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DEVELOPMENT OF THE GUIDANCE COUNSELORS' OCCUPATIONAL AND LIFE SATISFACTION SCALE

Abstract

The study focused on the development of a scale to measure the occupational and life satisfaction of Filipino Guidance Counselors and it is called Occupational and Life Satisfaction Scale (OLSS). A mixed method was used in the study. There were two phases of the study namely, Data Generation and Items Construction which included content validity and reliability, and Implementation wherein the instrument was administered. Respondents of the study consisted of Guidance Counselors who were randomly selected from schools in the different levels in Regions 1, 2, 3, 4A and the National Capital Region. Five experts in the field of Guidance, Research and Testing were requested as Q Sort respondents and three Guidance Counselors were asked to review and revise the items. The instrument yielded a .723 reliability index. Results showed that the best predictors of occupational and life satisfaction was Educational Attainment and Professional Status. Guidance Counselors were found to have a Satisfied level according to OLSS. The study can be of good use in the hiring process, in the review of some provisions of the Guidance Law and in the guidance and counseling practice as a whole.

Keywords:

Guidance and Counseling, Occupational and Life Satisfaction, Filipino Guidance Counselors

The status of Guidance and Counseling in the Philippines has dramatically changed within the last two decades. The importance of and the need for guidance and counseling have become more and more evident in the Philippine educational landscape because of the changing needs and the psychological, social, physical and spiritual milieu of the Filipino people. Not only has the status of the profession changed but, more importantly, the status of the professional has leveled up such that expectations from the clientele, employers and significant others have become more and more demanding. In the same manner, there is a need to carefully select and retain guidance counselors, based on the provisions of the Guidance Law, not only to uphold the standards of the profession but most importantly to safeguard the welfare of the clients.

Demands from students, faculty and administration exist as well as expectations and job duties and responsibilities may also differ with various school environments. It is a known fact that in the Philippines, Guidance Counselors are not only overloaded with students, as the standard ratio of 1:500 is not followed, but are mostly overloaded with responsibilities other than guidance work. Hence, guidance counselors not only work to meet the demands of the profession but most importantly strive to satisfy the demands and expectations of their superiors, their clientele and the community in general. According to Paisley (2001), not only are school counselors struggling to meet the demands of multiple persons, they are also trying to juggle the debate over role definition. School counselors are encouraged to be involved in both the academic and mental health concerns of the students. With these various demands, fulfilling all expectations can be extremely difficult. Not only do counselors have to meet the needs of their students, they are also accountable to the parents, the society and the significant others within the educational system. They must demonstrate that they are successful in their guidance profession.

Although counseling organizations, here and abroad, have made an attempt to define the school counselors' role, many argue that they are not performing the duties for which they were trained. This seems to be endemic to the counseling profession. Boy and Pine, as early as 1980 noted, "The professional role envisioned and internalized during counselor preparation seems inoperable in the real world, and many counselors have become personally and professionally discouraged" (p. 161). Guidance Counselors have been expected and given duties that are at times conflicting. They have been called to act in the capacity of confidant, disciplinarian, consultant, scheduler, politician, administrator, psychologist and academic helper. Historically, counselors have been asked to fulfill diverse roles. Dragan (1981) writes:

...the counsellor is exhorted to function as a psychologist, consultant, activist, applied behavioural scientist, confrontive communicator, ombudsman, early childhood educator, environmental engineer, human relations trainer, change agent, psychological educator, propagandist, life skills coach, and disciplinary consultant. (p. 18)

In addition to conflicting performance expectations, many groups such as school administrators, teachers, parents, and special interest groups often hold varying expectations of counselors (Baker, 2000; Burnham & Jackson, 2000; Cunanan & Maddy-Bernstein, 1994; Day & Sparacio, 1980; Tenneyson, Skovholt, & Williams, 1989; Welch & McCarroll, 1993; Wiggins, Evans, & Martin, 1990). The ambiguity about counselors' roles and expectations has created confusion among teachers, support staff, parents, and students. The student-to-counselor ratios in most schools limit the services that counselors can deliver.

In the Philippines, the passing of Republic Act 9258, otherwise known as the Guidance and Counseling Act of 2004 elevated the guidance profession at a higher ground and highlighted the importance of the role and functions of the counselor in the Philippine educational setting such as:

- a. Counseling
- b. Psychological testing
- c. Research
- d. Placement
- e. Group process
- f. Teaching of guidance and counseling subjects
- g. Other human development services (consultancy, private practice)

Likewise, the Philippine Guidance and Counseling Association (PGCA) as the Accredited Professional Organization (APO) has revised the Code of Ethics for Counselors which gives emphasis on the responsibilities and functions of the Filipino Guidance Counselor.

The study of Gomez (2007) cited that Filipino Counselors take on roles which are not part of the usual practice of counselors, but which they do because their pre-service training and the nature of their work call for it. In the same study, it appears that most of the professionals do not know their exact job description as there are services that they feel they are not qualified to do. However, because they have learned to do these on the job. In some way, this causes job dissatisfaction and discouragement on the part of the guidance counselor.

There is considerable research addressing higher education and occupational satisfaction. However, the paucity of literature is evident when exploring research specific to guidance

counselors. Despite the philosophical commitment to well-being within guidance and counseling, there is little, if any, discussion of the occupational and life satisfaction of the field's professoriate. There have been foreign studies done to investigate factors which can be correlated to career satisfaction of counselors as well as occupational stressors and ambiguity. However, there is a dearth of studies which deal with correlates and predictors of occupational and life satisfaction in the Philippine guidance scene.

In the same way, there is a common belief that there is a high level of job dissatisfaction among school counselors and that this is affecting their effectiveness in the schools (Wells & Ritter, 2009). However, this view seems to be perpetuated by many persons who are not currently involved in the practice of guidance and counseling. Therefore, there exists a need to determine guidance counselors' occupation and life satisfaction level using their own perspective and experiences.

The study tried to answer the following problems:

1. How do Filipino Guidance Counselors describe or define occupational and life satisfaction? What are the factors which affect or influence the occupational and life satisfaction of Filipino Guidance Counselors?
2. Does the newly developed Occupational and Life Satisfaction Scale (OLSS) significantly measure the occupational and life satisfaction of the Filipino Guidance Counselors?
3. What is the level of occupational and life satisfaction of the Filipino Guidance Counselors based on the newly developed Occupational and Life Satisfaction Scale (OLSS)?
4. Is there a significant difference in the occupational and life satisfaction of Filipino Guidance Counselors according to their:

- a. Age
- b. Gender
- c. Salary Range
- d. Professional Status (Registered or Unregistered)
- e. Employment Status

5. Is there a relationship between Guidance Counselors' occupational and life satisfaction and their:

- a. School Level Assigned (Elementary, Secondary, Tertiary)
- b. Educational Attainment
- c. Length of Experience

6. What variables are the best predictor(s) of the occupational and life satisfaction of Filipino Guidance Counselors?

Gruneberg (1979) identified several factors that contributed to job satisfaction. These factors include achievement of success and recognition as well as the application of skills. In Hoppock's (1935) landmark study, he reported that "what did discriminate clearly and repeatedly" among the satisfied and dissatisfied teachers "were questions regarding the individual's feeling of success and progress, his sense of accomplishment, as measured by his own standards ..." (p. 33). The need for recognition was one of the need factors listed in the theory of work adjustment (Lofquist and Dawis, 1984). Herzberg (1966) reported that recognition is also a strong motivator and Hoppock (1935) noted that among the teachers in this study, 82% of the satisfied teachers felt that people showed appreciation for their work while only 37% of the dissatisfied group felt this way. Recognition of employees was considered as one of Hackman and Lawler's (2001) four core conditions that were necessary for building or maintaining job satisfaction.

Baggerly and Osborn in 2006 studied factors that bring career satisfaction and commitment. The practice of guidance, specifically the delivery of services to clients, becomes worthwhile when

the counselor is satisfied with his career and is committed to helping his clients. In their study, the researchers found out that counselors who perform appropriate duties (according to American School Counselors Association or ASCA model) namely: classroom guidance, individual counseling, small group counseling, consultation and the like, reported higher level of satisfaction.

Researchers have found positive (although often weak) relationships between job context factors and job satisfaction. Srivasta et al. (2007) concluded that there was a positive relationship between pay and job satisfaction. This was found to be true by Hackman and Lawler (2001) who found a significant correlation between job satisfaction and pay. Hoppock (1935) also found similar results as 47% of the satisfied teachers expressed discontent with their pay while 71% of the dissatisfied teachers expressed the same.

Lawler (2001) found a correlation between job satisfaction and security. Not much attention is given to this factor in the literature on job satisfaction and perhaps this is so as the importance of job security is relevant to socioeconomic conditions. Hoppock (1935) and Gruneberg (1979) have suggested that job security becomes a factor in job satisfaction only when there is a threat of unemployment due to political and/or financial crises.

Srivasta et al . (2007) and Katzell and Yankelovich (2009) maintain that there is a positive relationship between job satisfaction and participative supervision, that is, people feel better about their jobs when they are allowed to have input into the decision-making process of the organization. This was the conclusion of Jackson (2003) who conducted an experiment among the nursing and clerical staff at a hospital's outpatient facility. Jackson utilized a Solomon four-

group design and randomly assigned the staff to one of the four groups. For the intervention-groups, unit supervisors were instructed to hold meetings at least twice each month while the supervisors of the control group conducted meetings no more than twice a month.

It has been shown that several individual differences influence job satisfaction and included in this category are age, education, sex, race, occupational status, and job level. Weaver (2000) examined seven national surveys that were conducted between 1992 and 1998 and discovered that job satisfaction increased with age. This is consistent with Hoppock 's (1935) findings that the mean age of the satisfied group of teachers was higher than that of the dissatisfied group. The relationship between job satisfaction and educational level was also examined by Weaver (2000), who reported that satisfaction is positively related to educational level. Quinn and Mandilovitch (2008) also examined 11 national surveys that were conducted between 2002 and 2007 and found a significant positive relationship between level of education and job satisfaction.

Hoppock (1935) observed that there were no sexual differences between satisfied and dissatisfied teachers and this is similar to Weaver's (2000) report that there were consistent differences between male and female satisfaction recorded in national surveys conducted between 2002 and 2003. However, Martin and Hanson (2005) and Varca, P. E., Shaffer, G. S., & McCauley, C. D. (2003) contended that sex differences do exist.

Several researchers have suggested that there are relationships between job satisfaction and factors like productivity; role ambiguity, role conflict and job overload; occupational stress; burnout; and work climate. Brown (2004) concluded that the correlations were small and inconsistent; thus, no firm conclusions could be made about this relationship. "Role conflict and

role ambiguity are the two specific occupational stressors that school counselors experience with regard to the multiple roles they assume within schools” (Bryant & Constantine, 2006, p. 265).

Pierson-Hubeny and Archambault (1987) found that school counselors reported the highest level of role conflict and role ambiguity when compared to school psychologists, school social workers, and teachers.

It is not surprising that professional counselors encounter job strain in the workplace. The stress of the physical, mental, and emotional challenge of caring for others is to be expected (Osborn, 2004). The stresses encountered by counselors stem from both the nature of the work and the role expectations of the profession (Evans & Hohenshil, 1997). Previous research has demonstrated that employees in the helping professions are particularly vulnerable to the experience of burnout and to the emotional and behavioral consequences of both burnout and lowered job satisfaction.

As stated by Pelsma (2000), “Counselors are directly affected by the positive or negative climate of their schools. The attitudes and well-being of the teachers and staff with whom they work become important as they attempt to deliver their program and continue to define their role in the school.” Many variables can contribute to satisfaction on the job.

Guidance and Counseling as a formal practice in schools face many complex challenges which can directly or indirectly affect the occupational and life satisfaction of Guidance Counselors. In his study, Poi Kee Low in 2009, examined the many challenges that face the guidance and counseling profession. He categorized these challenges into four domains such as internal

environment, external environment, wider systems and personal environment. These environments pose challenges to the professional which in turn influence his occupational and life satisfaction level.

Role clarity is often a much highlighted internal challenge in many studies. Bunce and Willower (2001) reported in their study that counselors often have to manage role ambiguity. The issue of increasing workload was also highlighted. Paisley & MacMahon (2001) also highlighted the concern on school counselor's role definition and functions.

Issues in professional boundaries, professional legitimacy, training and development reside within the external challenges posed to school counselors (Maguire, 2005). Changes in society at large and the communities and regions in which counselors operate influence the nature of presenting problems, clients as well as support networks, thus, posing significant challenges to school counselors.

Working in schools, guidance counselors are involved in a number of systems. These include the education system, professional and counseling bodies, community and social services, and at times, the legal system (Low, 2009; Maguire, 2005). The community, social services and even legal and healthcare systems pose challenges to a counselor's role.

Jenkins and Polat (2006) highlighted that as systems are often interrelated, changes in one system easily affect another. Bunce and Willow (2001) and MacMahon and Patton (2001) stated that adhering to professional ethics, managing links with counseling networks and professional bodies are major external challenges.

Bunce and Willower (2001) revealed that school counselors were left poorly supported and “isolated” from their peers and supervisors. They also revealed the challenges facing school counselors in lacking the opportunities for ongoing professional development. Therefore, school counselors often have to face the challenges in receiving proper supervision and support and ongoing education and training while practicing in schools.

According to Poi Kee Low, there are challenges in the profession and are divided into two categories, the Professional and Individual issues. Concerns relating to personal well-being and status are individual issues pertaining to personal challenges while professional development and status are concerns pertaining to professional challenges of the school counselors.

In summary, Poi Kee Low (2009) identified the four categories of challenges namely, 1) Internal challenges, which include issues related to clientele groups, teachers’ attitudes, and students’ willingness to seek counseling; 2) External challenges, which refer to social-economic changes beyond the school, and this includes popular culture, globalization and societal trends; 3) Wider systems challenges, which are those within the guidance programs implemented by schools or guidance and counseling bodies; and 4) Personal challenges, which relate to the needs as well as the skills of the counselor. This includes training, supervision and attitudes towards school system.

The framework of the study was derived and based from the study of Poi Kee Low in 2009 which highlighted four domains, in which challenges to school counselors reside. The researcher looked closely to these four domains and conceptualized that several factors classified in the different domains can affect and influence the occupational and life satisfaction of Filipino Guidance Counselors.

Method

Participants

For Phase IA (Data Generation and Items Construction), a total of 75 respondents participated in the study. It involved practicing Guidance Counselors based in five regions in Luzon namely, (a) Region 1 (Pangasinan, La Union and Ilocos Sur); (b) Region 2 (Nueva Vizcaya and Isabela); (c) Region 3 (Tarlac and Bulacan); (d) Region 4A (Rizal, Laguna, and Quezon); and (e) National Capital Region (Quezon City and Manila). Forty six percent (46%) of the respondents were aged 25-30 years old, most of them males (52%). There were more respondents who were Single (50%), 60% were MS level. Forty nine percent receive a salary of 101-200 thousand pesos and most of them are with Permanent employment status. There were more Registered Guidance Counselors (RGC) in this sample (46%). Forty one percent were 5-10 years in service. Thirty seven percent (37%) were assigned in the Elementary level.

For Phase IB (Content Validation and Reliability Testing), three (3) sets of respondents were asked to participate. Table 5B shows the distribution of respondents according to the variables under study such as Age, Gender, Civil Status, Employment Status, Salary Range, Length of Experience, Educational Attainment, and School Level where the respondent was assigned. The first group was the three (3) content reviewers who were all Guidance Counselors came from Nueva Ecija. The age range of these respondents was 25-45 years, two are married and one is single, and have salary range from 101-300 thousand pesos. The respondents have 5-15 years of experience, two had Master's degree and one is Master's level. All respondents in this first group were Permanent in employment status, two were RGCs and they all came from Tertiary schools.

The second group comprised five (5) experts in the field of Guidance, Testing and Research who did the content validation and Q-sorting of items. Sixty percent (60%) of the respondents came from 51-55 age range, 60% were females, and 80% were married. The respondents' salary ranged from 201-400 thousand pesos, 40% were 26-30 years in service, 60% were Ph.D. graduates and 40% were Ph.D. level. Sixty percent (60%) of the respondents had Permanent employment status, all of them were RGCs and they all came from tertiary schools. The third group was composed of 30 Guidance Counselors from Region 3 (Nueva Ecija and Tarlac), Region 4A (Rizal) and NCR (Marikina and Pasay). The preliminary instrument was administered to this third group in order to test the reliability of the instrument. Forty seven percent (47%) were aged 25-30 years, 54% were females, 50% were married, and 33% had salary range of 101-200 thousand pesos. Fifty seven percent (57%) were 11-15 years in service, 43% were MS degree holders, 54% were Permanent and 70% were Unregistered Guidance Counselors (URGCs) and 55% came from the tertiary level schools.

For Phase IC (Factor Analysis), a total of 125 respondents were asked to participate in the study. These respondents came from Region 3 (Pampanga, Nueva Ecija, Tarlac and Bulacan), Region 4A (Laguna) and NCR (Quezon City). They were given the preliminary instrument to test its validity, and specifically to establish the classification of the items into four domains.

Forty six percent (46%) of the respondents in this sample were aged 25-30 years, 54% were females, 52% were married, 51% had salary range of 101-200 thousand pesos. Thirty three percent (33%) had 11-15 years of service, 52% were MS level, and 57% had Permanent

employment status. Sixty nine percent were URGCs and 46% came from the tertiary level schools.

After all revisions of the preliminary instrument, it was administered to 50 Guidance Counselors from Region 2 (Nueva Vizcaya), Region 3 (Bulacan and Aurora) and NCR (Caloocan and Pasay). Thirty eight percent (38%) of the respondents were in the 25-30 years age range, 55% were females, 56% were married, 54% had salary range of 101-200K , 40% had 11-15 years of experience, 52% were MS level, 66% had permanent employment status, 66% were URGCs and 38% were assigned in the elementary school level.

All respondents involved in data collection were:

- a. Registered or Unregistered Guidance Counselor
- b. At least five years of experience as practicing Guidance Counselor
- c. At least MS level

Materials

There were three data gathering instruments used in the study. The preliminary instrument was a survey questionnaire. This was used to obtain the demographic data of the respondents. A questionnaire was designed and which was used as tool during the in-depth interviews. The in-depth interviews lasted for about 20-30 minutes depending on the nature of responses that the respondents gave.

A focus group discussion module was designed for the FGD's. The objectives of which were to deepen and explore more on the experiences of Guidance Counselors and likewise to identify common responses or statements which can be used as scale items of the occupational and life satisfaction scale. The duration of the FGD run around one to two hours.

Procedure

There were two phases of the study:

Phase I. Instrumentation

Phase IA. Item Generation and Construction

Data gathered for the study were generated using questionnaires, in-depth interviews, and focus group discussions. Initially, the researcher designed a structured questionnaire to elicit statements from the respondents. The structured questions used in the study were:

1. What, for you, is occupational satisfaction?
Ano, para sa iyo, ang kasiyahan sa hanapbuhay o trabaho?
2. What are the things that make you satisfied in your occupation?
Ano ang mga bagay na nakapagpapasaya sa iyo, sa iyong hanapbuhay o trabaho?
3. What are the things that can make you satisfied in your occupation and why?
Ano ang mga bagay na maaaring makapagpapasaya sa iyo sa iyong hanapbuhay o trabaho?
4. What, for you, is life satisfaction?
Ano, para sa iyo, ang kasiyahan sa buhay?
5. What are the things that make you satisfied in your life and why?
Ano ang mga bagay na nakapagpapasaya sa iyong buhay?
6. What are the things that can make you satisfied in your life and why?
Ano ang mga bagay na maaaring makapagpapasaya sa iyong buhay?

The researcher spent a minimum of three days in each area. Day one was spent on surveying the area for prospective participating schools. The Head of the Guidance Office or Unit was approached by the researcher to ask permission to conduct her study. There was no problem encountered by the researcher in seeking permission from the Guidance Heads except for one private sectarian college in Laguna where she was categorically disallowed to conduct her study.

Day two of Phase IA was spent in the distribution of questionnaires and demographic profile sheet to identified respondents. It was not so difficult for the researcher to approach each counselor since the Guidance Head had already given advance information to them. The respondents were given a day to answer the questionnaire.

The following day (Day 3) the researcher retrieved all questionnaires at the time set by the respondents. A minimum of 30 minutes was spent for each respondent for the interview. In-depth interviews were done for validation and further elaboration of responses from the respondents.

Phase IB- Item Validation

The 50-item preliminary instrument underwent validation in terms of aptness and sufficiency. Initially, the preliminary instrument developed was presented to three Guidance Counselors in Central Luzon State University (CLSU) for content review and revision. The three Guidance Counselors were asked to review the preliminary instrument and to mark the items which they feel should not be included in the scale. Likewise, they were requested to suggest other items which they believe can measure the occupational and life satisfaction of Filipino Guidance Counselors.

Phase IC - Factor Analysis

To finally validate the instrument and determine which items statistically go together in a particular factor, a Factor Analysis was done. A total of 125 Guidance Counselors in various parts of National Capital Region(Quezon City), Region 3 (Pampanga, Tarlac, Nueva Ecija and Bulacan) and Region 4A (Laguna) were asked to answer the instrument. The responses were then used for factor analysis to further validate and analyze the items. Likewise, the items were

classified into four factors namely, Internal Factors, External Factors, Structure Factors and Personal Factors.

Phase II. Implementation

After the scale items were validated and analyzed, the final instrument was drafted. It consisted of 50 items designed specifically to measure the occupational and life satisfaction of Filipino Guidance Counselors. The respondents were asked to tick the box corresponding to their answers. The Likert type scale was used in rating the responses of the participants to each item, as follows:

1	-	Very Dissatisfied
2	-	Dissatisfied
3	-	Neutral
4	-	Satisfied
5	-	Very Satisfied

Data Analysis Procedure

Frequency, percentage distribution and measures of central tendency were used to describe the respondents' demographic profile and their responses to the survey items on the first part of the survey. Sums and percentages were also used in tallying the responses drawn from the respondents in Phase I of the research. Means and standard deviations were also computed to find out the individual scores and the general score of the respondents in the OLSS.

Cronbach's Alpha was used to determine the reliability coefficient of the instrument and to test whether it is a true measure of the occupational and life satisfaction of Filipino Guidance Counselors.

Factor Analysis was used to describe variability among observed, correlated items in terms of a potentially lower number of unobserved, uncorrelated variables. It was used to categorize items into the four factors postulated in the study.

T-test was used to determine whether a significant difference existed between the variables, such as Age, Gender, Civil Status, Employment Status, Professional Status, Organizational Affiliation and School Level, and the OLSS score.

Pearson correlation was used to determine the correlation between Age and Length of Experience and the OLSS score. The Spearman's Rho was used to find the correlation between the OLSS score and Educational Attainment and Salary.

Analysis of Variance (ANOVA) was used to determine whether a significant difference existed between school levels in terms of the OLSS score.

Multiple Regression was used to determine which variables are the best predictors of occupational and life satisfaction of Filipino Guidance Counselors.

Results

In general, the respondents in Phase IA of the study elicited common responses to the structured questions posed. The responses were consolidated and fifty items were developed to comprise the instrument. The frequency of responses ranged from 49 (65%) to 73(97%). This only means that the respondents had common feelings and thoughts about the questions and issues laid down to them. Item 23 (Make own decisions, $f=49$; $\%=65$) was the lowest elicited response while Item

10 (Salary and work that I do, $f=73; \%=97$) was the highest response given to the question, “What are the things that can make you satisfied in your occupation?” All other responses elicited centered on security, roles, interpersonal relations, work settings, licensure, family relations, self-growth, health and leisure, technological changes and media.

Results of the Item analysis using SPSS showed that the instrument is reliable. Cronbach’s alpha yielded a reliability coefficient of .723. It has gone through Content Validation and Factor Analysis for classification of items according to the domains postulated. The Factor Analysis confirmed the validation of the five experts in the field of Guidance, Testing and Research. Most, if not all, items Q-sorted by the experts were confirmed by the Factor Analysis.

The OLSS given to the respondents in Phase II (Implementation) of the study yielded a score of $M=3.89$ which fall under the Satisfied category. From the results of the OLSS inferences can be drawn as to the causes of satisfaction of Filipino Guidance Counselors. Looking at the items highly scored by the respondents, it can be inferred that the respondents’ satisfaction in their occupation and life can be derived from their roles and duties to which they were trained to do. The respondents showed satisfaction on how they inspire their clients and students. The Guidance Counselors in the study indicated, through their score, their satisfaction on their freedom to enjoy by going to places that they want to go to and lastly, to spend time for leisure and hobbies.

Results revealed that the respondents manifested Satisfaction in the different domains. However, it can be noted that the External Domain received the lowest score of $M=3.54$. The highest

domain scored was the Internal Domain (M=4.13), followed by Personal Domain (M=4.12) and lastly, the Structure Domain (M=3.76) which follows the External Domain in the lowest scored domain. This domain includes changes in technology, economic resources, values and traditions.

The respondents' occupational and life satisfaction on the OLSS has no significant difference in terms of their Gender, School level, Employment Status, and Civil Status. However, there is a significant difference in the occupational and life satisfaction in terms of Professional Status.

Looking at the mean scores, Registered Guidance Counselors (M=4.0110) showed higher satisfaction than Unregistered Guidance Counselors (M=3.2133). Referring to the items which were scored low by the respondents, it can be noted that Item No. 11 - *The Licensure Law professionalizing the practice of Guidance.*(M=2.3), received a low score from the respondents.

It goes without saying that Unregistered Guidance Counselors felt dissatisfied over the Licensure Law because of the limitations it set for unregistered professionals.

Educational Attainment with sig.= .003 has significant relationship with OLSS score. This means that Educational Attainment significantly affects the level of occupational and life satisfaction of Guidance Counselors.

Among the variables tested, it was Educational Attainment which turned out to have significant relationship with the occupational and life satisfaction of Filipino Guidance Counselors. It is confirmatory of the result in question 4a, that is, there is a significant difference in the occupational and life satisfaction in terms of Professional Status. The result of the regression indicates that the best predictors are Prof (Professional Status which corresponds to Unregistered

Guidance Counselors) and EDAT2 (Educational Attainment which corresponds to Master's/Ph.D level).

The constant value in the model is 4.136 which indicates the average or standard satisfaction level of a respondent when Prof and EDAT values are both 0, meaning, respondent is a registered Guidance Counselor and an MS or Ph.D. degree holder.

Using the regression model as basis, a regression formula is presented as follows:

$$S = 4.136 + (\text{Prof. coeff}) \times (\text{Prof. value}) + (\text{EDAT2 coeff}) \times (\text{EDAT value})$$

Where

S	=	Satisfaction level
Prof Coeff	=	-.279
Prof value	=	0 (Registered Guidance Counselor) 1 (Unregistered Guidance Counselor)
EDAT 2 Coeff	=	-.225
EDAT value	=	0 (MS/Ph.D. graduate) 1 (MS/Ph.D. level)

Therefore, there will be an estimated decrease in the constant satisfaction level or score of 4.136 if both Prof and EDAT values are equal to 1. This means that a decrease in the constant satisfaction level/score of 4.136 may be expected if a respondent taking the OLSS is an Unregistered Guidance Counselor and at the same time a Master's or Ph.D. level.

Discussion

Apparently, the salary can be a major cause of satisfaction or dissatisfaction of Guidance Counselors. This was also found in the study by Srivasta et al. in 2007 when they concluded that there was a positive relationship between pay and job satisfaction. Likewise, this was found to be true by Hackman and Lawler (2001) who found a significant correlation between job satisfaction

and pay. Hoppock (1935) also found similar results as 47% of the satisfied teachers expressed discontent with their pay while 71% of the dissatisfied teachers expressed the same. The theory of work adjustment (Lofquist & Dawis, 1984) also included compensation as a need requirement.

All other responses elicited centered on security, roles, interpersonal relations, work settings, licensure, family relations, self-growth, health and leisure, technological changes and media. These factors can be the basic sources of satisfaction of Filipino Guidance Counselors. During the in-depth interviews and FGDs, the last question always posted by the researcher was, “Can you separate occupational from life satisfaction?”, and always, the answers of the Guidance Counselors was, “No”. It can be inferred then that occupational and life satisfaction among Filipino Guidance Counselors is but one and cannot be separated. Their satisfaction in their occupation affects their overall satisfaction of their life and vice versa. An instrument to measure an overall occupational and life satisfaction is deemed necessary and it was ultimately achieved. The OLSS given to the respondents in Phase II (Implementation) of the study yielded a score of $M=3.89$ which fall under the Satisfied category.

Looking at the items highly scored by the respondents, it can be inferred that the respondents’ satisfaction in their occupation and life can be derived from their roles and duties to which they were trained to do. It is quite logical since their roles and duties are important aspects of their career which can be their bread and butter. The Theory of Work Adjustment, also known as person-environment congruency model as it purports that work adjustment is the result of a good match between the worker and the job can best explain this finding. This theory, as posited by Lofquist and Dawis (1984) is based on the assumption that individuals seek to maintain

correspondence and harmonious relationship with their environments (and work is a major environment with which people must relate). Correspondence is achieved when the individual fulfills the requirements of the work environment (satisfactoriness) and the work environment fulfills the requirements of the individual (satisfaction). "The continuous and dynamic process by which the individual seeks to achieve and maintain correspondence with the work environment is called work adjustment" (Lofquist and Dawis, 1984, p. 55).

The respondents showed satisfaction on how they inspire their clients and students. From the in-depth interviews done, generally, Guidance Counselors experience a great deal of satisfaction when students come back to them to thank them, give them letters and messages telling them how they inspired their (clients) lives. This finding is what Job Mattering is all about. Job mattering is defined as individuals' personal, intrapersonal perceptions that they are important to others and make a difference in others' lives (Dixon Rayle, 2005; Dixon Rayle & Myers, 2004; Pearlin & LeBlanc, 2001; Rosenberg & McCullough, 1981; Schlossberg, 1989; Taylor & Turner, 2001). It is also likely that individuals perceive that they matter more or less to different groups of people (Marshall, 2001). Rayle (2006) found out that school counselors who perceived that they matter more to others at work had higher levels of job satisfaction and lower levels of work-related stress. They believed that if they were doing something relevant to and for other people, they would be satisfied with their job and that their stress maybe lessened by the perception that they matter, that what they do is important. Taking this further, it is important for counselors to feel that they are making a difference in the lives of the students, teachers, parents and administrators. Rayle also emphasized that "mattering to others is integral to individual's well-being and their sense of purpose and satisfaction at work".

The Guidance Counselors in the study indicated, through their score, their satisfaction on their freedom to enjoy by going to places that they want to go to and lastly, to spend time for leisure and hobbies. According to the theory of work adjustment, there are 20 needs that a worker seeks to achieve in order to get satisfaction from his job and these are ability utilization, achievement, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical, variety, working conditions, and activity. Independence and Variety were apparently achieved by the respondents of the study since they also expressed satisfaction in these two areas.

Among the variables tested, it was Educational Attainment which turned out to have significant relationship with the occupational and life satisfaction of Filipino Guidance Counselors. There is a significant difference in the occupational and life satisfaction in terms of Professional Status. Based on the interviews, it showed that Unregistered Guidance Counselors were more likely to experience dissatisfaction due to the fact that they do not have a license because of educational limitations. The Guidance Law clearly sets the minimum level of educational attainment of Guidance Counselors, which is MS degree, in order to take the board exam and have the chance to be licensed.

Implication of the Study

The study tried to put into an objective context the issues currently experienced by Filipino Guidance Counselors. It somehow showed a picture of what is actually happening in the field of Guidance in the Philippines. The study is one of the very few, if there is none, studies which dealt with the occupational and life satisfaction of the Filipino Guidance Counselor.

In the same way, it tried to explore the challenges, issues and concerns of Filipino Guidance Counselors by way of their occupational and life satisfaction. At the same time, the study tried to find out how much of these challenges, issues and concerns can be explained through the development of a scale to measure occupational and life satisfaction. Perhaps, this is the significant contribution of this study to Philippine Literature.

The framework below can somehow give a perspective as to how the current occupational and life satisfaction level of Filipino Guidance Counselors may be described based on the study.

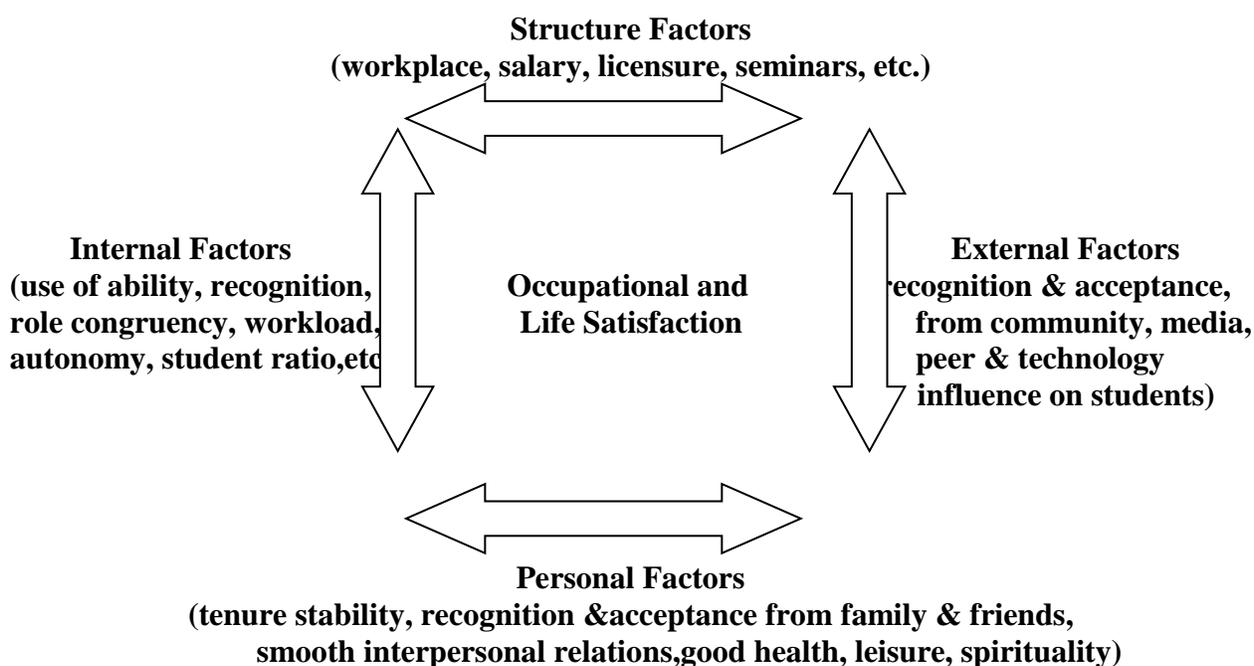


Figure 41. Bases of Occupational and Life Satisfaction of Filipino Guidance Counselors

The framework shows the interrelatedness of the factors established in this study to be the main sources of satisfaction or dissatisfaction of a counselor. These factors work hand in hand, strengthen and complement each other. For instance, a Guidance Counselor without a Masters degree and who is unregistered may somehow feel dissatisfied because of lack of professional

qualification. However, since other factors interplay such as Internal Factors, for instance, she's able to use her abilities and be able to get recognition from her superiors (External factors), and thus gets satisfaction from it.

Knowing the needs, issues, challenges and concerns which cause satisfaction or dissatisfaction of Guidance Counselors can help professional organizations, law makers and Guidance advocates identify measures to give Guidance Counselors the professional identity they seek, provide the necessary competencies they need and establish suitable local work contexts fit to their profession.

Conclusion

Out of the study, the Occupational and Life Satisfaction Scale (OLSS) for Filipino Guidance Counselors was developed. It is a 50-item instrument using the Likert scale. The instrument was found reliable, obtaining a coefficient of .723 (Cronbach's alpha). It was validated by experts and statistically confirmed likewise.

Result of the pilot testing revealed that the respondents are generally Satisfied with their occupation and life in general. However, factors such as the Licensure Law, the behavior of students toward Guidance, the cooperation of co-teachers in doing guidance work and the effect of technology to students can be sources of dissatisfaction. On the other hand, results revealed that a great deal of satisfaction of the respondents can be drawn from doing the roles and duties that they were trained to do, the inspiration they impart on their clients/students, being able to go where they want and to have time to other activities such as hobbies and leisure.

From the results, it was revealed that there is a significant difference in the level of occupational and life satisfaction of Filipino Guidance Counselors in terms of their Professional Status.

Registered Guidance Counselors tend to be more satisfied than Unregistered Guidance Counselors. In the same manner, it was found out that there is a relationship between the occupational and life satisfaction of Filipino Guidance Counselors according to their Educational Attainment. Educational attainment can affect the satisfaction of Filipino Guidance Counselors on their occupation and life in general.

The best predictors of the occupational and life satisfaction of Filipino Guidance Counselors, as measured by the OLSS, are Professional Status and Educational Attainment. This means that those who have not met the requirements set to acquire a license are more likely to experience dissatisfaction than those who have higher chances because they have met the educational training and requirements to obtain a license.

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