostentatious display of valued personal characteristics. Reactions from other people can take the form of admiration, astonishment, even fear (Fodor, 2009).

The need for power is a persuasive demeanor to remove joy from affecting others or the climate when all is said in done and to feel abhorrence for others' effect on oneself (Królewski, 2017). Intrinsic with solid needs for power regularly stand up for themselves against or within the sight of others differently, look for and get administrative roles in social gatherings, proficient affiliations, and work, they bet, drink mixed refreshments and submit forceful demonstrations; they will in general have hypertension and incline toward relationally serious games like tennis or football; they like to gather esteem assets and favor job in which they can help or affect others; like educating, strict service and the board positions (Alderfer, 1972; Herzberg, 1966; Ankeli, 2013). Need for Power as "the unconscious concern for influencing others and seeking positions of authority" (Lussier and Achua, 2007; Moore, 2010).

Griskevicius (2010) revealed that with respect to the need for power, findings suggest that this most closely matches the reward prestigious company car—representing a prestigious object, behave in a very similar manner as those investing in a prestigious car. Also, people who are driven by a need for power unequivocally screen themselves and their appearance and further report higher confidence (Leary, 2001, Valle, 2016). The very same behavior tendencies are linked to those who enjoy possessing prestigious objects like, for instance, cars (O'Cass, 2004; Truong, 2011). To add another conjoining aspect, those with a strong power need are showy, boastful, and less agreeable (Engeser, 2010) and are therefore similarly perceived as intrinsic who strongly value prestigious objects (Hennighausen, 2016; Sung, 2015). In view of the discoveries supporting a solid connection between the need for power and lofty articles, the power need is seen to emphatically coordinate the prize renowned organization vehicle (Rybnicek, 2019).

Steinmetz (2011) in a study about "The relationship between needs and work attitudes in South Korea and Germany" revealed that need for power is related to work involvement but not to organizational

commitment.

### Job Satisfaction and Affiliation

The need for affiliation is a term that concerns in developing, keeping up, and restoring positive relationship with others (Atkinson, 1954). Intrinsic with a serious need for connection is amiable, amicable, inspired by social collaborations, and they incline toward being in others' organizations instead of all alone (Józefczyk, 2017).

When defining the need for Affiliation, McClelland (1961) stated, "Affiliation...establishing, maintaining, or restoring a positive affective relationship with another person. This relationship is most sufficiently portrayed by the word companionship. In this way, the need for affiliation is the oblivious worry for creating, keeping up, and reestablishing close to home connections (Lussier, 2007, Moore, 2010). (Daft, 2008; Moore, 2010) defined the need for Affiliation as "the desire to form close personal relationships, avoid conflict, and establish warm friendships". Intrinsic who exhibit the need for Affiliation are seeking interactions with other people. The need for affiliation is an oblivious drive to be important for warm, cozy connections and companionships (McGregor, 1960; Ankeli, 2013). Intrinsic with the solid need for affiliation regularly decide to invest energy with dear companions or critical others instead of being in some other setting. They routinely compose letters or settle on significant distance phone decisions for companions or family; they like to work in gatherings and are delicate to others' responses to them, they lean toward shared, non-serious exercises and work in which they work intimately with others, like showing small kids and directing (Herzberg, Mansner and Snyderman, 1959; Ankeli, 2013). Crafted by McClelland and his associates set up the significance of an individual's design of these intentions everybody has some level of every rationale, except the overall strength differs. It is the example of an individual's rationale strength that is frequently the most characteristic of word related execution and achievement.

Rybniek (2019) revealed that affiliation needs closely matches the reward, a high affiliation needs and personal experience with respectful leaders. While it was revealed that the need for affiliation was not related to job involvement and to organizational commitment (Steinmetz, 2011).

Among 250 arbitrarily chose teachers, (124 male, 126 female) wedded and unmarried exhibited a similar

degree of job satisfaction on this viewpoint: inherent part of the job, compensation, limited time roads, and administrations conditions, actual offices, satisfaction with specialists, satisfaction with economic wellbeing and family government assistance, compatibility with understudies, relationship with colleagues and absolute segments of job satisfaction (Kalhotra, 2012).

Nkashi (2014) revealed that there is a positive significant relationship between task autonomy, task involvement, recognition, salary, job security, and job condition, and employee performance. Job security has a high positive relationship with employee performance than other variables and task autonomy has a low positive relationship with employee performance.

### Methodology

Correlational research was used to determine the significant relationships between variables. Its purpose was to investigate the extent to which variations in one factor correspond with variations in one or more factors based on correlation coefficient (Navarro, 2011, Castroverde, 2017). Findings from correlational research can be used to determine prevalence and relationships among variables, and to forecast events from current data and knowledge (Curtis, 2016).

The relationships can provide the impetus for further associations. It clarifies the understanding of the important phenomenon through the identification of relationship among variables. In this case, it used to predict the relationships of Achievement, Power and Affiliation to the Job Satisfaction.

Multiple regression is an extension of simple linear regression. It is used to predict the value of a variable based on the value of two or more other variables. The term was first used by Pearson in 1908. The general purpose of multiple regressions is to find the relationship between several independent variables and a dependent variable (Castroverde, 2017).

### Respondents

The respondents of this study were the 100 randomly selected secondary mathematics teachers in the 1st District of Iloilo for school year 2019-2020.

The desired number of samples was determined using the general rule of thumb where the participants should not be less than 50 (Wilson, 2007). Green (1991) suggested that the sample size  $N > 50 + 8m$  (where  $m$

is the number of IVs) for testing the multiple correlation.

The entire group of respondents was composed of 100 (100%) teachers from the 7 different municipalities in the 1st District of Iloilo. The respondents were classified according to municipality and school. When categorized as to municipality, 15 (15%) from Guimbal, 12 (12%) from Igaras, 16 (16%) from Miagao, 16 (16%) from Oton, 13 (13%) from San Joaquin, 16 (16%) from Tigbauan and 12 (12%) from Tubungan. When categorized as to school, 4 (4%) from Lanag Norte NHS, 8 (8%) from Tubungan NHS, 9 (9%) from Guimbal NHS, 3 (3%) from Particion NHS, 4 (4%) from Nalundan NHS, 2 (2%) from Alameda NHS, 14 (14%) from Igaras NHS, 7 (7%) from Don Felix Serra NHS, 9 (9%) from San Joaquin School of Fisheries, 12 (12%) from Tigbauan NHS, 13 (13%) from Oton NHS, 4 (4%) from Kirayan NHS, 5 (5%) from Miagao NHS, 4 (4%) from Palaca-Damilisan NHS and 3 (3%) from San Rafael NHS.

### Instruments of the Study

Two instruments used to gather the needed data in the study were: Job Satisfaction Questionnaire and Motivational Needs Questionnaire. The instrument was composed of two (2) parts. Part I was the “Job Satisfaction Questionnaire” adopted from Romero (2017) which is composed of 30-item question to determine the level of job satisfaction. The respondents were asked to choose (1) “Not at all Satisfied”, (2) “Slightly Satisfied”, (3) “Moderately Satisfied”, (4) “Very Satisfied” and (5) “Completely Satisfied”.

Part II was Motivational Needs Questionnaire which was adopted from Neill (2009) who also adopted it from Junker (2001) which is composed of three (3) parts. Part A determines the level of need for Achievement, Part B determines the level of need for Power and Part C to determine the level of need for Affiliation. The respondents were asked to state (1) “never”, (2) “rarely”, (3) “sometimes”, (4) “often” and (5) “always”.

The adopted questionnaire was subjected for validity and reliability testing. First it was presented to a panel of three (3) experts for the content and face validation. The test items were evaluated according to its appropriateness, relevance, and for other suggestions.

### Procedure

Prior to the conduct of the study, the researcher asked permission to conduct the research study from the

dDean, School of Education, NIPSC, Estancia, Iloilo. He then sent a letter to the Schools Division Superintendent, Secondary Schools Principal in the First Congressional District of Iloilo seeking permission to administer questionnaire instruments to his respondents who were the secondary mathematics teachers.

After which, the researcher personally distributed and administered his questionnaire instruments to all the respondents covered in the area. Data were carefully gathered, classified, tallied, computer-processed, tabulated, analyzed, and interpreted.

## Results and Discussion

### Mean Scores in Achievement, Power, Affiliation, and Job Satisfaction

Scores in achievement, power, affiliation, and job satisfaction of mathematics teachers were determined using mean.

Results revealed that the achievement of teachers was “above average” ( $M = 3.71$ ,  $SD = 0.49$ ); power ( $M = 3.14$ ,  $SD = 0.52$ ) was “average”; affiliation ( $M = 3.57$ ,  $SD = 0.47$ ) was “above average”; and job satisfaction ( $M = 3.61$ ,  $SD = 0.49$ ) was “high”.

The result showed that the level of job satisfaction among mathematics teachers was “high”, while for human motivations, the level in the need for achievement was “above average” which was the same in the level of need for affiliation and “average” level in need for power. Among the three independent variables, achievement had the highest mean, and power had the lowest.

The spread of the scores from the mean is almost the same to every one of the variables. It would appear, therefore, that mathematics teachers of the First District of Iloilo wish to fulfill their achievement motivation first than having power or authority over others. It indicates that they would be given moderately challenging goals and be provided with frequent feedback rather than need for institutional power that increase their scope of responsibility (Moriarty, 2014).



Table 1. *Mean Scores in Achievement, Power, Affiliation, and Job Satisfaction of Mathematics Teachers*

Variables	M	SD	Description
A. Motivational Needs (MN)			
Achievement	3.71	0.49	above average
Power	3.14	0.52	average
Affiliation	3.57	0.47	above average
B. Job Satisfaction (JS)	3.61	0.49	high

### Relationship among Mean Scores in Achievement, Power, Affiliation, and Job Satisfaction

The relationship among mean scores in achievement Power, affiliation, and job satisfaction was determined using Pearson-r.

Based on the findings, positive substantial correlations were found between the mean scores in achievement and job satisfaction ( $r = 0.584$ ,  $p < 0.001$ ) and positive low correlation between mean scores in affiliation and job satisfaction ( $r = 0.348$ ,  $p < 0.001$ ). Correlation for independent variables, mean scores in achievement and mean scores in affiliation and mean scores in job satisfaction were all significant. This means that only achievement and affiliation but not power in the matrix (independent variable) was linearly correlated with job satisfaction (dependent variable).

The results imply that the mean scores in achievement and affiliation have low substantial bearing on how mathematics teachers were satisfied with their job.

This result agrees with Levinson (2019) who proved that professional organizational affiliation was found to be positively and significantly correlated with job satisfaction and Lo (2016) whose findings stated that staff achievement's elements were the significant indicators to measure job satisfaction, including professional goals, attend professional meeting, fringe benefits, earn additional incomes, further education, professional staff rank, and the professional status and job promotion showed the higher level of relationship with job satisfaction level.

Aloysius' 2012 also found a positive moderate correlation between need for achievement and job satisfaction where need for achievement of teachers play a vital role in deciding their job performance and job satisfaction.

Contradictory results revealed that there was no significant correlation found between need for achievement, power, affiliation, and job satisfaction between male professionals. This validated the result that a need for achievement is often related to a need for power in the workplace (Suri, 2016).

Table 2. *Intercorrelated Matrix of Mean Scores in Achievement, Power, Affiliation, and Job Satisfaction of Mathematics Teachers*

	1	2	3	4
Job Satisfaction (1)		$r=0.584^{**}$ $p=0.000$	$r=0.065$ $p=0.519$	$r=0.348^{**}$ $p=0.000$
Achievement (2)			$r=0.256^{*}$ $p=0.010$	$r=0.459^{**}$ $p=0.000$
Power (3)				$r=0.513^{**}$ $p=0.000$
Affiliation (4)				

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

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

### Predictors of Job Satisfaction of Secondary Mathematics Teachers

A linear combination of three motivational independent variables used in this study could best predict the job satisfaction of mathematics teachers, to answer the question of whether mean scores in achievement, mean scores in power, and mean scores in affiliation are the best predictors of teachers' job satisfaction, a regression coefficient of each of the admission criteria were computed.

Among the three predictors considered to predict the job satisfaction of mathematics teachers in secondary schools, mean scores in achievement are found to significantly influence job satisfaction. The beta coefficient shows that for every increase in the score in achievement, there is a corresponding increase of 0.583 in job satisfaction.

These findings indicate that among the three predictors and achievement is the strongest and only predictor of Job Satisfaction among secondary mathematics teachers as shown in Table 4. The multiple correlation coefficient squared ( $R^2$ ), also called the coefficient of determination of achievement is 0.334.

R-squared measures the proportion of the variation in the dependent variable (Y) explained by the independent variables (X) for a linear regression model. The interpretation of  $R^2$  is like the interpretation of  $r^2$ , namely the proportion of variance in Y that may be predicted by knowing the value of the X variables.

Table 3. *Predictor of Job Satisfaction*

Variable	Job Satisfaction			
	R <sup>2</sup>	B	t	p
Constant	0.334	1.448	4.726	0.000
Achievement		0.583	7.119	0.000
Power		-0.090b	-1.063	0.291
Affiliation		0.102b	1.107	0.271

Note: Significant at  $p < 0.05$

In the previous section, it was observed that there were cases of significant as well as insignificant relationships between various independent and dependent variables.

Job Satisfaction = 0.583 (Achievement) + 1.448. Thus, if a teacher has a score in achievement, e.g., 3.4, the job satisfaction is equal to  $0.583(3.4) + 1.448 = 1.982 + 1.448 = 3.430$ .

The formulated multiple regression equation shows that of the three variables considered as predictors, the achievement was found significantly to influence the job satisfaction of mathematics teachers. From the above equation, for every increase in the mean score of mathematics teachers in achievement, there is a corresponding increase of 0.583 in job satisfaction.

## Conclusion

In light of the findings presented, the following conclusions were drawn: It can be said that secondary mathematics teachers have high level of job satisfaction, above average level of need for achievement and affiliation and average level of need for power. Then it can be inferred that math teachers are very satisfied with their job, often motivated to play out the difficult tasks, often propelled to have social connections, and at times roused to be in charge. This is the motivation behind why many teachers are offered the freedom to lead in their respective schools.

Since the findings showed a significant relationship between achievement, power, and affiliation, it can be inferred that people who are stimulated by achievement and affiliation are more reasonably content with their job. The explanation perhaps why many teachers are not inspired to be in charge for they are not offered errand to lead by their school heads or to be a teacher in control. They do not have an opportunity to take the administrators test.

In as much as the findings of the study showed that among achievement, power, and affiliation, achievement predicts job satisfaction then it demonstrates that achievement incredibly impact teachers job satisfaction, to such an extent that teachers who were given assignment by their school heads are more than fulfilled than the intrinsic who are affiliated and in charge.

For every increase in the mean score of mathematics teachers in achievement, there is a corresponding increase of 0.583 in job satisfaction. The more teachers are provoked to perform task in their school, the more they are fulfilled in their job.

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