

Original Article

Level of Job Satisfaction of Faculty Members in the University of Eastern Philippines

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Abstract - This study aimed at determining the level of job satisfaction of the faculty members in the University of Eastern Philippines. Specifically, it aimed to document the socio-demographic profile of the respondents in terms of age, sex, civil status, educational attainment, academic rank, monthly salary, length of service, seminar/pieces of training attended, and job satisfaction to find out the problems encountered by the respondents. This study was conducted during the second semester, the school year 2016-2017. This study made use of a correlational survey design. The total population was 337, but only 7 were taken as samples through random sampling. The data were gathered with the aid of a survey questionnaire. The data were tallied, tabulated, and analyzed using frequency counts, percentages, and ranking. The multiple regression analysis was used to determine the relationship between the independent and dependent variables. Findings revealed that the majority of the respondents were 40-49 years old. Most of the respondents were male, married, and earned masteral units. The majority were instructors and had been in the service for 1-15 years. The majority of them had ₱ 22, 938-25, 003 monthly income. The majority of them have attended seminars for professional advancement. In terms of their level of job satisfaction, the majority of them perceived their job satisfaction rating as "extremely satisfied" with regard to intrinsic motivation. The majority of them were much satisfied with the salary and benefits are given to them. In terms of their working condition, the majority of them were "much satisfied." On their level of satisfaction in terms of supervision, the majority of them were much satisfied, and to their interpersonal relationship with co-worker and superior, majority of them were also much satisfied. The predominant problems encountered by the respondents were needs of incentives, needs of recognition, inadequate salary and benefits, needs of recognition and support from the manager/administrator, and delaying the decision making which pertained to the administration. The majority of the respondents suggested that there should always be recognized for a job well done to increase their level of job satisfaction.

Keywords - Level, Job satisfaction, Intrinsic motivation, Problems

I. INTRODUCTION

One of the most pressing problems today is how to motivate teachers to work more productively and to increase their feelings of satisfaction and involvement with their job. In today's, society money does no longer serves as the sole motivating force. In times of severe economic depression such as, when jobs were extremely difficult to find, the question of survival being able to provide enough food for one's family was paramount, and money was indeed the prime mover.

Teachers are the country's most important and valuable resources. Solomon stated that the teaching profession is considered the noblest profession, yet it is one of the most neglected in the Philippines society. Unrealistic salary scales,

unanswered demands, and the slow scheme of advancement prompt teachers to take alternative jobs.

Teachers are the major components of the educative process. They serve as potent catalysts for the responsive transformation of society. In the light of the changing knowledge, values, and expectations in the world today, measures to modify existing conditions in the educational system are a must. The changes that happen in a man's life become part of the world, in the same manner, that changes that happen in the world influence people's lives.

It is a fact the quest for teachers who can effectively coordinate efforts to meet the challenge of a fast-changing world is endless. The quality of learning attained by the learners is related to the quality is measured not only by their academic and professional training but also by their devotion and dedication to their job and by the satisfaction they get in performing their duties and responsibilities.

The most important determinants in the entire school situation are the teachers. The teachers should manage



an unquestionable character and reflect on government and trustworthy image, and they must have the dedication of service to handle and lead the clientele to the successful attainment of established goals and objectives in the teaching-learning process. The students rely on their good qualities of teaching. The teachers should be looked upon with the highest esteem respect and should be knowledgeable, and should possess the outstanding traits or qualities of an ideal teacher. Participation in all school activities and submission of required papers on school is another problem that may affect their effectiveness and efficiency. In like manner, quality of service should come first, then delivery, before productivity. This puts the focus on the effectiveness in serving students. The teacher's responsibility does not revolve around the process of teaching but rather on the effect of the teachers on students' performance. As a responsible leader, the teacher is expected to perform according to agreed-up objectives relating to students' achievement.

II. OBJECTIVES OF THE STUDY

Generally, this study aimed to determine the socio-demographic profile of the respondents and the level of job satisfaction of the members of the faculty of the University of Eastern Philippines.

Specifically, this study attempted to:

1. document the socio-demographic profile of the faculty members of the University of Eastern Philippines in terms of:

- 1.1 age,
- 1.2 sex,
- 1.3 civil status,
- 1.4 educational attainment,
- 1.5 academic rank
- 1.6 monthly salary
- 1.7 length of service, and
- 1.8 Seminars/pieces of training attended?

2. identify the level of job satisfaction of the faculty members of the University of Eastern Philippines in terms of:

- 2.1 salary and benefits
- 2.2 work conditions
- 2.3 Interpersonal relationship with co-workers
- 2.4 supervision
- 2.5 intrinsic motivations
- 2.6 Interpersonal relationship with superior

3. determine the significant relationship between the socio-demographic profile and the level of job satisfaction of the respondents.

4. find out the problems encountered by the respondents

5. draw recommendations from the findings to improve the level of job satisfaction of the faculty members in the University of Eastern Philippines.

III. METHODOLOGY

The University of Eastern Philippines. Was first known as the Catarman farm school in 1908. It was founded from the contribution of the municipal government, and the Provincial Board Republic Act No. 3377 also appropriated funds for the operation of the school in 1918.

In 1951, thru Republic Act No. 320, the then Catarman Agricultural School was converted into the Catarman National Agricultural School (CNAS). Then, on July 14, 1956, it became a state college. It was named Samar Institute of Technology (SIT) on September 7, 1957, thru President of the Republic of the Philippines, His Excellency Carlos P. Garcia, who formally managed the operation of the college and inducted Encerio A. Asinas as the first president.

The University reservation is situated on a hill and the ocean. It is committed to being a prime mover of development by providing education opportunities which far as long had been practically beyond the reach of the common people as part of the Philippines.

The University of Eastern Philippines is the first state University in the Visayas, serving 10 colleges, namely: College of Agriculture, Fisheries and Natural Resources (CAFNR), College of Arts and Communication (CAC), College of Business Administration (CBA), College of Education (CoEd), College of Engineering (CE), College of Law (CL), College of Nursing (CN), College of Science (CS), College of Veterinary Medicine (CVM) and the Graduate School.

This study utilizes the descriptive correlational design. West; described descriptive studies as a way of picturing and describing the different aspects of the present facts concerning a situation to obtain knowledge of nature, status, or development of a situation.

The research instrument used in this study is composed of three parts. Part I gathered data on the socio-demographic profile of the respondents, Part II measured the level of job satisfaction of the respondents. It was patterned from the study Exequiel J. Borinaga on "Self-actualization, emotional maturity development values and job satisfaction of Public

Elementary School Teachers in the Division of northern Samar: Implication for Teachers development”. The third part delved into the problems encountered and recommendations of the respondents.

The researcher prepared first written permission or a letter request to conduct the study addressed to the respondents and approved by the research adviser together with the questionnaire.

The sampling technique used in this study was probability sampling, particularly that of simple random sampling. This type of sampling is one in which everyone in the population of the primary of the inquiry has an equal chance of being selected in the sampling.

The total population of the study was composed of 337 faculty members of the University of Eastern Philippines. Since the population is huge, only 77 samples were taken as respondents.

The independent and dependent variables are described herein.

The independent variables were measured and categorized as follows:

Age. This was categorized as young or old.

Sex. This was categorized as male and female.

Civil Status. This was categorized as single or married.

Educational Attainment. This was categorized as a college graduate, master’s unit, master’s degree holder, doctorate unit, doctorate degree holder, and post-doctorate.

Academic rank. This was categorized as an instructor, assistant professor, associate professor, and professor.

Length of Service. This was categorized into short service (1-15 years), average service (16-30 years), and long service (31 years and above).

Monthly Salary. This was categorized as 22,938-25,003; 25,004-30,253; 30,254-36,606; 36,607-44,294 and 44,295 and above based on salary standardization law.

Training/Seminars attended. These were categorized as local and national seminars.

Job Satisfaction. This was determined by using a 15 points self-assessment interview questionnaire. Responses for the items in the questionnaire were

classified as extremely satisfied (ES), 5 points; much satisfied (MS), 4 points; satisfied (S), 3 points; somewhat satisfied (SS), 2 points; and dissatisfaction (D), 1 point. The aggregate points of the respondents were treated using the arithmetic mean computation.

IV. FINDINGS

This chapter presents the statistical data with analysis and interpretation of the findings. The data were discussed according to the sequence and presentation of the statement of the problem.

Profile of the Respondents

Age.

Table 1 shows the age of the respondents. Statistical data show the seventy-seven (77) faculty members of the University of Eastern Philippines. Twenty-two (22) or 28.6 percent of the respondents were 40-49 years old, twelve (12) or 15.6 percent were 29-35 years old, and twelve (12) or 15.6 were 50-56 years old, thirteen (13) or 16.8 percent had been 57-63 years old, and nine (9) or 11.7 percent were 22-28 years old. It implies that the majority of the respondents are 40-49 years old. According to the study Smith, as people get older, they move up to the career ladder and get into a better position.

Table 1.1 Distribution of Respondents according to Age

Age	Frequency	Percentage
57-63 years old	13	16.8
50-56 years old	12	15.6
40-49 years old	22	28.6
46-42 years old	9	11.7
29-35 years old	12	15.6
22-28 years old	9	11.7
Total	77	100

Sex.

In terms of sex, forty-one (41) or 53.2 percent of the respondents were male, and thirty-six (36) or 46.8 percent were female. It revealed that the majority of the respondents were female. It suggests that the male population was dominated by female respondents. A number of empirical studies on job satisfaction have suggested that female workers have a lower level of job satisfaction than their male counterparts because male dominates most of the public organization. In this study, males are now find interesting in teaching than before.

Table 1.2 Distribution of Respondents according to Sex

Age	Frequency	Percentage
Female	36	46.8
Male	41	53.2
Total	77	100

Civil Status

Out of the seventy-seven (77) respondents, data show that fifty-eight (58) or 75.3 percent were married, while nineteen (19) or 24.7 percent were single. It revealed that the majority of the respondents were married who rendered services in the field of teaching. According to some researchers, married employees have the lowest rate of absenteeism.

Table 1.3 Distribution of Respondents according to Civil Status

Age	Frequency	Percentage
Single	19	24.7
Married	58	75.3
Total	77	100

Educational Attainment

Data show that twenty-five (25) or 32.5 percent of the respondents had masteral had masteral units, while twenty-four (24) or 31.2 percent were doctorate degree holders, seven (7) or 9.1 percent had doctorate units, two (2) or 2.6 percent were college graduates, while one (1) 1.2 percent attained the highest rank of post-doctorate. It revealed that the majority of the respondents attained masteral units while others obtained a doctorate and master’s degrees, respectively. It implies that most of the faculty were likely to proceed to the highest degree of education because it was found out that workers with high educational levels would tend to be more satisfied with their job because of the knowledge that they acquired

Table 1.4 Distribution of Respondents according to Educational Attainment

Educational Attainment	Frequency	Percentage
Post Doctorate	1	1.2
Doctorate Degree Holder	24	31.2
Doctorate Unit	7	9.1
Master’s Degree Holder	18	23.4
Masteral Unit	25	32.5
College Graduate	2	2.6
Total	77	100

Academic Rank

Table 1.5 shows that forty (40) or 51.9 percent were instructors while nineteen (19) or 24.7 percent were assistant professors. Fourteen (14) 18.2 percent were associate professors, while four (4) or 5.2 percent were professors. It revealed that the majority of the respondents were in the lowest rank as an instructor. It

implies that the chain of promotion must be implemented properly because there were respondents in lower rank who deserve to be promoted. Another reason is because of the low salaries they can’t afford to pursue higher education.

Table 1.5 Distribution of Respondents according to Academic Rank

Academic Rank	Frequency	Percentage
Professor	4	5.2
Associate Professor	14	18.2
Assistant Professor	19	24.7
Instructor	40	51.9
Total	77	100

Monthly Salary

Table 6shows the distribution of the monthly salary of the respondents. Data revealed that a greater number, thirty-nine (39) or 50.6 percent were earning 22,938-25,003; seventeen (17) or 22.1 percent received 30,254-36,606; seven (7) or 9.1 percent earning 24,004-30,253 while three (3) or 3.9 percent received 36,607-44,294 and eleven (11) or 14.3 percent received as high as 44,295 and above as their monthly compensation. It implies that the majority of the respondents are receiving a low salary compared to others.

Table 1.6 Distribution of Respondents according to Monthly Salary

Monthly Salary	Frequency	Percentage
22,938-25,003	39	50.6
25,004-30,253	7	9.1
30,254-36,606	17	22.1
36,607-44,294	3	3.9
44,295-and above	11	14.3
Total	77	100

Length of service

Table 1.7 shows the length of service of the respondents. The majority, forty-one (41) or 53.2 percent, had rendered 1-15 years, twenty-six (26) or 33.8 percent have worked for a period of 16-30 in the institution, ten (10) 13 percent had rendered service for 31 years and above. It implies that the majority of the respondents are likely to serve with utmost devotion rather than quit despite low salaries and slow promotions.

Table 1.7 Distribution of Respondents according to Length of Service

Length of Service	Frequency	Percentage
1-15 years	41	53.2
16-30 years	26	33.8
31 years and above	10	13
Total	77	100

Seminars/pieces of training Attended

Table 1.8 revealed the frequency distribution of the respondents with regard to their attendance at seminars/training for professional advancement. The majority, forty-nine (49) or 63.6 percent, had attended local pieces of training and seminars, while twenty-eight (28) or 36.4 percent attended national seminars. It implies that the faculty members are likely to attend pieces of training locally because sometimes attending national seminars/pieces of training needed extra money and their allowance coming from the institution was not enough, so they quite spent their own.

Table 1.8 Distribution of Respondents according to Seminar/pieces of training Attended

Seminar/Trainings Attended	Frequency	Percentage
Local	49	63.6
National	28	36.5
Total	77	100

Table 2.1 shows the distribution of the job satisfaction of the respondents in terms of intrinsic motivation. Out of the nine items, eight were indicated as extremely satisfied, and one was much satisfied, which is the opportunity to learn/acquire new skills and knowledge. It implies that the faculty members reached the highest level of satisfaction; motivation is not an issue because they are already motivated; they are working with high motivation so they can do their tasks efficiently and effectively.

In terms of salary and benefits, data shows that there are more areas of respondents are much satisfied and one indicated only as satisfied, which is the delivery of their financial assistance given during calamity. It implies that the respondents want more assistance to increase their level of satisfaction. It is said that salary and benefits are some of the motivators of employees.

Table 2.3 shows the job satisfaction of the respondents in terms of their work conditions. Data shows that the respondents were much satisfied in some areas as compared to others that they indicated as satisfied. It implies that the respondents want comfortable conditions for their work because the environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing.

Table 2.4 data shows that the respondents were are much satisfied in terms of supervision. It implies that the respondents are contented with the treatment and the way the superior administer them.

Table 2.5 shows that majority of the respondents were much satisfied with their relationship with a co-worker. Out of the four items, 1 indicated that the respondents are only satisfied with the support given to colleagues in case of crisis. It implies that respondents need more support from their colleagues in times of hardship crisis.

Table 2.6 presents the distribution of the respondents as regards their relationship with their superiors. Data treatment of their superior is just and fair.

Table 2.7 shows the overall distribution on the level of job satisfaction of the respondents. Data shows that the respondents were “much satisfied” with the salary and benefits, work conditions, supervision, relationship with workers, and relationship with a superior. They were extremely satisfied” with the intrinsic motivation.

Table 2.7 Overall Level of Job Satisfaction of the Respondents

Level of job satisfaction	Mean	Interpretation
Intrinsic motivation	4.2	Extremely Satisfied
Salary and benefits	3.7	Much Satisfied
Work condition	3.6	Much Satisfied
Supervision	3.7	Much Satisfied
Relationship with co-worker	3.5	Much Satisfied
Relationship with superior	3.8	Much satisfied
Grand mean	3.7	Much Satisfied

Test of Relationship

To test the null hypothesis that there is no significant relationship between the profile and the job satisfaction of the respondents, multiple regression was used.

Age

In terms of age, the result revealed that the F-ratio of 0.513086294 is greater than the significant F of 0.476060102, thus the null hypothesis that there is a significant relationship between the job satisfaction and age of the respondents, likewise the co-efficient of 0.69% explained how much the age influence the job satisfaction. It implies that the older the teacher, the higher is the job satisfaction.

Sex

In terms of sex, the result revealed that the F-ratio of 1.000968408 is greater than the significant F of 0.320336671 with the coefficient determination of 1.33%; thus, the null hypothesis was rejected. It implies that the male is more satisfied than the female because

the needs of the male may not be equal to the needs of the female.

Civil Status

In terms of civil status, the result revealed that the F-ratio of 0.202301791 is lesser than the significant F of 0.654184064, the null hypothesis was accepted, and therefore there is no significant relationship between the job satisfaction and the civil status of the respondents. It implies that whether the respondents are single or married, it is possible that they are satisfied or not with their workplace.

Educational Attainment

The data shows that the educational attainment of the respondents and their level of satisfaction is significantly related to each other. Since the F-ratio of 2.457613812 is greater than the significant F of 0.121222854, the null hypothesis was rejected. Likewise, the co-efficient determination of 3.21% explained how much educational attainment influenced job satisfaction. It implies that the higher the educational attainment, the higher is the level of job satisfaction.

Academic Rank

In terms of academic rank, it indicated that job satisfaction is not significantly related to the academic rank of the respondents. Since the F-ratio of 0.46433248 is lesser than the significant F of 0.49773317, the null hypothesis was accepted. In other words, academic rank does not measure the job satisfaction of the respondents.

Monthly salary

Data shows that the monthly salary of the respondents is significantly related to their level of job satisfaction. The F-ratio of 3.167296248 is greater than the significant F of 0.079232401, and the null hypothesis was rejected. The coefficient determination of 4.10% explained the relationship of each other. In other words, the higher the salary of the respondents, the higher the job satisfaction they get.

Length of Service

In terms of length of service, data show the length of service is significantly related to job satisfaction. Since the F-ratio of 1.862714383 is greater than the significant F of 0.176447443, thus the null hypothesis is rejected. Likewise, the co-efficient determination of 2.46% explained how much the length of service

influenced job satisfaction. It implies that the longer the service they render, the higher is the job satisfaction.

Seminar/Training

In terms of seminar/pieces of training, the result revealed that the F-ratio of 4.923290423 is greater than the Significant F of 0.029563243; the null hypothesis is rejected in favor of the researcher hypothesis that there is a significant relationship between the job satisfaction and seminars/pieces of training. The coefficient of determination of 6.24% explained how much the seminars/pieces of training influenced job satisfaction. In other words, the more pieces of training and seminars they attended, the higher is the job satisfaction of the respondents.

Table 4 shows the problem encountered by the respondents. The top five problems were; needs of incentives; needs of recognition; inadequate salary and benefits; needs of motivation and support from the manager/administrator; and the delaying the decision making which pertained to the administration. Data revealed that they want just and fair compensation packages and a reward system that would increase their level of satisfaction and encourage them to work harder.

Table 4. Problems Encountered by the Respondents

Problems encountered	Frequency	Rank
Needs of incentives	39	1
Needs of recognition	32	2
Non-cooperation	26	3
Inadequate Salary and benefits	23	4
Needs of motivation	23	4.5
Needs of support from the manager	23	4.5
Delaying the decision making	16	5
Inadequate Courses of action	15	6
Unhappiness with the management	13	7
Insufficient skill and knowledge for the job	13	7.5
Conflict between co-worker	12	8
Bored with the job	3	9

Multiple Response

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