Examining Autonomy in Teaching and Job Satisfaction among Learning Facilitators

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ABSTRACT

This study aimed to explore teacher autonomy and job satisfaction among learning facilitators of a private school in Quezon City during the academic year 2021-2022. Fifty (50) randomly selected faculty members responded according to two standard scales applied, namely the teacher autonomy scale of Diyan and Adediwara and that of Paul Spector Scale for measuring job satisfaction. Based on the research results, instructors have a very high degree of autonomy in using teaching styles as well as in the areas of classroom management and student discipline, and a high degree of autonomy in making decisions. Furthermore, in terms of job satisfaction, respondents are very satisfied with superiors, colleagues, communication, nature of work, promotions, and conditional rewards, while being moderately satisfied. with salary and benefits issues. However, the level of satisfaction of learning facilitators seems low with the conditions of their work. Finally, teaching autonomy and job satisfaction of the facilitators have a weak positive correlation, implying that while both variables tend to go up or down in response to one another, the relationship is not very strong.

Keywords: *Teaching Autonomy, Job Satisfaction, Educational Management, Faculty Development.*

INTRODUCTION

Teaching autonomy has become an important factor in the modern context of an educational institution. Teachers are becoming more and more interactive with students, especially in managing students' educational work. A teacher's teaching style depends greatly on the environment and the decisions they can make independently. Sehrawat (2014) defines pedagogical autonomy as the ability of teachers to control their own teaching. She added that educational autonomy means freedom to study, learn, and teach. Teachers can work without restriction or fear. Smith (2017) believes that teachers are developing learners. This means they can feel satisfied and can grow in their field if they are allowed to make their own decisions. Exposure to this type of educational system can positively

influence teacher satisfaction. Smith (2017) added that deep collaboration with administrators can take away from teachers' thinking time. Administrators' vision of creating predictable classroom outcomes will turn teachers into "robots." This will lead to professional indecision on the part of teachers.

This study took place at a private Dominican Catholic school in the Philippines. The teachers of this educational institution are called learning facilitators because the school believes in the supporting role of teachers in the teaching and learning process. Learning facilitators can teach in their preferred method if they have enough autonomy to do so. Independence in the classroom can create more opportunities for instructors to teach lessons more expressively. In this way, instructors can enthusiastically carry out educational activities that will make students more satisfied. Student satisfaction in today's society is clearly very important. Their learning strategies are dynamic and dependent on the environment.

According to the nature and characteristics of teaching autonomy, it clearly has a significant relationship with the instructor's job satisfaction. Autonomy clearly has a significant relationship with job satisfaction (Farris-Berg, 2015). Job satisfaction is expressed in the degree to which employees are motivated and satisfied with their current job. Job satisfaction occurs when there is job stability, career development, and work-life balance.

The study is anchored on two principles: Universal Design for Learning and Two-Factor Theory. Universal Design for Learning, which was formulated by David H. Rose, Ed. D (1999) reduces the barrier between students and teachers as it promotes teaching independence. The principle was created to diminish the hindrance between teachers and students and expand opportunities that will create a conducive environment for

students. The principle is also intended to help teachers and curriculum designers formulate a system that will create opportunities that will reach the widest range of students as much as possible. The model also provides three principles that teachers are allowed to use and should apply, which are: the use of multiple means of presentation, multiple means of expression, and participation. The two-factor theory was developed by Frederick Herzberg in 1959. He classified good experiences as satisfaction (motivating factors/satisfaction factors) and bad experiences as dissatisfaction (hygiene factors or dissatisfaction factors). Herzberg (1959) classifies performance, recognition, professional status, responsibility, and growth opportunities as motivational factors, and includes pay, secondary working conditions, relationships with coworkers, physical workplace, supervisors, and employees. Relationships between employees are classified as hygiene. He states that working conditions have a significant impact on how employees work. He added that motivation and hygiene are not completely contradictory. The two factors affect the same area.

Teaching Autonomy

Sehrawat (2014) defined teaching autonomy as the facilitator's ability to control competence and teaching style. Instructional autonomy includes the facilitator's ability to develop learning strategies for the benefit of students and their development. Educational autonomy also means the willingness, ability, and freedom to take responsibility for one's own learning and teaching. (Huang, 2005). According to Smith (2001), there are six major characteristics: self–directed professional action, capacity for self-directed professional action, freedom from control over professional action, self-directed professional development, capacity for self-directed professional development, and freedom from control over professional development. Judging from the six traits, teaching autonomy is about the development of both the professional

action of the teacher and his/her own development as a professional. Mac Grath (2001) divided teaching autonomy based on the traits provided by Smith (2001). The two dimensions are self-directed action or development and freedom from the control of others.

Job Satisfaction

Job satisfaction is important for all types of jobs around the world, and satisfaction with teaching is one of them. Inayat (2021) defined job satisfaction as a certain level of satisfaction that a person feels or perceives in the work he or she does. According to him, job satisfaction is related to many work-related variables such as productivity, absenteeism, and turnover. Job satisfaction is important because it affects how employees work and behave in the workplace. Their performance depends on how motivated they are and how they perceive their work. Performance is related to satisfaction. The higher the satisfaction level, the better the performance. Hee (2020) states that improved satisfaction will lead to increased productivity, reduced turnover, reduced absenteeism, the level of union organization, the number of accidents, improved working environments, increased customer satisfaction, and more. It adds that this could lead to rapid and sustainable growth. Judging from these dependent variables, we can conclude that performance depends on employee satisfaction.

Conceptual Framework

Combining this theory with teacher satisfaction with teaching autonomy and teaching skills, teacher motivation and satisfaction may influence what opportunities for growth teachers should have and what appropriate rewards they should receive. Determined by the maximum level of growth a facilitator can achieve depends on its conditions. The theory is that if employees get what they deserve, they will experience higher levels of motivation and satisfaction.

This study is about the relationship between

educational autonomy and satisfaction with the level of educational autonomy. The study also shows how teaching autonomy influences teachers' enthusiasm, emotional satisfaction, and morale. Assuming that facilitators are given some autonomy, as the paradigm suggests, this can influence how satisfied they are with their jobs. This paradigm shows that teacher autonomy influences satisfaction. Autonomy has a significant impact on how satisfied facilitators are with colleagues, students, and other teachers, as well as with their own professional development. Those correlations are also influenced by external factors such as seniority and gender.
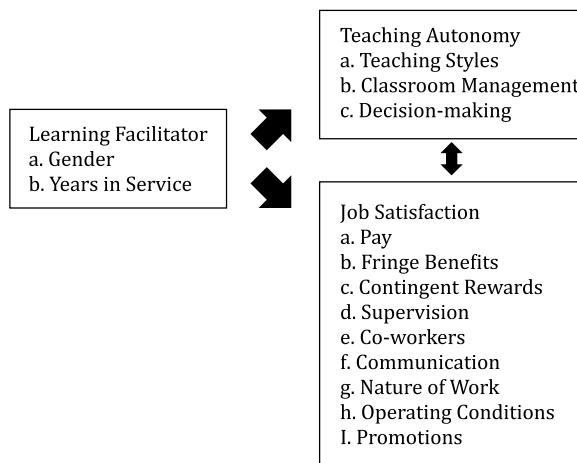

Figure 1. Conceptual Framework

Diverse educational autonomy is further categorized into three aspects: use of teaching styles, classroom management, and decision-making. Another variable, job satisfaction, is divided into nine dimensions: salary, benefits, contingent compensation, supervision, co-workers, communication, nature of work, operating conditions, and promotion.

Research Problems

This study aims to explore the relationship between teaching autonomy and the level of teaching job satisfaction among the facilitators of a private school in Quezon City. Specifically, it sought answers to the following research questions.

1. What is the demographic profile of the facilitators in terms of the following:
   a. Gender
   a. Years of service
2. What is the level of teaching autonomy among the teachers in terms of the ff:
   a. 2.1 Use of teaching style
   b. 2.2 Classroom management
   c. 2.3 Decision-making
3. What is the level of the teaching job satisfaction of the respondents in terms of the ff:
   a. 3.1 Pay, Fringe Benefits and Contingent Reward
   b. 3.2 Supervision, Co-workers, and Communication
   c. 3.3 Nature of Work, Operating Conditions, and Promotion
4. Is there a significant difference between the teaching autonomy and job satisfaction of the respondents when grouped according to the demographic profile?
5. Is there a significant relationship between the teaching autonomy and job satisfaction of the respondents?
6. Based on the findings of the study, what inputs may be offered to the faculty development program of UST-Angelicum College?

METHODS

The researcher used a correlational research design to weigh how relevant and important one variable is to another. Correlational research designs weigh the overall association of two variables without any manipulation on the part of the researcher (McCombes, 2019). Its main purpose is to determine whether variables influence other variables. The researcher used a positive correlation in which when one variable increases, the other variable also increases. Their responses were collected through a questionnaire. To provide more accurate data, the survey used a Likert scale. This scale provided detailed responses about educational autonomy and the professional freedom it affords.

The respondents of the research were randomly selected facilitators from a private school for the school year 2021-2022. The selected facilitators came from various departments in elementary, junior high school, and senior high school, and were asked to participate in the study by completing a questionnaire through Google Form. The answers they gave were used by the researchers to determine their level of teaching autonomy and how it related to the job satisfaction they derived from it.

To assess the level of teacher autonomy, Dhyan and Adiwala's Teacher Autonomy Scale is used. Under the scale are the following dimensions: classroom management or discipline, use of teaching styles, and decision-making. To measure job satisfaction, the researcher used Spector's JSS Job Satisfaction Scale. This survey covers questions regarding employees' perceptions, insights, and opinions in their current professional situation. The JSS scale provides more accurate information about job satisfaction because it reveals employees' deeper professional needs. This scale has nine dimensions: pay, benefits, contingent compensation, supervisors, employees, communication, job type, operating conditions, and promotions. Standardized measures are sophisticated satisfaction measures because they consider all aspects of employee satisfaction.

After gathering the data from the survey, the researchers proceeded to compute for the weighted mean of the answers of the respondents to each question. The following ranges are used in every classification of the scale:

Table 1. Teacher Autonomy Range of Weighted Mean

Level of Agreement of The Respondents Towards Their Autonomy As Teacher	Range
Strongly Agree	3.26-4.00
Agree	2.51-3.25
Disagree	1.76-2.50
Strongly Disagree	1.00-1.75

Table 2. Job Satisfaction Range of Weighted Mean

Level of Agreement Towards Teaching Job Satisfaction	Range
Strongly Agree	4.76-6.00
Agree	3.51-4.75
Disagree	2.26-3.50
Strongly Agree	1.00-2.25

For the preliminary analysis of the demographic profile of the respondents, the frequency and percentage were used. The arithmetic mean was also computed in order to describe the general level of the respondents' teaching autonomy and job satisfaction. For inferential analysis, the Pearson Product Moment Correlation Coefficient was computed in order to determine the relationship between the teaching autonomy and job satisfaction of the respondents. Moreover, the Mann-Whitney U-Test was used to test the difference in the levels of teaching autonomy and job satisfaction of the respondents when grouped according to gender and years of service. The researcher used Microsoft Excel and SPSS Version 23 to analyze all the data.

RESULT AND DISCUSSION
The demographic profile of the facilitators in terms of the following:
1.1. Gender
2.2. Years of Service

The tables that follow summarize the demographic profile of the respondents according to gender and years of service.

Table 3. Demographic Profile-Gender

Gender	No. of Respondents	Equivalent Percentage
Male	14	28%
Female	36	72%
Total:	**50**	**100%**

During the data gathering procedure, the researcher was able to gather data from fifty (50) respondents. Out of 50 respondents, 14 are male which covers 28% of the total sample and 36 are female which covers most of the percent distribution which is 72%.

Table 4. Demographic Profile- Years of service

Years of Service	No. of respondents	Equivalent Percentage
1-10 years	28	56%
More than 10 years	22	44%
Total	**50**	**100%**

From the 50 respondents, 28 respondents or the 56% of the sample are those in the service for not more than 10 years while the 22 respondents or the 44% of the sample are those who are currently working for more than 10 years.

High overall average scores in this area indicate that the learning facilitators are empowered to use their preferred teaching style. This is because educational institutions do not require or impose any guidelines that teachers must have a particular teaching style. Restricting teachers from using their own teaching style is not beneficial to students. Persaud (2019) observed that not all students can adapt or respond well

Table 5. The level of Teacher Autonomy in terms of Teaching Style

Statement	Mean	Interpretation	Rank
1. The expectation of my school is that I should be creative in my teaching approach.	3.68	Strongly Agree	1
2. I am actively involved in offering solutions to the problems that occur in my classroom.	3.42	Strongly Agree	3
3. The skills taught in my class are those I select	2.84	Agree	4
4. I execute how instructional materials are used in improving students' learning styles.	3.44	Strongly Agree	2
Overall mean	**3.35**	**Very High**	

to certain teaching styles. Additionally, there are different types of teachers depending on how they view their role in the classroom. Through this, the organization enables teachers to maximize their preferred teaching methods to meet the different learning needs of students, while promoting collaborative learning for students.

Although the three statements under the subscale states that they are free to use their own teaching styles, the mean of the third statement which is 2.84 indicates they still have to follow the guidelines of the curriculum in developing the skills of the students. The overall mean of 3.35 indicates that the facilitators have a very high level of autonomy in terms that they are allowed to use their preferred way of teaching as long as it is still aligned with the framework of the curriculum.

The result shows that the learning facilitators strongly agree that they have set standards for classroom behavior (3.64) and have established clear disciplinary rules for their class (3.52). Additionally, instructors strongly agreed on how they planned to use instructional materials to improve students' learning styles (3.50). Overall, the results show that instructors have a high degree of educational autonomy in the areas of classroom management and student discipline. The results show that in the classroom, it is the

teacher who regulates the standard behavior that students should demonstrate in class. This result is due to the facilitators being adequately trained and experienced to manage student discipline and misbehavior. They understand student psychology and as expected, they are primarily responsible for regulating student behavior. According to the survey results, instructors all agree that they set behavioral standards for students in class (3.64).

This is also because they are more aware of student behavior than administrators due to their daily proximity to students. In a study conducted by Dr. Barry Parsonson titled Evidence-Based Classroom Behavior Management (2012), he pointed out that conducting an effective classroom behavior management should be planned well to produce a higher level of engagement among students toward learning. It implies that setting the standard behavior of the class should be done by the facilitator because they are the ones handling the students and they know more about them. It also promotes a higher level of learning engagement for the students if the way they are managed in a way that is relatable.

This subscale deals with the teacher's autonomy in selecting and deciding what avenues to use in maximizing learning for the students.

Table 6. The Level of Teacher Autonomy in terms of Classroom Management and Student Discipline

Statement	Mean	Interpretation	Rank
1. I set the standard of behavior students should exhibit in the classroom.	3.64	Strongly Agree	1
2. The decision on materials that could provide pathways to accelerate students' learning is left to me to make	3.22	Agree	4
3. I make plans on how instructional materials are used in improving students' learning styles.	3.50	Strongly Agree	3
4. I am involved in the formulation of the school evaluation and assessment policies.	2.68	Agree	7
5. I am given a free hand in the implementation of school assessment policies in relation to my subject.	3.00	Agree	5
6. The principal usually involves me in the development of school policy that affects my lesson.	2.70	Agree	6
7. Clear rules on discipline are laid by me in my class	3.52	Strongly Agree	2
Overall mean	**3.18**	**High**	

The statement with the highest level of agreement among facilitators has an accumulated mean of 3.50 which is selecting the type of exams or test to be used in the classroom. The facilitators also agreed that they are involved in breaking down the curriculum of their subject, with a mean of 3.16. Moreover, the facilitators in the institution are highly involved in the aspects of their respective curricula. The third statement with the highest agreement has a mean of 3.08 where the facilitators' opinions are taken into consideration especially those that affect the students.

Teachers agree that their opinions are taken into consideration, especially those that affect the students. This indicates that teachers' opinions and suggestions are accepted without restrictions from the supervisors. This is due to the reason that teachers are involved in closely assessing the students so there is a need for their opinions to be considered. In addition to this, the results imply that the supervisors and school administrators trust the facilitators which is an important factor in fostering positive relationships between them. The results gathered in this subscale imply a high level of autonomy since the teachers are allowed to decide on the materials to be used in learning assessment and are involved.

In general, the learning facilitators have a high degree of educational autonomy. The overall average implies that schools allow themselves to manage and discipline students. They also have the right to choose the type of teaching style to use, as it will lead to the academic growth of the students, and they are allowed to decide as long as it is consistent with the goals of the institution and the program itself.

The overall mean of the subscale for pay indicates moderate satisfaction (3.94). This moderate satisfaction was largely affected by how facilitators perceived rises in the salary. In the subscale, the facilitators agree that increases are few and the frequency is far in succession. Their dissatisfaction implies that the increase is not felt since it is not that high, and the frequency is far between. The cause can come from both the employer and the employee himself. Heathfield (2019) pointed out that there are various reasons for the possible salary increase.

Table 7. The Level of Teacher Autonomy in Decision-Making

Statement	Mean	Interpretation	Rank
1. I am expected to be involved in breaking down the curriculum of my subject	3.16	Agree	2
2. I select the type of test to be used in assessing students.	3.50	Strongly Agree	1
3. The school principal usually involves me in the development of school policy that affects my lessons.	2.82	Agree	5
4. My school principal usually takes into consideration my opinions on matters that affect my students.	3.08	Agree	3
5. I only concentrate on the goals and objectives I set for my teaching.	3.06	Agree	4
Overall mean	**3.12**	**High**	

Table 8. The Teaching Autonomy Among Facilitators

Dimensions	Mean	Verbal Interpretation	Rank
Classroom Management and Student Discipline	3.18	High	2
Use of Teaching Styles	3.35	Very High	1
Decision Making	3.12	High	3
Overall Mean	**3.20**	**High**	

Table 9. Job Satisfaction on Pay, Fringe Benefits, and Contingent Rewards

Pay	Mean	Interpretation
1 I feel like I am being paid a fair amount.	4.14	Agree
2 Raises are too few and far between.	3.74	Agree
3 I feel unappreciated by the organization when I think about what they pay me.	2.62	Disagree
4 I feel satisfied with my chances of salary increases.	3.96	Agree
Over-all Satisfaction Mean	**3.94**	**Moderate**
Fringe Benefits	**Mean**	**Interpretation**
1. I am not satisfied with the benefits I receive.	3.08	Disagree
2. The benefits we receive are as good as most other organizations offer.	3.98	Agree
3. The benefits package we have is equitable.	4.28	Agree
4. There are benefits we do not have that we should have.	3.58	Agree
Over-all Satisfaction Mean	**3.90**	**Moderate**
Contingent Rewards	**Mean**	**Interpretation**
1. When I do a good job, I receive recognition for it that should receive.	4.22	Agree
2. I do not feel that the work I do is appreciated	2.76	Disagree
3. There are few rewards for those who work here.	3.20	Disagree
4. I do not feel my efforts are rewarded the way they should be.	3.00	Disagree
Over-all Satisfaction Mean	**4.07**	**High**

These reasons depend on both the employer and the employee. Heathfield (2019) explains that a company or organization can base salary increases on an employee's annual performance report. She added that salary increases are imminent if they are part of a contract signed before the employee joins the company. It is likely that the salary increase will depend on the employee's performance and contribution to the organization.

Fringe benefits are additional compensation claims that employees have in addition to their primary pay. Benefits may include health insurance, car insurance, educational assistance, housing subsidies, and employee discounts. These requirements are agreed upon when signing the contract. In this regard, facilitators could not agree more that their benefits are fair (4.28) and that the benefits they receive from the institution are as good as any institution can get (3.98). Receiving fair benefits means being fair and exactly what was agreed upon. Respondents also agree that they have the best benefits any organization can offer them. They also believe

that there are advantages that they do not have but should have (3.58). Facilitators are satisfied with the benefits they receive (3.08).

Overall, this aspect is explained moderately satisfactorily with an average score of 3.90, indicating that the facilitators enjoy additional benefits but nevertheless, they perceive that this is not enough to satisfy their level of satisfaction in terms of social benefits. The results also indicate that comparison occurs when teachers decide whether they are satisfied with the benefits they receive. Janzer in 2018 on the importance of employee well-being, explained that providing small aspects can create changes. She added that these benefits make work more enjoyable and less painful for employees. Another sign of the overall average is mild dissatisfaction that may stem from mild dissatisfaction with their salary. This means that if they think their salary is not enough, they will aim for more benefits, thereby raising the bar on what they will receive beyond their starting salary.

Conditional rewards refer to a system of rewards

employees achieve the organization's defined goals. In return, the administrators must reward their employees with positive comments. In the data, supporters agreed that they received the recognition they deserved for the work they did (4.22). They disagreed when asked about some of the rewards obtained during their time at the institution (3.20) and they did not think their efforts were adequately rewarded (3.00). They also agree that their work is appreciated (2.76). The overall mean of the subscale was 4.07, indicating high satisfaction with contingent rewards at work. The significance of the results is that the school's administrators recognize the efforts of the learning facilitators and reward them accordingly. Rewarding employees with praise and thanks creates positivity in employees, which in turn increases their satisfaction.

Supervisory job satisfaction is a subscale related to the supervisor's leadership qualities and their competence as a leader. This subscale received high approval. This means that the learning facilitators are very satisfied with their supervisor's performance. Instructors view their supervisors as competent (5.16) and rate them highly (4.90). They also believe that their superiors care about their subordinates (2.36) and they strongly agree that their superiors are always fair to them (1.90). Overall, this subscale received positive responses from respondents, resulting in an average score of 4.95, indicating high levels of satisfaction. This implies that the institution's administrators are competent and good leaders. Competent supervisors are one of the areas emphasized when employees think about job satisfaction. They must be surrounded by competent colleagues to grow professionally and be satisfied with their work. Thalib (2016) stated that one of the factors that influence satisfaction is initiation and leadership. When leaders demonstrate competence, employees are motivated and feel guided in their work.

The Co-workers subsection of the Job Satisfaction Scale addresses how the learning facilitators like their coworkers, their skill level and the effort required to match that, and the fieldwork process. The respondents agree that they like the people they work with (5.12) and also enjoy

Table 10. Job Satisfaction on Supervision, Co-workers, and Communicationt

Supervision	Mean	Interpretation
1. My supervisor is quite competent in doing his/her job.	5.16	Strongly Agree
2. My supervisor is unfair to me.	1.90	Strongly Disagree
3. My supervisor shows little interest in the feelings of subordinates.	2.36	Disagree
4. I like my supervisor.	4.90	Strongly Agree
Over-all mean	**4.95**	**High**
Co-workers	**Mean**	**Interpretation**
1. I like the people I work with.	5.12	Strongly Agree
2. I find I have to work harder at my job because of the incompetence of people I work with.	2.56	Disagree
3. I enjoy my co-workers.	4.98	Strongly Agree
4. There is too much bickering and fighting at work.	2.40	Disagree
Over-all mean	**4.79**	**High**
Communication	**Mean**	**Interpretation**
1. Communication seems good within the organization.	4.58	Agree
2. The goals of this organization are not clear to me.	2.14	Strongly Disagree
3. I often feel that I do not know what is going on with the organization.	2.88	Disagree
4. Work assignments are not really explained.	2.62	Disagree
Over-all mean	**4.49**	**High**

the companionship of their colleagues (4.98). They also don't need to work too hard because their colleagues are all capable (2.56). There are also fewer arguments and fights at work (2.40). This scale has an overall mean value of 4.79, indicating a high level of satisfaction.

Communication in this subscale refers to the methods of relaying information to individual employees and members of the organization. It also involves clarity of instructions in the workplace. The facilitators agreed that communication within the organization was good (4.58). They also agree that job duties (2.62) and organizational goals (2.14) are clear to them. They also admitted that they were aware of the organization's status and situation (2.88). The overall mean value is interpreted as high (4.49), which means that the learning facilitators are satisfied with the communication activities within the organization. Even so, improving communication in the workplace is one of the aspects of satisfaction that needs to be emphasized to create a productive and favorable working atmosphere in the workplace.

Juneja (2015), on the role of communication in employee satisfaction, emphasized the importance of healthy communication in an organization. She said employees are unhappy when information does not reach them completely and accurately. When these things happen, it feels like they are being pushed out of the organization's system. Employees should be involved in all types of organizational discussions to evaluate each issue in relation to the goals to be achieved. Feeling excluded is equivalent to being dissatisfied with the organization. Juneja's article implies that while communication in the workplace is good, it must be consistent, and employees must always be included in discussions to further enhance their knowledge of the organization.

The nature of the work is related to satisfaction with the work context and situation. Facilitators agree that their work is interesting (4.92). They also realize that they enjoy and take pride in what they do at work (4.86). Even though they have a lot of work to do, they still find meaning in what they do (2.58). The overall mean value

Table 11. Job Satisfaction on Nature of Work, Operating Condition and Promotion

Nature of Work	Mean	Interpretation
1. I sometimes feel my job is meaningless.	2.58	Disagree
2. I like doing the things I do at work	4.86	Strongly Agree
3. I feel a sense of pride in doing my job	4.86	Strongly Agree
4. My job is enjoyable.	4.92	Strongly Agree
Over-all mean	**4.77**	**High**
Operating Condition	**Mean**	**Interpretation**
1. Many of our rules and procedures make doing a good job difficult.	3.74	Disagree
2. My efforts to do a good job are seldom blocked by red tape.	2.64	Disagree
3. I have too much to do at work.	4.28	Agree
4. I have too much paperwork	4.44	Agree
Over-all mean	**2.80**	**Low**
Promotion	**Mean**	**Interpretation**
1. There is really little chance of promotion in my job.	3.64	Disagree
2. Those who do well on the job stand a fair chance of being promoted.	4.04	Agree
3. People get ahead as fast here as they do in other places.	3.38	Disagree
4. I am satisfied with my chances of promotion.	4.08	Agree
Overall mean	**3.72**	**High**

of the subscale is 4.77, indicating a high level of satisfaction and the inevitability of having difficulties at work, but the facilitators still look at the positive side of their struggles and that they always try to go past them and feel proud about their efforts.

Regarding operating conditions, facilitators may have a positive attitude about their efforts, but excessive workloads are one of the factors that make them unhappy with current working conditions. For this scale, satisfaction was low due to the amount of paperwork they had to complete (4.44) and the fact that they had too much work to do at work (4.28). These two negatively worded items received high levels of agreement, indicating low levels of satisfaction. Even in this case, they agree that the organization's rules and procedures are by no means an obstacle to their work (3.74) and that their efforts are sometimes hindered by bureaucracy. bureaucracy (2.64). The subscale received a low average overall satisfaction rating of 2.80. The results show that there is a large number of documents appearing with high frequency. This means they have to work extremely hard due to the huge amount of work they have to complete. It is inevitable that they will not face such a workload, but they consider it overwhelming and tiring. Another reason why they are dissatisfied with their functions is that regulations and procedures sometimes make it difficult to do their jobs. Animators sometimes have to work with extremely high awareness and strictly adhere to regulations that make it difficult for them to practice their profession. This level of conformity and formality can sometimes prevent them from being themselves.

On the aspect of promotion, the respondents agree that they are satisfied with promotion opportunities (4.08) and agree that people who do a good job have a high chance of being promoted (4.04). They disagree that there are few opportunities for advancement (3.64), but this still indicates mild dissatisfaction. One factor has led to disagreement. Facilitators don't believe they can move as fast as others elsewhere (3.38). Although satisfaction with the specific aspect was high (3.72), there was still some dissatisfaction with the pace of advancement. Mild dissatisfaction may stem from employees' perceptions of their performance. Employees think that working hard means getting promoted right away, which is clearly not the case. There is a promotion system for most jobs, but their respective speeds vary from one job to another.

The data described above show that female facilitators (3.27) have a higher level of teaching autonomy than male facilitators (3.17). The results of the Mann-Whitney U test show that since the p-value is 0.603, which is greater than 0.05, there is not enough evidence to conclude that the level of instructional autonomy of instructors differs when they are grouped by gender.

The reason why female executives have more autonomy is probably because women are more receptive to the environment and tend to work harder and find out whether they are competent or not. In a study conducted by Badenas & Croucher (2016), they found that both have the same number of career advancement opportunities, but women often feel they need to explore their abilities and improve their

Table 12. Gender Difference in the Teaching Autonomy of the Facilitators

Gender	N	Mean	SD	P-Value	Interpretation
Male	14	3.17	.37	.603	There is no significant relationship
Female	14	3.27	.37		

qualifications. higher skill level to be able to demonstrate their abilities in an industrial environment. organizations because men are often given priority for management positions because they assume they have management skills. Women's higher levels of autonomy mean they explore more of what they should do at work. For this reason, they are more interested in finding the teaching style to use to analyze students' learning abilities. The study also revealed that women perform better than men at work. In terms of research, results show that women explore more career skills opportunities and tend to know that part of a teacher's responsibility is discipline, classroom management, and deciding what is best for students based on their alignment with the study program.

Although women have greater autonomy, there are minimal differences in the level of teaching autonomy when grouped by gender. The reason is that teachers, regardless of gender, have a certain amount of autonomy in their work. The curriculum and the goals of the institution are the same for all, thus, teachers are also required to adhere to the same rules and enjoy the same opportunity.

Table 13. Difference in the Teaching Autonomy of the Facilitators According to Years of Service

Years of service	N	Mean	SD	P-Value
1-10 years	28	3.23	.34	.741
More than 10 years	22	3.20	.40	

The data shows that facilitators who are in the service for less than 10 years (3.23) have a marginally higher level of teaching autonomy compared to the facilitators who are in the service for at least 10 years (3.20). The results of the

Mann-Whitney U-test reveal that since the p-value is .741 which is greater than .05, there is no sufficient sample evidence to conclude that the levels of teaching autonomy of the facilitators differ when they are grouped according to years of service. Facilitators who are in the service for less than 10 years have marginally higher autonomy compared to those who are in the service for more than 10 years is probably because younger teachers even though they still lack work experience possess greater flexibility compared to their colleagues who are in the service for more than 10 years. Younger teachers are exploratory. This means they will always figure out what aspects of their job need to be done and what they should do. This result is similar to Dr. Anthony Mann's 2011 study on work experience, who explained that young people tend to view work experience as a way to improve their job application skills.

The data described above show that female facilitators (4.24) have a higher level of job satisfaction than male facilitators (4.07). The results of the Mann-Whitney U test show that since the p-value is 0.329, which is greater than 0.05, there is not enough sample evidence to conclude that coordinators' job satisfaction levels vary when tested. group by gender.

This is probably because women are more involved in work than men. They feel more secure knowing that if they receive benefits, they will be more satisfied. Similar results were found in the study conducted by Ahmed Mansoora in 2017. In his research, he focuses on the impact of gender on customer satisfaction. Research results show that female customers have higher expectations of employees than male customers.Although they differ in the mean, there

Table 14. Gender Difference on the Job Satisfaction of the Facilitators

Gender	N	Mean	SD	P-Value	Interpretation
Male	14	4.07	.47.	.329	There is no significant difference
Female	14	4.24	.42		

is insufficient evidence to conclude that job satisfaction among coordinators differs when grouped by gender.

The data show that facilitators who have worked for at least 10 years (4.09) have lower job satisfaction than those who have worked for less than 10 years (4.21). The results of the Mann-Whitney U test show that since the p-value is 0.390, which is greater than 0.05, there is not enough sample evidence to conclude that coordinators' job satisfaction levels vary when tested. grouped by years of service. Staffinders (2017) believes that there are many ways to improve employee job satisfaction. These include training and development. Organizations should train and develop facilitators. It's usually the people who've worked for a shorter period of time that need training and development, which explains why facilitators who stayed for 1 to 10 years in the institution are more satisfied than those who've been in the institution longer. They are still at their peak in their desire to learn and grow. The general interpretation is that grouping respondents by years of service does not reveal significant differences. This is because people who have worked for more than 10 years are also satisfied with their jobs, as shown in the survey results, most of the satisfaction scales received a high level of agreement.

Table 16. Correlation Between Teaching Autonomy and Job Satisfaction of the Facilitators

	Job Satisfaction
Teaching Autonomy	.254

n=50, p-value =. 047

The correlation summary table above shows that the Pearson coefficient is r = .254 which means that the teaching autonomy and job satisfaction of the facilitators have a weak positive correlation. Also, the computed p-value is .047 which is less

than 0.05 which means that there is sufficient sample evidence to conclude that the two variables have a significant positive relationship with each other. This result implies that while both variables tend to go up or down in response to one another, the relationship is not very strong.

The result implies that teacher autonomy is not a predictor of job satisfaction. This may be because teachers' job satisfaction does not necessarily depend on their level of autonomy. What influences job satisfaction is multifaceted and involves many aspects. Medina (2012) suggests that if job satisfaction is addressed, it can result in higher productivity, lower employee turnover, reduced absenteeism, levels of solidarity, and the number of accidents. accidents, better working environment, better customer satisfaction, faster and sustainable growth.

CONCLUSIONS

In conclusion, the findings of this research reveal that facilitators in the studied educational institution enjoy a considerable degree of autonomy in their teaching practices, curriculum implementation, and classroom management. This autonomy extends to disciplining students and selecting appropriate behaviors, provided that these align with the school's mission and vision. Facilitators also have a significant role in determining the type of learning assessments used for their students, further showcasing their involvement in the educational process.

While facilitators perceive their salaries as adequate, they express a desire for supplementary benefits, and they feel that their work performance is fairly rewarded. This suggests a generally positive view of their compensation and recognition.

Table 15. Difference in the Job Satisfaction of the Facilitators According to Years of Service

Years of service	N	Mean	SD	P-Value	Interpretation
1-10 years	28	4.21	.43	.390	There is no significant difference
More than 10 years	22	4.09	.52		

Satisfaction levels among facilitators are high, particularly in terms of their relationships with supervisors and co-workers, as well as organizational communication. Despite facing a substantial workload, they maintain a positive perspective on their responsibilities, though some dissatisfaction exists regarding the pace of promotions and the presence of gaps in the promotion process.

The study also indicates that, on the whole, facilitators, regardless of gender or years of service, exhibit a similar level of teaching autonomy and job satisfaction. However, it's important to note that while teacher autonomy is positively related to job satisfaction, the association is relatively weak. These findings collectively shed light on the overall work environment and job satisfaction among facilitators in the organization, highlighting the significance of autonomy and its impact on their overall contentment. It suggests that providing teachers with a certain degree of autonomy can contribute to their job satisfaction, although other factors also play a role in shaping their professional experience.

Recommendations

Based on the findings of this research, the following recommendations are suggested to further enhance the understanding of facilitators' job satisfaction and the dynamics within the educational institution:

1. Larger sample size to ensure the accuracy and representativeness of the data, future research should consider a larger sample of respondents to provide a more comprehensive view of the facilitators' experiences and allow for more robust data interpretation.

2. Enhanced classroom monitoring is essential to closely examine the frequency and effectiveness of classroom monitoring by supervisors. Investigating how teachers manage classrooms, discipline students, and make decisions regarding learning materials can provide valuable insights into the practical application of their autonomy and its impact on student outcomes.

3. In-depth interviews with teachers should be conducted to explore their subjective perspectives on their professional status. This qualitative approach will help capture the nuances of their experiences, job satisfaction, and their views on the institution's mission and vision.

4. Institutions should invest in extensive teacher seminars that align with its goals moving forward. These seminars can enhance teachers' understanding of the institution's vision, mission, and expectations, fostering a sense of ownership and alignment with organizational objectives.

5. Another research study should be undertaken to explore various predictors of job satisfaction among facilitators. This can include factors such as workload, compensation, career development opportunities, and the role of autonomy in teacher satisfaction.

6. A complementary study focused on administrators and supervisors is recommended to understand their perspectives and experiences in managing and supervising teachers. This study would allow for an objective comparison between administrators' viewpoints and those of their subordinates, shedding light on potential gaps and areas for improvement in the institution's leadership and management.

By implementing these recommendations, educational institutions can gain a more comprehensive understanding of its facilitators' experiences, job satisfaction, and the overall effectiveness of its educational policies and practices. This will contribute to the continuous improvement and alignment of the institution's mission and vision with the needs and expectations of its teaching staff.

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