

Correlates of Job Satisfaction and Performance among the Faculty of Laguna State Polytechnic University, San Pablo City Campus: Input to Faculty Development Program

EDILBERTO Z. ANDAL, Ed. D.

Dean, College of Industrial Technology, LAGUNA STATE POLYTECHNIC UNIVERSITY
San Pablo City Campus, Brgy. Del Remedio, San Pablo City, Laguna, Philippines 4000

Abstract: The study focused on the level of job satisfaction and performance of faculty at Laguna State Polytechnic University, San Pablo City Campus for the AY 2008-2009. Specifically, it sought answer to the respondents' perceived level of job satisfaction on Physiological; Social; and Intellectual Needs; the level of faculty performance as to: peer; supervisors'; and client's ratings; and the relationship between respondents' profile; job satisfaction variables and faculty performance. Descriptive statistics, Pearson-Product Moment Correlation, Analysis of Variance (ANOVA) and Regression Analysis were employed in the study. Majority of the respondents belonged to 51-60 years old bracket; female; Masters' degree holders with doctoral units; and earned 31-40 years academic experience. The perceived respondents' physiological needs and social needs satisfactions revealed as satisfied while intellectual needs satisfaction was interpreted as strongly satisfied. Correlation analysis between respondent's profile and job satisfaction and faculty performance revealed no significant relationship, except for length of teaching experience, (p -value=0.341). The regression analysis revealed that the positive beta coefficient for physiological needs (β =.121, p =.014), social needs (β =.000, p =.347) and intellectual needs (β =.218, p =.016) implies that job satisfaction registered significant effect on faculty performance. The F-value of 10.456 for ANOVA at 0.000 probability means that equation is significant.

Keywords: Performance among the Faculty of Laguna, Faculty Development Program, Job Satisfaction.

1. INTRODUCTION

Education is an essential tool and the most important means that an individual need towards transformation. It is a system by which society employs to carry out its national policies and objectives. Individuals should acquire, understand and apply basic concepts and methodologies of different branches of human knowledge in order to promote their physical, intellectual, emotional and social well being. Towards this end, educational thrusts, programs and projects are then focused as a response to this great demand.

If education's essential task is social transformation, which involves the total development of an individual, therefore the participation contributed by teachers cannot be underestimated.

Coombs, emphasized that teacher is considered the most important resource input of educational system (Stoner, 1978). The teacher helps to provide the essence of, and orchestrates the learning process. How much and what the teacher imparts depends on his values, feelings, attitudes, beliefs, perceptions and behavior toward his work, his group, his supervisor, his administrator and his environment. His values are his normative views of what is good and desirable which is associated with teacher's satisfaction in the job (Kast and Rosenweig, 1979).

Teaching is a challenging yet inspiring task because it deals with development of individual that relates to effectiveness of his existence.

A key to enduring, sustained, effective educational service is the teacher. The importance of the teacher in determining the effectiveness of the teaching-learning has been recognized. As such, anything that improves or hinders teachers' satisfaction and performance should be given due attention.

This condition shows that there is a need to assess the level of job satisfaction and performance of faculty to achieve better quality and relevant education among the clientele. Thus, this research study is conceptualized.

2. PARADIGM OF THE STUDY

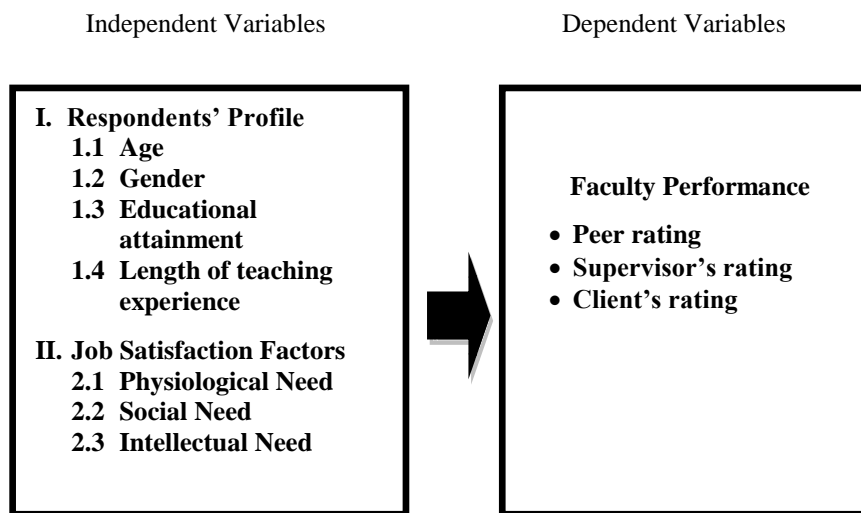


Figure: 1. A paradigm showing the relationship between the independent variables and the dependent variables

3. STATEMENT OF THE PROBLEM

The focus of this study is to find out the level of job satisfaction and performance of faculty at Laguna State Polytechnic University, San Pablo City Campus for the Second Semester, Academic Year 2008-2009.

Specifically, this study sought answer to the following questions:

1. What is the profile of the respondents in terms of :
 - 1.1. Age;
 - 1.2. Gender;
 - 1.3. Education attainment; and
 - 1.4. Length of teaching experience?
2. What is the perceived level of job satisfaction of respondents as regards to?
 - 2.1 Physiological Need;
 - 2.2 Social Need; and
 - 2.3 Intellectual Need?
3. What is the mean performance of faculty in terms of?
 - 3.1. peer rating;
 - 3.2. Supervisors' rating; and
 - 3.3. Client's rating?
4. Is there a significant relationship between respondents-related factors and job satisfaction variables and faculty performance?

5. Is there a significant difference in the performance of faculty when group according to the raters?
6. Do job satisfaction factors singly or in combination affect faculty performance?

4. HYPOTHESES

1. There is no significant relationship between the respondents-related factors and job satisfaction variables and faculty performance.
2. There is no significant difference in the performance of faculty when group according to the raters.
3. Job satisfaction factors singly or in combination do not affect faculty performance?

5. METHODOLOGY

This research study is a descriptive correlation survey analysis to find out the factors related to job satisfaction and performance of the faculty members at Laguna State Polytechnic University, San Pablo City Campus for the Second Semester, AY 2008-2009.

Purposive sampling technique was utilized, including the entire sixty nine (69) regular faculty members from the different colleges in the campus were the respondents in the study.

Researcher-made questionnaire and ex-post facto documents were utilized as data gathering instruments.

The pool of questions was submitted to the panel of experts; administrators; deans and research directors, who analyzed the applicability and usefulness of the content and format of the questionnaires. Likewise, reliability was established after it was tried out among the twenty (20) non-respondents faculty in the University.

Faculty performance as dependent variable was measured thru the Performance Evaluation System (PES), composed of Peer rating, Supervisor rating and Client/Students Rating of the faculty respondents which is conducted and consolidated based from the Qualitative Contribution Evaluation (QCE) results of NBC 461.

Simple descriptive statistics were employed such as frequency and percentage to determine the profile of the respondents in terms of age, gender, educational attainment, length of teaching experience and weighted mean to determine the perceived level of job satisfaction in terms of physiological needs, social needs, and intellectual needs and performance of the faculty.

Pearson-product Moment of Correlation was utilized to find out the significant relationship between respondents-related factors and faculty performance, while Multiple Regression Analysis was used to determine the significant relationship between job satisfaction variables and faculty performance.

ANOVA was used also to find out the significant difference on the performance of faculty when group according to the raters.

6. FINDINGS

The following are the salient findings of the study:

I. Profile of the Respondents:

The profile of respondents includes the following age, gender, educational attainment and length of teaching experience.

Majority of the respondents belonged to 51-60 years old bracket (27 or 40%); 48 out of 69 faculty respondents were female; 21 or 31% were Masters' degree holders with doctoral units; and 21 or 31% have earned 31-40 years of academic experience.

II. Perception of the Respondents:

Job Satisfaction. Job satisfaction in this study consists of three indicators, namely: physiological need satisfaction; social need satisfaction and intellectual need satisfaction.

The overall mean 3.8 interpreted to be satisfied on the physiological need satisfaction of faculty seems to be given due consideration by those people with direct supervision with them to better enhance their capability; thus, improving the overall organizational effectiveness.

The overall mean of 3.96 on social need satisfaction interpreted to be satisfied clearly indicates that faculty members acknowledged their duties and responsibilities towards their peers, clients and to the institutions they served.

The overall mean of 4.0, interpreted as strongly satisfied, is indicative of intellectual satisfaction of faculty towards their job.

III. Level of Job Satisfaction:

Generally speaking, the faculty respondents are satisfied in their job physiologically, socially and intellectually as the demands of the profession, thus faculty members of the LSPU, SPC campus assumes to find pleasure in doing assigned task to them.

VI. Faculty Performance:

The performance of the faculty as rated by the different groups of evaluators such peer, supervisor and clients or students. All the groups of respondents agreed that job performance of the faculty as outstanding as reflected by the obtained mean ranging from 4.4 to 4.6.

It further indicates that the overall mean of 4.5 interpreted as outstanding for the rating along the job performance of faculty denotes that they performed well in their job which is safe to assume that they are satisfied in their job.

V. Correlation between the Respondents Related Factors and Job Satisfaction:

Consequently, the findings showed that age, gender and educational attainment, which obtained a p-value of 0.034, less than the threshold p-value of 0.05 indicating very strong positive relationship to the null hypothesis; there were significant relationship existed.

VI. Correlation between Job Satisfaction and Faculty Performance:

The findings showed that job satisfaction variables such as physiological need ($p=0.024$), social need ($p=0.029$) and intellectual need ($p=0.044$), which is less than the threshold p-value of 0.05 indicating very strong evidence against the null hypothesis.

VII. Regression of Job Satisfaction and Faculty Performance:

The stepwise multiple regression analysis was used for the effectors of faculty performance and job satisfaction. As indicated in the data, the three (3) control variables of job satisfaction came out as predictors of faculty performance.

The positive beta coefficient for physiological need ($\beta=.121$, $p=.014$), social need ($\beta=.000$, $p=.347$) and intellectual need ($\beta=.218$, $p=.016$) implies that job satisfaction registered significant effect on faculty performance. The F-value of 10.456 for ANOVA at 0.000 probability means that equation is significant.

7. CONCLUSIONS

In the light of the foregoing findings, the conclusions of this study are as follows:

1. The hypothesis stating that there is no significant relationship between the respondents-related factors and job satisfaction variables and faculty performance is partially accepted.
2. The result of the Analysis of Variance (ANOVA) shows no significant difference on how the three raters evaluate the performance of the faculty members, thus the hypothesis stating that there is no significant difference in the faculty performance when group according to the raters is accepted.
3. The hypothesis stating that job satisfaction factors singly or in combination do not affect faculty performance is rejected.

8. RECOMMENDATIONS

On the basis of the findings and conclusions of this study, the following recommendations are given:

1. Inasmuch as this study found out that faculty members are performing their job well, intrinsic and extrinsic rewards are given to deserving faculty. These rewards may be in the form of recognitions and citations, better working conditions; pay increases; scholarships; travel grants, and the like.
2. The faculty in nature is always hungry for new learning and innovations that would satisfy their curiosity, they do not want to be one page knowledgeable with their students. Therefore, it is hereby recommended that a systemic plan or program be provided to motivate and challenge the faculty to develop and give the best of them. The program must encourage job satisfaction and improve more their performance which deserves recognition and corresponding rewards.
3. Since educational attainment is one of the significant factors that influence faculty performance, pursuing post graduate studies, trainings and fellowship in duly accredited colleges and universities by faculty and personnel may be rewarded as a matter of policy considering that completion of the degree affects their job satisfaction and performance. Further, scholarship must be granted to obtain the necessary qualifications.

ACKNOWLEDGEMENT

The author wishes to extend his deepest gratitude to all the people who, in one way or the other, willingly shared their expertise, time, and utmost concern which unlock opportunities, provide encouragement and considerate assistance, thus, making this intellectual endeavor possible.

To the EDITORIAL BOARD & ALL the PEOPLE behind this noble undertaking, the writer would like to express his utmost appreciation, salutation and respect for accepting this research paper for journal publication.

REFERENCES

Books:

- [1] Baldwin, Brooks E. "Meeting the Motivational Needs of the Asian Managers and Workers." in Readings in Human Behavior Organization. Nestor Pilar and Rafael Rodriguez. Eds. Manila: JMC Press, 1981.
- [2] Carell, Michael R. and Frank E. Kuzmits. Human Resource Management. 2nd Ed. Ohio: Merrill Publishing Co., 1986.
- [3] Castetter, William B. The Personnel Function in Educational Administration. New York: McMillan Publishing Co., 1986.
- [4] Coulson, Jonh E. Overview of the National Evaluation of the Emergency School Aid Act. California: System Development Corporation, 1977.
- [5] Hellriegel, Don and John W. Slocum, Jr. Management: A Contingency Approach. Reading, Ma. Addison-Wesley Co. Inc., 1974.
- [6] Megginson, Leon C. Personnel and Human Resources Administration. 3rd Ed. Homewood, Illinois: Richard D. Irwin, Inc., 1977.
- [7] Sergiovanni, Thomas J. The Principalship: A Reflective Practice Perspective. Mass.: Allyn and Bacon, Inc., 1987.
- [8] Wexley, Kenneth and Gary A. Yulk. Organizational Behavior and Personnel Psychology. Illinois: Richard D. Irwin, Inc., 1977.

Journals and Periodicals:

- [9] Herzberg, Fredrick. "One More Time: How Do You Motivate Employee?", Harvard Business Review. Vol 46, 1968, pp. 53-62.
- [10] Landy, Frank J. and Wendy S. Becker. "Motivational Theory Reconsidered," Research in Organizational Behavior. L. L. Cummings and Barry M. Staw. Eds. Connecticut: JAI Press, Inc., Vol. 9, 1987, pp. 1-38.

- [11] Locke, Edwin. "What is Job Satisfaction," *Organizational Behavior and Human Performance*. Vol. 4, 1969, p. 316.
- [12] Porter, L. and R. M. Steers. "Organizational Work and Personnel Factors in Employee Turnover and Satisfaction," *Psychological Bulletin*. Vol. 50, 1973, pp. 151-176.

Documents:

- [13] Civil Service Commission Memorandum Circular No. 5, s. 1983. "Guidelines on Promotion".
- [14] Civil Service Commission Memorandum Circular No. 18, s. 1988.
- [15] The 1987 Constitution of the Philippines.

Unpublished Materials:

- [16] Callo, Eden C. 2005. "Organizational Climate and Performance of Selected State Universities and Colleges". Dissertation, TUP, Manila.
- [17] Capistrano, Josie. 2003. "Predictors of Women Empowerment and their Performance in Selected Government and Non- Government Organization in the Province of Laguna." Dissertation TUP, Manila.
- [18] Coronado, Myra A. 2009. "Correlation of Leadership Styles of Principals and School Climate with Organizational Commitment of Teachers in Selected Private Elementary Schools in San Pablo City" . Thesis, LSPU, San Pablo City.
- [19] Diaz, Archimedes. 2000. "Impact of Employees' Job Satisfaction on their Work Performance Efficiency: The case of the Orient Freight Company." Dissertation, Centro Escolar University, Manila.
- [20] Dumas, Estrella R. 2010. "Teaching Competencies and In- Service Training of Public Elementary School Teachers: Inputs to Faculty Development Program" Thesis, LSPU, San Pablo City.
- [21] Fernandez, Amada C. 2004. "Predictors of Job Satisfaction and Motivation of Edukasyong Pantahanan at Pangkabuhayan (EPP) Teachers in Selected School Districts in the Division of Laguna". Thesis, LSPU, San Pablo City.
- [22] Paray, E.C. 2004. "Factors Related to Job Satisfaction and Performance of Faculty Members of State Institution in Central Luzon State Universities". Dissertation, PNU, Manila.
- [23] Velasco, Cecilia Q. 2005. "Teaching Performance and Competence of Education and Non-Education Graduates in Selected General High Schools in Laguna." Dissertation TUP, Manila.