

SATISFACTION LEVEL OF FACULTY ON THEIR EMPLOYMENT STATUS IN A STATE UNIVERSITY

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ABSTRACT

This study was conducted to assess the level of satisfaction of the faculty members on their employment status in a state university in terms of fringe benefits, salaries and compensation, adequacy / loading and rank and tenure. The researchers made use of quantitative non-experimental research design using comparative method to 30 faculty members. The statistical tools used for the data analysis were mean, standard deviation, and analysis of variance (ANOVA). Based on the findings of the study that the satisfaction level of the faculty members in a state university was very high. Moreover, there is no significant difference in the satisfaction level of faculty members in their employment status when they are grouped by age, gender and educational attainment.

KEYWORDS:

Satisfaction Level, Faculty Members, State University, Fringe Benefits, Adequacy, Rank and Tenure

INTRODUCTION

Educational institutions are bearing the highest cost in case of managing the human capital of faculty. Therefore, bringing high quality in program delivery necessitates the research on contributing factors of satisfaction and loyalty. The level of satisfaction, which guarantees a successful educational institute, backed by the number factors like strong interactive process, inherent attraction for quality brains, likeliness to stay on job and feelings of empowerment. Satisfaction also develops high level of institutional commitment and desire to show substantial performance. The high performance do not only based on job satisfaction, but also requires satisfaction with career in education, which positively influences teaching effectiveness and resultantly, students learning (Qayyum, 2013) Moreover, every educators must express their satisfaction level since it affects greatly on their performance, especially on the quality of learning of the students and the impact as a whole on the institutions. Public school workers on all levels have a well known reputation of acquiring overloaded worked not just in teaching tasks but also in non teaching such as administering their designated departments and roles, researching, documenting and other paper works. Given this workload of the educators, actual teaching standards have been proposed to achieved teaching proficiency by the multitude of other responsibilities and roles that educators play (PIDS,2019).

According to the Jobstreet.com survey last year, the Happiness Index Report of the Filipino employee with the scale of 1-10 (lowest to highest), Filipinos only attained an average of 4.97. With a conclusion that Filipinos are less happy at work, as most employees desire career development. The main problem of every employee and employer is Job dissatisfaction. Job dissatisfaction is a serious matter in every company, institution, organization and any formal and business related environment, it affects productivity and like a disease can spread and demoralize the workforce. However, it should not be a major problem as most of the causes of dissatisfaction can be corrected (Talentbridge,2017).

It is very important to attract and retain the quality of teachers and this is one of the challenges in any educational institutions. Job Satisfaction is the relationship of achieving one's personal goal in accordance to the institution. Any work cannot be effectively and successfully done without satisfaction. School teachers are important in building the nation and promising citizens of the nation. Therefore, job satisfaction is an important concept that is not only related to an individual but it is relevant for the society's well-being (KNigama et al,2018).

PURPOSE OF THE STUDY

The main objective of the study was to determine the satisfaction level of faculty on their employment status in a State University. Specifically the purpose of the Study is to determine the following:

- 1.To identify the satisfaction level of the faculty on their employment status.
2. To determine the significant difference on the level of faculty on their employment status when they are grouped by age, gender and educational attainment.

LITERATURE REVIEW

Satisfaction can be described as a sense of pleasure felt by a man during interaction with some work, people, thought and a process. The degree of pleasure is based on many intervening variables such as situation, type of interaction, time, place and a specific incident, which ultimately determine the extent of satisfaction. Satisfaction may vary according to type of interaction, mode of a person and frequency of attachment with the subject. The situation contributing in satisfaction might play adverse role in different time or place with same interaction process. Therefore, various demographical variables are extensively studied in literature and found related and unrelated according to different points of region, variables type and level of significance. Educators must prepare effective lessons materials, grade student work and offer feedbacks, manage classroom materials, productively navigate the curriculum, and collaborate with other staff however, being a teacher involves more than executing lesson plans, it is so much more (Cox,2019). It is very important to attract and retain the quality of teachers and this is one of the challenges in any educational institutions.

Fringe Benefits, Salaries and Compensation. World at work, stated that benefits include packages an employer practices to supplement the cash compensation that employees receive. It comprises of health, income protection, savings and retirement programs provide security for employees and their families. A specific set of organizational practices, policies and programs, plus a philosophy that actively supports efforts to help employees achieve success at both work and home. Fringe benefits include any variety of programs that provide paid time off, employee services and protection programs. According to Bratton and Gold (2009), fringe benefits refer to the part of the rewards package provided to an employee in addition to the guaranteed basic remuneration. An employee remuneration package includes guaranteed employment benefits such as retirement benefits, medical aid benefits, life and disability insurance, housing benefits, car allowance or cell phone allowance.

Martocchio (2006) elaborated that fringe benefits can also included prerequisite perks such as relocation payments, flexible start dates, sign-on bonuses, use of company-owned property, health club membership, tuition reimbursement, financial planning and clothing allowances. Artz (2010) reported a significant positive estimates for variables as paid vacation and sick pay but no significance for any of the remaining benefits: Child care, pension, profit sharing, employer provided training/education and health insurance. Compensation is payment to an employee in return for their contribution to the organization, that is, for doing their job. The most common forms of compensation are wages, salaries and tips. Compensation is usually provided as base pay and/or variable pay. Base pay is based on the role in the organization and the market for the expertise required to conduct that role. Variable pay is based on the performance of the person in that role, for example, for how well that person achieved his or her goals for the year. Incentive plans, for example, bonus plans, are a form of variable pay. (Some people might consider bonuses as a benefit, rather than a form of compensation.) Some programs include a base pay and a variable pay(McNamara,2010).

Adequacy and Loading. Work itself plays a key in employee job satisfaction. Employee creativity enhances the company ability for gaining competitive advantage. This study reflects that in order to use the inspiration of employee the company must give them challenging, environment, and variety of tasks. It will also enable the employee to enjoy and have a sense of pleasure (Raza, 2015). A common problem of teacher is workload due to leave their job. They are not able to pay the attention on their job, when teachers are involved in some other activates. Work over load also consist of school duties perform outside the classroom, they work more 40 hours

per week. Many teacher works during the summer vacation. Those teachers may teach in summer classes, take other jobs, etc., (Cogalty, 2016). The assigned work for full-time tenured/tenure-track or specialized faculty consists of a combination of teaching, mentoring, research/creative activity, academic administration, and public/institutional service. Teacher should not be expected to undertake additional responsibilities without appropriate additional pay. Government school initiatives were the reason identified for high workload. A few schools provides teacher with an opportunity to study, travel or engage in other forms of professional improvement some schools work to make teaching salaries more attractive by adopting merit pay plan. Merit pay plan is a salary plan that attempts to make teaching more attractive, as well as more financially rewarding by linking teachers performance and teacher salary (Crane, 2000).

Rank and Tenure. Few studies focus directly on the effect of teacher tenure on teacher performance. Aaronson et al. (2007) include and analyze tenure status in their regression model explaining the impact of teacher characteristics on student performance. Using data collected from Chicago Public High Schools, Aaronson et al. aim to identify teacher characteristics correlated with student gains in math and, more generally, further understand the relationship between teacher quality and student achievement. The authors find that “variables that determine compensation in Chicago – tenure, advanced degrees, and teaching certification” – only explain about one percent of the variation in estimates of teacher quality. Tenure status, specifically, had no statistically significant correlation with teacher quality. However, the effect of tenure on teacher quality was estimated without fully addressing the complex relationship between the effects of tenure and teaching experience. Tenure status is closely related to teacher experience, and it is important to create a research design that disentangles tenure effects from returns to experience. In Aaronson et al., years of teaching experience was measured by “potential experience,” which is the age of a teacher minus years of education minus five (the age at which an individual begins schooling). In other words, potential experience is simply a measure of the number of years an individual is in the workforce, assuming that he or she completes education and immediately enters the workforce without taking any time off.

METHODOLOGY

This study aimed to explore the job satisfaction level of faculty in terms of salaries, fringe benefits and incentives, faculty adequacy and loading and rank and tenure of a state university. The study utilized quantitative non-experimental research design using comparative method to 30 respondents who are faculty members of a State University. The statistical tools used for the data analysis were mean, standard deviation, and analysis of variance (ANOVA). Respondents answered the instrument using a five-point scale. The data obtained from the sources were subjected to analysis and interpretation.

RESULTS AND DISCUSSION

This section presents the analysis and data gathered.

Disclosed in Table 1 is the level of satisfaction of the faculty members and they revealed a very high level with the overall mean rating of 4.29. This means that the faculty members have a highly satisfactory employment status in the state university. Moreover, they manifested a very high level of Satisfaction as parameter of employment status with the mean rating of 4.55. However, the faculty and loading has the lowest mean rating of 4.06. This finding affirms to the study of (Qayyum, 2013) He states that the level of satisfaction, which guarantees a successful educational institute, backed by the number factors like strong interactive process, inherent attraction for quality brains, likeliness to stay on job and feelings of empowerment.

Table 1: Satisfaction level of Faculty on their Employment Status

Employment Status	SD	Mean	Descriptive Level
Salaries, Fringe Benefits and Incentives	.55	4.55	Very High
Faculty Adequacy and Loading	.44	4.06	High
Rank and Tenure	.68	4.26	Very High
OVERALL	.70	4.29	Very High

Presented in Table 2 is the significant difference in the satisfaction level of faculty members when they are grouped by age. The findings reveal no significant difference as showed in the F-Value of .261 and P-Value of

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.774 which is greater than .05 level of significance, hence the acceptance of the null hypothesis. This implies that the age of the Faculty members is not a source of difference on their satisfaction level. The findings did not affirm to the notion of (Nijru, 2014) which revealed that job satisfaction increased with age because the individual came to adjust to his/her work and life situation.

Table 2. Significant Difference on the Satisfaction Level of Faculty on their Employment Status when they are grouped by Age.

Faculty Satisfaction	Age	Mean	F Value	P Value
Salaries, Fringe Benefits and Incentives	35 below	4.58	.39	.962
	36-50	4.54		
	51 above	4.53		
Faculty Adequacy and Loading	35 below	4.17	.239	.791
	36-50	3.97		
	51 above	4.08		
Rank and Tenure	35 below	4.17	.732	.500
	36-50	4.17		
	51 above	4.46		
Overall	35 below	4.30	.261	.774
	36-50	4.23		
	51 above	4.36		

Presented in table 3 is the significant difference on the satisfaction level of faculty on their employment status when they are grouped by gender. The findings reveal no significant difference as showed in the t-value of 1.94 and with the P-value of .849 which is greater than 0.5 level of significance, hence the acceptance of the null hypothesis. This implies that the gender of faculty members is not a source of difference on the job satisfaction. The findings did not affirm to the notion of (Bender, et al., 2005) they referred the fact that women report higher job satisfaction than men despite a clearly disadvantaged position in the labor market in terms of earnings, recruitment/dismissals, promotions and career prospects in some countries of the world.

Table 3. Significant Difference on the Satisfaction Level of Faculty on their Employment Status when they are grouped by Gender.

Faculty Satisfaction	Gender	Mean	t Value	P Value
Salaries, Fringe Benefits and Incentives	Male	4.63	1.178	.259
	Female	4.48		
Faculty Adequacy and Loading	Male	3.94	.951	.358
	Female	4.16		
Rank and Tenure	Male	4.25	.102	.920
	Female	4.27		
Overall	Male	4.27	.194	.849
	Female	4.30		

Presented in Table 4 is the significant difference on the satisfaction level of faculty on their employment status when they are grouped by educational attainment. The findings reveal no significant difference as showed in the t-value of 0.493 and with the P-value of 0.630 which is greater than 0.5 level of significance, hence the acceptance of the null hypothesis. This implies that the gender of Faculty members is not a source of difference on their job satisfaction. The findings did not affirm to the notion of (Hughes, et al., 2003) that women and men with no postsecondary education placed greater priority on job security, pay, and benefits than did individuals with higher levels of educational attainment. Employees without a high school education also placed a high value on communication and collegial relations in the workplace.

Table 4. Significant Difference on the Satisfaction Level of Faculty on their Employment Status when they are grouped by Educational Attainment.

Faculty Satisfaction	Educational Attainment	Mean	t Value	P Value
Salaries, Fringe Benefits and Incentives	Master	4.6871	2.117	.053
	Doctor	4.4400	2.265	.041
Faculty Adequacy and Loading	Master	4.0571	-.041	.968
	Doctor	4.0667	-.041	.968
Rank and Tenure	Master	4.2429	-.124	.903
	Doctor	4.2711	-.129	.899
Overall	Master	4.3300	.469	.646
	Doctor	4.2600	.493	.630

CONCLUSION

Based on the findings of the study the researchers concluded that the satisfaction level of the faculty members in a state university in terms salaries, fringe benefits and incentives, faculty adequacy and loading and rank and tenure was very high. Moreover, there is no significant difference in the satisfaction level of faculty members in their employment status when they are grouped by age, gender and educational attainment.

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