

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2022, Vol. 3, No. 5, 935 – 947

<http://dx.doi.org/10.11594/ijmaber.03.05.19>

Research Article

Job Satisfaction of Faculty Members of State Universities and Colleges (SUCs) in Bicol, Philippines

Michael B. Bongalonta*

Sorsogon State College Bulan Campus

Article history:

Submission May 2022

Revised May 2022

Accepted May 2022

**Corresponding author:*

E-mail:

michaelbongalonta27@gmail.com

ABSTRACT

This study determined the demographic profile of faculty members of State Universities and Colleges in Bicol, Philippines and assessed their job satisfaction. This also aimed to test if there is significant difference in the extent of the job satisfaction of faculty members with respect to their demographic profile when grouped according to gender, age, length of service, status of appointment and educational attainment. Descriptive method of researcher was utilized to realize the objectives of this study. Data were collected through the use of a modified survey questionnaire which was tested for validation and reliability using Cronbach's value. To facilitate the analyses and interpretations of the data gathered, descriptive statistics (frequency count, ranking and percentage technique) and inferential statistics (one-way ANOVA) were used and made easier through the aid of the Statistical Packages for the Social Science (SPSS). As a result, it was concluded that State Universities and Colleges in the Province of Bicol Philippines (SUCs) are equally represented with new and senior faculty members in terms of number of years in service who have met and complied with the academic requirements of the Civil Service Commission and that most of them are permanent and with security of tenure in the College or University where they are in. Bicol SUC faculty members are highly satisfied with their job and it was found out that the extent of overall job satisfaction of the faculty members in Bicol SUCs does not differ with respect to their demographic profile.

Keywords: *Job Satisfaction, Bicol State Universities and Colleges' (SUCs) Faculty Members*

Introduction

People are one of the most important resources of an organization. All organizations, whether for profit or not for profit, need highly

motivated individuals in order to carry out its mandates and functions. Human resources, as the backbone of every entity, are expected to perform their tasks efficiently, effectively and

How to cite:

Bongalonta, M. B. (2022). Job Satisfaction of Faculty Members of State Universities and Colleges (SUCs) in Bicol, Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research*. 3 (5), 935 – 947. doi: 10.11594/ijmaber.03.05.19

in their most excellent way in order to achieve high productivity and performance which are imperative to the sustainability of the firm. This expectation can be realized by way of securing and enhancing the job satisfaction of the employees. The value and important role of employees to company's success is the reason why most entities intend to invest their finances on its human resources either by way of designing a monetary or non-monetary reward system or improving their salary package to increase the satisfaction of its workforce with the assigned tasks. As far back as 1911, Frederick Taylor and his scientific management theory described money as the most important factor in motivating the industrial workers to achieve greater productivity. The theory advocated the establishment of incentive wage systems as a means of stimulating workers to higher performance, commitment, and eventually job satisfaction (Osa, 2014).

Similar to private entities, government agencies are social organizations which are engaged in the rendition of quality and necessary services to the public, also require a highly satisfied workforce in order to carry-out its mandates. In the government sector, responsive, adequate, courteous, and efficient service to the public is expected to be the goal of every agency (Civil Service Code, 2007). State Universities and Colleges (SUCs) refer to any public institution of higher learning that was created by an Act passed by the congress which are fully subsidized by the National Government. These are among the government agencies which are mandated to deliver accessible and high quality education to the Filipino public and committed in producing highly competent professionals needed for country's development.

As an educational institution, the realization of SUCs' mandates are enormously reliant on the faculty members' job satisfaction that affect their performance, dedication and commitment to their College or University. High satisfaction of the teaching personnel with their job helps SUCs meet the expectation of the government and consequently the public. As stated by Ismail (2012), job satisfaction represents the feelings or a general attitude of the employees in relation with their jobs and the job components such as the working environment,

working conditions, equitable rewards, and communication with the colleagues. This has been correlated with enhanced job performance, positive work values, and high levels of employee motivation and lower rates of absenteeism, turnover and burnout. This means that a person with a high level of job satisfaction holds positive feelings about his or her job, while an unsatisfied person holds negative feelings colleagues, thus, managers should be concerned with the level of satisfaction in their organization.

Kodwani, 2012 defined job satisfaction as a pleasurable or positive emotional state, resulting from the appraisal of one's job or job experience. It is a result of employees' perception of how well their job provides those things that are viewed as important. In similar context, it has been widely argued in management, total quality management, operational sciences and service literatures that improving job satisfaction and loyalty leads to higher productivity and profits. In particular, the human resource management and organizational behavior theories suggest that the appropriate use of people enhances organizational effectiveness (Abugre, 2013). Expectancy Theory of Motivation emphasizes the needs for organizations to relate rewards directly to performance and to ensure that the rewards provided are those rewards deserved and wanted by the recipients. This theory also found out positive relationship between employees commitment and financial incentives and rewards which result in increased job satisfaction, employee performance and employee retention rate (Montana, 2008). However, the study about public sector managers found that pay levels affect job satisfaction, reporting that those public employees experienced lower levels of job satisfaction (Ismail 2012).

SUCs in the Bicol Region are now known for quality and excellence in the areas of instructions, research, extensions and production as manifested with their favorable performances in the actual board examinations given by the Professional Regulation Commission (PRC) and other agencies as well as their contribution to the community and lives of the people. Furthermore, presence of accredited program offerings in these Bicol SUCs and even certification

and compliance to the requirements of the International Organization for Standardization (ISO) of some SUCs are explicit and concrete evidences that these Colleges and Universities are performing well while realizing its basic mandates. However, in spite of these SUCs' accomplishments and contributions to society's progress, the extent or level of faculty members' satisfaction with the job is still unclear and unverified. It is along this premise that this study

was conducted to determine the demographic profile of the SUC faculty members in Bicol SUCs. This also aimed to test if there is significant difference in the extent of faculty members' job satisfaction with respect to their gender, age number of years in service, status of appointment and educational attainment to provide empirical evidence on this concern. The variables used in this study are described below in figure 1.

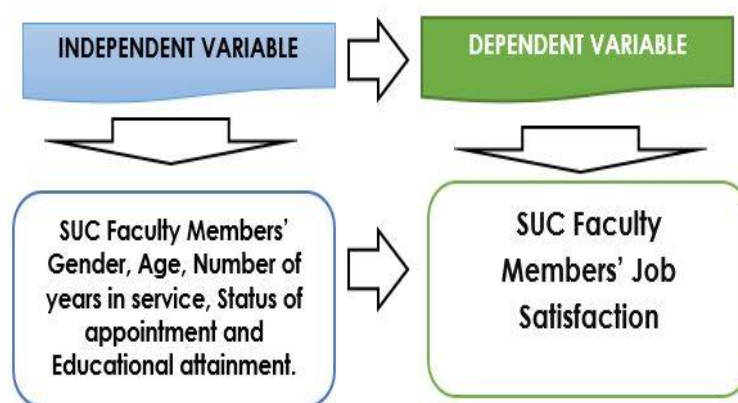


Figure 1. Conceptual and Operational Paradigm

Objectives of the Study

This study aimed to determine the demographic profile of Bicol SUCs' faculty members in terms of sex, age, number of years in service, status of appointment and educational attainment and as well as ascertained the level of their job satisfaction. Testing whether there is significant difference in the extent of faculty members' job satisfaction when grouped according to their gender, age number of years in service, status of appointment and educational attainment was also the purpose of this research.

Methodology

This study used the descriptive method of research in order to determine demographic profile of Bicol SUCs' faculty members in terms of sex, age, number of years in service, status of appointment and educational attainment and as well as the level of their job satisfaction. This method was also utilized to describe the level of faculty members' job satisfaction with respect to their demographic profile.

This study was conducted in the Bicol Region. State Universities and Colleges from the provinces of Albay, Camarines Norte, Camarines Sur, Catanduanes, Masbate, and Sorsogon were the primary source of information relevant to carry out the objectives of this research. Specifically, only one (1) College or University was chosen as the representative from each province and only the main campus of such SUC was the focus of this study. In the case of Camarines Sur where there are more than one SUC in the area, the study has considered the oldest College or University among the existing SUCs in the said place as the representative of the province. Moreover, respondents of this study included only permanent, contractual and temporary faculty members of State Universities and Colleges in the Bicol Region who have rendered one year (1) government service and above.

Specifically, the population of this study are the permanent, contractual and temporary faculty members of the main campuses of Bicol University, Central Bicol State University of Agriculture, Camarines Norte State College,

Catanduanes State University, Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology and Sorsogon State College. The number of permanent, contractual and temporary teaching personnel was obtained from the records of Human Resource Department of the identified SUCs in Bicol. The population includes 906 teaching personnel. The total number of faculty members per identified SUC served as the basis in distributing and determining the number of respondents per SUC. Out of the total population, the study considered only a sample size of 260 (confidence level of 95%; confidence interval of 5%) (Creative Research Survey System Survey Software, 2016).

These samples were proportionally distributed among SUCs based on the size or number of faculty members in the main campuses of the identified Universities and Colleges. As a result, 24.72% or 64 faculty members from Bicol University, 16.11% or 42 from Central Bicol State University of Agriculture, 10.82% or 28 from Camarines Norte State College, 20.75% or 54 from Catanduanes State University, 11.82 or 31 from Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology and 15.78 or 41 from Sorsogon State College were the identified samples. These respondents were chosen through the use of purposive sampling.

This study used a modified survey instrument. Survey instruments were considered as the most advantageous tool in acquiring data from the sources. The survey instruments employed by this study were composed of two (2) parts. Part I was intended to seek information regarding the demographic profile of the respondents. Part II is composed of twelve (11) items which was designed to obtain information about the level of job satisfaction of SUCs' faculty using a five point scale with 1= Very Low to 5= Very High. All the items included in the survey instruments were formulated based on the criteria namely clarity of language, specificity, singleness of purpose, linguistic completeness, grammatical consistency, freedom from assumption, freedom from suggestion and time required to finish accomplishing the questionnaires (Sevilla, 2004).

For the purpose of ensuring the validity and reliability or internal consistency of the items in the survey instruments, pre-testing was conducted with thirty (30) respondents who were not part of the target respondents. This was composed of fifteen (15) faculty members from Sorsogon State College Bulan Campus and fifteen (15) teaching personnel from Bulan National High School before these were actually administered to the target respondents. This was done to get a feedback to refine the content and the structure of the survey questionnaire, and also enhance its internal validity. After the pre-testing activities, it was found out that the instruments were understood clearly and easily by thirty (30) faculty members. However, minor suggestions and recommendations during the pre-testing were still considered for the improvement of some items in the instruments.

Furthermore, pre-testing was conducted to check also the consistency or reliability of all related factors or items in the survey instruments based on Cronbach's Alpha value using Statistical Packages for the Social Science (SPSS). Cronbach Alpha testing was used as it is the most well accepted reliability test tools (Ismail, 2012). In this reliability analysis, the closer Cronbach's Alpha to 1.0, the higher the internal consistency reliability. Based on the output analysis, the computed Cronbach's alpha values was .813 for job satisfaction. This indicates that all the items in the survey instruments are positively correlated to one another and internally consistent. The reliability of all measures was comfortably above 0.70 which means that the instrument used to measure the variable in this study is reliable. Descriptive statistics such as percentage, weighted mean, ranking and frequency distribution (Walpole, 2002) were used for the purpose of summarizing, interpreting and identifying the trends and patterns of the data gathered from the survey. Inferential statistics such as One-Way ANOVA was also employed to test the extent of job satisfaction with respect to their demographic profile. The applications and functions of these statistical tools for analysis were made easier through the aid of the Statistical Packages for the Social Science (SPSS).

Results and Discussion

Profile of Bicol SUC Faculty Members

Table 1 presents the demographic profile of Faculty members of SUCs in the Bicol Region in terms of gender, age, status of appointment, number of years in service and educational attainment. These data were interpreted using descriptive statistics (frequency count, ranking and percentage technique).

As presented in the table, out of the total number of faculty members who were considered as respondents of this research, 58.85% or 153 of them were females and 41.15% or 107 were males. Besides, 30.77% of the respondents is in the age bracket of 54-65 years old which means that faculty members are in their senior years and that most of them have security of tenure in their College/University as manifested by their permanent appointment

status which got the highest percentage (86.92) or a frequency of 226.

It was also revealed that 23.46% of the respondents are in the service for 1 to 5 years already and 23.08% of them belongs to those faculty members who have rendered services to their College or University for 26-35 years which means that SUCs in Bicol are equally represented by both new and senior faculty members. Furthermore, the data disclosed that all faculty members have complied with the minimum academic requirements of the Civil Service Commission and SUCs as manifested by their educational attainment. Among the faculty members, 52.31% or 136 have master's degree, 29.62% or 77 have doctorate degree and 18.08% or 47 of them were bachelor's degree holders, respectively. This result has affirmed by the human resource officer of the identified SUCs.

Table 1. Demographic Profile of Faculty Members of SUCs in Bicol, Philippines

| Gender | Frequency | Percentage (%) |
|-----------------------------------|-----------|----------------|
| Female | 153 | 58.85 |
| Male | 107 | 41.15 |
| Age | | |
| 21-29 | 40 | 15.38 |
| 30-41 | 74 | 28.46 |
| 42-53 | 66 | 25.38 |
| 54-65 | 80 | 30.77 |
| Status of Appointment | | |
| Permanent | 226 | 86.92 |
| Contractual | 23 | 8.85 |
| Temporary | 11 | 4.23 |
| Number of Years In Service | | |
| 1-5 | 61 | 23.46 |
| 6-10 | 36 | 13.85 |
| 11-15 | 43 | 16.54 |
| 16-20 | 25 | 9.62 |
| 21-25 | 14 | 5.38 |
| 26-35 | 60 | 23.08 |
| 36 Above | 21 | 8.08 |
| Educational Attainment | | |
| Master's Degree | 136 | 52.31 |
| Doctorate Degree | 77 | 29.62 |
| Bachelor's Degree | 47 | 18.08 |

Job Satisfaction of Faculty Members of SUCs in Bicol, Philippines

Table 1 contains information about the level of job satisfaction of faculty members of

State Universities and Colleges (SUCs) in the Bicol Region which was obtained through the use of a modified survey instrument (Part II). It shows that SUCs' faculty members are highly

satisfied with their job with the average weighted mean of 3.91.

The job satisfaction of the respondents as faculty members of their College/University got the highest weighted mean of 4.36. Good human relations among faculty members do exist in Bicol SUCs as manifested by the level of their satisfaction with their co-worker (4.18) and their immediate Dean/Supervisor (4.07). According to them, they are satisfied with their profession as faculty/teachers notwithstanding of their salary because of their dedication and willingness to help the country produce highly competent professionals. They stated further that the College/University where they are in has a good working environment as reflected by harmonious relationship among faculty members, non-teaching personnel and department heads.

This can be linked to the idea of Ismail (2012) that job satisfaction represents the feelings or a general attitude of the employees in

relation with their jobs and the job components such as the working environment, working conditions and communication with the colleagues. It describes a positive feeling about a job, resulting from an evaluation of its characteristics. A person with a high level of job satisfaction holds positive feelings about his or her job, while an unsatisfied person holds negative feelings colleagues.

Conversely, the satisfaction of the faculty members as to the amount of the performance-based bonus received from the College/University got the lowest weighted mean of 3.56 among the indicators of employees' job satisfaction. SUCs' faculty members mentioned that the amount of the PBB they received is not equitable with their actual performance and contribution to the realization of the targets. Moreover, the amount of the PBB is not comparable with the bonuses received by employees in the private sectors.

Table 2. The Level of Job Satisfaction of Faculty Members of SUCs in the Bicol Region

| Indicators of Job Satisfaction | Weighted Mean per SUC | | | | | | Overall Weighted Mean |
|--|-----------------------|-------|------|------|-------------|------|-----------------------|
| | BU | CBSUA | CNSC | CSU | DEBES MSCAT | SSC | |
| I am satisfied with my job as a faculty member in this College/University. | 4.58 | 4.52 | 4.04 | 4.22 | 4.42 | 4.39 | 4.36 |
| I am satisfied with the administration of this College/University compared to other organizations. | 4.22 | 4.00 | 3.32 | 3.53 | 4.23 | 3.95 | 3.93 |
| I am satisfied with my immediate dean and supervisor in this College/University. | 4.19 | 4.05 | 3.46 | 4.02 | 4.52 | 4.15 | 4.07 |
| I am satisfied with my co-workers in this College/University. | 4.30 | 4.29 | 3.56 | 4.04 | 4.19 | 4.37 | 4.18 |
| I am satisfied with the loading system of the College/University. | 4.05 | 4.24 | 3.21 | 3.53 | 3.94 | 3.80 | 3.85 |
| I am satisfied with the physical working environment of the College/University. | 3.94 | 3.93 | 3.11 | 3.53 | 3.81 | 3.73 | 3.73 |
| I am satisfied with flexibility of working hours in this College/University. | 4.45 | 3.90 | 3.07 | 4.17 | 3.97 | 3.71 | 3.88 |
| I am satisfied with the process of determining my salary increase in this College/University. | 4.11 | 3.98 | 3.50 | 3.85 | 4.03 | 3.98 | 3.91 |
| I am satisfied with the amount of performance-based bonus, I received from the College/University. | 3.98 | 3.71 | 3.11 | 3.33 | 3.55 | 3.90 | 3.56 |
| I am satisfied with the process of the College/University in giving me opportunity for advancements. | 4.14 | 3.98 | 3.04 | 3.78 | 3.97 | 4.05 | 3.83 |
| I am satisfied with the system of the College/University in giving me a promotion. | 3.91 | 3.81 | 3.14 | 3.61 | 3.74 | 3.98 | 3.70 |
| AVERAGE WEIGHTED MEAN | | | | | | | 3.91 |

Legend: 4.50-5.0 - Very High 3.50-4.49 - High 2.50-3.49 - Moderate
 1.50-2.49 - Low 1.0-1.49 - Very Low

BU – Bicol University; CBSUA – Central Bicol State University of Agriculture; CNSC - Camarines Norte State College; CSU - Catanduanes State University; DEBESMSCAT - Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology ; and SSC – Sorsogon State College

The result is consistent with the finding of Ismail (2012) which disclosed that pay levels affect job satisfaction and that those public employees experienced lower levels of job satisfaction since performance-related pay in the public sector consistently fails to deliver on its promise.

Extent of Faculty Members’ Job Satisfaction when grouped according to their Demographic Profile

The study used One-way ANOVA (F-Test) through the aid of Statistical Packages for Social Science (SPSS) to test the extent of job satisfaction of SUC faculty based on their gender, age, status of appointment, length of service and educational attainment. F-values were computed based on a 5% confidence level. All the data used in computing F-values were taken from the respondents using a modified survey instruments.

Extent of Faculty Members’ Job Satisfaction when grouped based on Gender

Table 3 indicates that all the computed F-values are within the critical value of 4.35 using a significance level of .05. This resulted to overall significant value of .753 which means that there is no significant difference in the extent of job satisfaction of the faculty members if they are grouped according to gender.

Thus, irrespective of gender, faculty members have the same level of job satisfaction. Meaning, the faculty members of Bicol SUCs are highly satisfied with their tasks as part of the teaching personnel of their College or University notwithstanding of their sex. Naz (2016) found out that the farmers did not differ significantly in their extent satisfaction on NIA services when grouped according to sex. This result shows that both genders embrace similar perspective in terms of the services they receive from the agency and that gender is apparently not a factor in the perception of farmers’ satisfaction

Table 3. Extent of Job Satisfaction of Faculty Members if Grouped Based on their Gender

| Indicators of Job Satisfaction | Male | Female | F-value |
|--|-------------|-------------|-------------|
| 1. I am satisfied with my job as a faculty member in this College/ University. | 4.38 | 4.39 | 0.001 |
| 2. I am satisfied with the administration of this College/University compared to other organizations. | 4.01 | 3.92 | 0.596 |
| 3. I am satisfied with my immediate dean and supervisor in this College/ University. | 4.07 | 4.11 | 0.165 |
| 4. I am satisfied with my co-workers in this College/ University. | 4.12 | 4.24 | 1.875 |
| 5. I am satisfied with the loading system of the College/ University. | 3.83 | 3.90 | 0.388 |
| 6. I am satisfied with the physical working environment of the College/ University. | 3.79 | 3.74 | 0.252 |
| 7. I am satisfied with flexibility of working hours in this College/ University. | 4.02 | 3.93 | 0.55 |
| 8. I am satisfied with the process of determining my salary increase in this College/ University. | 4.01 | 3.84 | 2.145 |
| 9. I am satisfied with the amount of performance-based bonus, I received from the College/ University. | 2.44 | 2.50 | 0.152 |
| 10. I am satisfied with the process of the College/University in giving me opportunity for advancements. | 3.92 | 3.82 | 0.586 |
| 11. I am satisfied with the system of the College/University in giving me a promotion. | 3.78 | 3.69 | 0.497 |
| Overall | 3.85 | 3.83 | .099 |

Legend: *Significant at the .05 level, Critical value = 4.35

Extent of Faculty Members' Job Satisfaction when grouped based on Age

Table 4 shows the level of job satisfaction of faculty members with respect to their age. It discloses that among the age brackets, faculty members who belonged to the age group of 54-65 years of age have the highest satisfaction rating while respondents belonging to 21-29 years old got the least satisfaction value.

The overall computed F-Value of 1.821 which is lower than the critical value of 2.84 at 95% confidence level with a computed significant value of .144. This means that the level of job satisfaction of faculty members does not vary if they are grouped according to age. Hence, they have the same level of satisfaction

with the job regardless of their age. This validates the finding of the study which revealed that the farmers regardless of their age did not differ in their satisfaction on the second to the eight NIA services (Naz, 2016). However, the computed F-values for the level of job satisfaction of faculty members with respect to the loading system (F=3.409) and the process of determining their salary increase (F=6.725) with significant values of .018 and .000, respectively, exceed the critical value of 2.84. This shows that faculty members differ significantly along these determinants of job satisfaction as confirmed by the weighted means of their job satisfaction.

Table 4. Extent of Job Satisfaction of Faculty Members if Grouped Based on their Age

| Indicators of Job Satisfaction | 54-65 Years Old | 42-53 Years Old | 30-41 Years Old | 21-29 Years Old | F-value |
|--|-----------------|-----------------|-----------------|-----------------|--------------|
| 1. I am satisfied with my job as a faculty member in this College/ University. | 4.50 | 4.42 | 4.32 | 4.18 | 2.415 |
| 2. I am satisfied with the administration of this College/University compared to other organizations. | 3.95 | 4.09 | 3.93 | 3.78 | 1.167 |
| 3. I am satisfied with my immediate dean and supervisor in this College/ University. | 4.06 | 4.17 | 4.04 | 4.10 | .333 |
| 4. I am satisfied with my co-workers in this College/ University. | 4.16 | 4.20 | 4.19 | 4.23 | .095 |
| 5. I am satisfied with the loading system of the College/ University. | 4.04 | 3.97 | 3.77 | 3.55 | 3.409* |
| 6. I am satisfied with the physical working environment of the College/ University. | 3.84 | 3.86 | 3.66 | 3.58 | 1.617 |
| 7. I am satisfied with flexibility of working hours in this College/ University. | 4.14 | 3.88 | 3.93 | 3.80 | 1.387 |
| 8. I am satisfied with the process of determining my salary increase in this College/ University. | 4.18 | 3.92 | 3.85 | 3.43 | 6.725* |
| 9. I am satisfied with the amount of performance-based bonus, I received from the College/ University. | 2.55 | 2.18 | 2.70 | 2.43 | 2.124 |
| 10. I am satisfied with the process of the College/University in giving me opportunity for advancements. | 4.01 | 3.68 | 3.92 | 3.68 | 1.576 |
| 11. I am satisfied with the system of the College/University in giving me a promotion. | 3.95 | 3.59 | 3.73 | 3.43 | 2.812 |
| Overall | 3.94 | 3.82 | 3.82 | 3.65 | 1.821 |

Legend: *Significant at the .05 level, Critical value = 2.84

As reflected in the table, older faculty members (4.04) have high job satisfaction ratings as compared to the younger ones (3.55) with respect to the policy and system of the College or University in distributing the loads or subjects to them. This might be due to the fact that senior members of the teaching personnel and those who belong to a retiring age bracket often enjoy the benefit of the flexibility of the loading system particularly in the case of overload subjects which are commonly given to new and younger teachers which was asserted by the respondents during the interview. Likewise, faculty members in the age group of 54-65 years (4.18) are more satisfied than those who are in the age bracket of 21-29 years old (3.43) with regards to the process on how their College or University determine the increase on their salary. Basing from the statements of the respondents, it can be stated that job satisfaction of old and young faculty members varied as a result

of the implementation of government and other policies relating salary increase such as the NBC 461, salary standardization and the like which are often favorable to senior faculty members.

Extent of Faculty Members’ Job Satisfaction According to their Status of Appointment

Table 5 reveals the level of job satisfaction of faculty members with respect to their status of appointment.

As presented in the table, the overall computed F-value at .05 level of significance is 1.577 which is within the critical value (2.32). This redounds to the notion that there is no significant difference in the level of job satisfaction of faculty members with respect to their status of appointment. In general, they have the same level of satisfaction with their work as faculty member whether they are permanent, contractual or temporary employees.

Table 5. Extent of Job Satisfaction of Faculty Members if Grouped Based on their Status of Appointment

| Indicators of Job Satisfaction | Permanent | Contractual | Temporary | F-value |
|--|-------------|-------------|-------------|--------------|
| 1. I am satisfied with my job as a faculty member in this College/ University. | 4.42 | 4.00 | 4.55 | 4.344* |
| 2. I am satisfied with the administration of this College/University compared to other organizations. | 3.98 | 3.78 | 3.91 | .504 |
| 3. I am satisfied with my immediate dean and supervisor in this College/ University. | 4.05 | 4.43 | 4.27 | 2.214 |
| 4. I am satisfied with my co-workers in this College/ University. | 4.16 | 4.35 | 4.45 | 1.541 |
| 5. I am satisfied with the loading system of the College/ University. | 3.91 | 3.57 | 3.82 | 1.556 |
| 6. I am satisfied with the physical working environment of the College/ University. | 3.78 | 3.61 | 3.73 | .395 |
| 7. I am satisfied with flexibility of working hours in this College/ University. | 3.98 | 3.87 | 3.82 | .273 |
| 8. I am satisfied with the process of determining my salary increase in this College/ University. | 3.97 | 3.30 | 3.91 | 5.957* |
| 9. I am satisfied with the amount of performance-based bonus, I received from the College/ University. | 2.43 | 2.22 | 3.91 | 7.609* |
| 10. I am satisfied with the process of the College/University in giving me opportunity for advancements. | 3.89 | 3.52 | 3.91 | 1.363 |
| 11. I am satisfied with the system of the College/University in giving me a promotion. | 3.76 | 3.30 | 3.91 | 2.330* |
| Overall | 3.85 | 3.63 | 4.02 | 1.577 |

Legend: *Significant at the .05 level, Critical value = 2.32

The table further shows that faculty members are highly satisfied with their job based on the given weighted means of individual indicators without regards of their status. On the other hand, considering the computed F-values of each indicator as grouped based on their status of appointment, it was found out that faculty members' job satisfaction significantly differs in terms of their satisfaction of their job as a faculty member ($F=4.344$), in the process of determining their salary increase ($F=5.957$), in the amount of the performance-based bonus they received ($F=7.609$) and the system of promotion ($F=2.330$) since these exceed the critical value (2.32).

It is depicted in the table, that the level of satisfaction of temporary faculty members is immaterially higher than the permanent teaching staffs. However, contractual faculty members have the lowest satisfaction weighted mean among the three (3) categories of employment status. In the case of the determination of salary increment, permanent faculty members have the higher job satisfaction rating (3.97) than those with temporary (3.91) and contractual appointment (3.30). This difference can be based on the idea that permanent government employees who are enjoying the privilege of security of tenure favorably receive salary increase and higher benefits as compared to those non-permanent employees. Besides, the extent of faculty members' job satisfaction significantly differ with reference to the amount of the performance-based bonus given by the SUCs. This implies that each faculty member has different level of satisfactions as affected by variations in the amounts of the PBB which may or may not commensurate to their actual performance. Also, the difference on their satisfaction with the promotional system implemented by the College/University can be explained by the fact the status of appointment dictates whether the faculty is entitled to promotion or not.

Extent of Faculty Members' Job Satisfaction According to their Length of Service

Table 6 depicts the satisfaction of the respondents with their job when grouped according to the number of years in service. The data shown an overall computed F-value of 1.798 at 95% confidence level which is within the critical value (2.23). This entails that the overall satisfaction of SUC faculty members on the eleven (11) indicators does not vary when they are grouped according to the length of service. Thus, it can be claimed that faculty members have the same level of job satisfaction irrespective of their length of service as supported by the computed job satisfaction means showing that the faculty members in Bicol are highly satisfied. However, among the respondents, faculty members who have rendered 25-35 years of service has the highest job satisfaction weighted mean (4.02).

Specifically, all the computed F-Values of the indicators fall within the critical value except for the degree of their satisfaction on the loading system of the College or University ($F=2.622$) and in the process of determining their salary increase ($F=3.436$). This manifests that faculty members significantly vary in their extent of job satisfaction on these two (2) indicators. With respect to the loading system, faculty members who have rendered already 26-35 (4.17) and 21-25 years of service who can be considered as seniors are more satisfied than those who have stayed in the College or University for 1-5 years of service (3.56) who are just new and still young in terms of service. This variation is in line with the idea that senior faculty members who are soon to retire from the service often enjoy the benefit of the flexibility of the loading system particularly in the case of overload subjects which are commonly given to new and younger faculty. In the same context, when it comes to the opportunity to enjoy the benefit of salary increase, senior faculty members have greater chance to embrace and receive higher salary increase resulting from NBC 461, salary standardization and the like than those who are new in the service.

Table 6. Extent of Job Satisfaction of Faculty Members if Grouped Based on their Length of Service

| Indicators of Job Satisfaction | Number of Years in Service | | | | | | | F |
|--|----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|
| | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-35 | 36 Above | |
| 1. I am satisfied with my job as a faculty member in this College/ University. | 4.23 | 4.25 | 4.37 | 4.48 | 4.50 | 4.57 | 4.38 | 1.661 |
| 2. I am satisfied with the administration of this College/University compared to other organizations. | 3.80 | 4.11 | 3.77 | 3.96 | 4.14 | 4.13 | 3.90 | 1.290 |
| 3. I am satisfied with my immediate dean and supervisor in this College/ University. | 4.07 | 4.06 | 3.91 | 4.16 | 4.21 | 4.20 | 4.14 | .548 |
| 4. I am satisfied with my co-workers in this College/ University. | 4.25 | 4.22 | 4.14 | 4.00 | 4.50 | 4.27 | 3.90 | 1.609 |
| 5. I am satisfied with the loading system of the College/ University. | 3.56 | 3.81 | 3.86 | 3.88 | 4.07 | 4.17 | 3.95 | 2.622* |
| 6. I am satisfied with the physical working environment of the College/ University. | 3.54 | 3.53 | 3.74 | 3.88 | 4.14 | 3.95 | 3.90 | 2.181 |
| 7. I am satisfied with flexibility of working hours in this College/ University. | 3.70 | 3.94 | 3.86 | 3.84 | 4.21 | 4.25 | 4.14 | 2.080 |
| 8. I am satisfied with the process of determining my salary increase in this College/ University. | 3.56 | 3.83 | 3.81 | 4.00 | 4.14 | 4.18 | 4.24 | 3.436* |
| 9. I am satisfied with the amount of performance-based bonus, I received from the College/ University. | 2.38 | 2.89 | 2.56 | 2.48 | 2.14 | 2.42 | 2.29 | .938 |
| 10. I am satisfied with the process of the College/University in giving me opportunity for advancements. | 3.67 | 4.06 | 3.70 | 3.64 | 3.57 | 4.10 | 4.14 | 1.978 |
| 11. I am satisfied with the system of the College/University in giving me a promotion. | 3.49 | 3.75 | 3.58 | 3.76 | 3.57 | 4.03 | 3.81 | 1.750 |
| Overall | 3.66 | 3.86 | 3.75 | 3.83 | 3.93 | 4.02 | 3.89 | 1.798 |

Legend: *Significant at the .05 level, Critical value = 2.23

Extent of Faculty Members' Job Satisfaction According to their Educational Attainment

The information regarding the extent of job satisfaction of faculty members if group based on their educational attainment is presented and summarized in Table 7. From the table, seven (7) indicators are within the critical value of 2.32 at .05 level of significance. This means that the satisfaction of the faculty members does not differ along these concerns. However, four (4) out of eleven (11) indicators exceeded the critical value which indicate that respondents would have different level of job satisfaction on these areas. These include their satisfaction on the process of the College/University on giving their opportunity for advancements (F=2.682), the amount of the PBB they receive, (F=6.987), the process of determining their salary increase (F=3.198) and their satisfaction with their co-workers (F=7.669).

Concerning to the opportunity for advancements, faculty members with doctorate degree (4.08) are more satisfied than those with master's degree (3.90) and bachelor's degree (3.66). As mentioned by the respondents, there are some opportunities for advancements are available to doctorate degree holders only but not to other faculty members because of the minimum academic qualifications including the opportunity to handle higher position in the College/University such as Deanship and Program Chairmanship. Commission on Higher Education encourages SUCs to designate Deans and Program chairs with doctorate degree which is in line with their field of specialization.

With regards to the amount of performance-based bonus, doctorate degree holders' satisfaction (2.03) interpreted as low job satisfaction is materially lower than those with bachelor's degree (2.74) and master's degree

(2.64) holders both considered to have moderate satisfaction. The disparity in their satisfaction ratings in terms of the amount of the PBB is based on the fact that the educational qualification of the PBB recipients is not a factor and a criterion in determining the PBB. Thus, it may

result to the possibility that faculty members with doctorate degree may not receive the PBB or the lowest of PBB among the beneficiaries notwithstanding of their academic qualifications.

Table 7. Extent of Job Satisfaction of Faculty Members if Grouped Based on their Educational Attainment

| Indicators of Job Satisfaction | Bachelor Degree | Master's Degree | Doctorate Degree | F-value |
|--|-----------------|-----------------|------------------|-------------|
| 1. I am satisfied with my job as a faculty member in this College/ University. | 4.30 | 4.42 | 4.38 | .562 |
| 2. I am satisfied with the administration of this College/University compared to other organizations. | 3.87 | 3.97 | 3.99 | .264 |
| 3. I am satisfied with my immediate dean and supervisor in this College/ University. | 4.30 | 4.02 | 4.09 | 1.681 |
| 4. I am satisfied with my co-workers in this College/ University. | 4.53 | 4.08 | 4.18 | 7.669* |
| 5. I am satisfied with the loading system of the College/ University. | 3.96 | 3.80 | 3.95 | .917 |
| 6. I am satisfied with the physical working environment of the College/ University. | 3.83 | 3.73 | 3.78 | .254 |
| 7. I am satisfied with flexibility of working hours in this College/ University. | 4.06 | 3.89 | 4.04 | .880 |
| 8. I am satisfied with the process of determining my salary increase in this College/ University. | 3.66 | 3.90 | 4.08 | 3.198* |
| 9. I am satisfied with the amount of performance-based bonus, I received from the College/ University. | 2.74 | 2.64 | 2.03 | 6.987* |
| 10. I am satisfied with the process of the College/University in giving me opportunity for advancements. | 3.70 | 3.79 | 4.08 | 2.682* |
| 11. I am satisfied with the system of the College/University in giving me a promotion. | 3.64 | 3.65 | 3.90 | 1.631 |
| Overall | 3.87 | 3.81 | 3.86 | .249 |

Legend: *Significant at the .05 level, Critical value = 2.32

It can be stated further that faculty members having the maximum educational qualifications (doctorate) with satisfaction rating of 4.08 are more satisfied than other faculty members. This difference is based on the fact that the academic qualifications of the faculty members is a determinant and basis for salary increase particularly in the case of NBC 461 which gives substantial weights on the academic qualifications of the faculty members to be entitled for promotion and consequently

salary increase. Finally, the significant difference on the extent of job satisfaction of the respondents with respect to their co-workers can be explained by some factors inherent to the organizations whether public or private sectors such as professional jealousy.

Conclusion and Recommendations

This study reached the conclusion that State Universities and Colleges in the Province of Bicol Philippines (SUCs) are equally

represented with new and senior faculty members in terms of number of years in service who have met and complied with the academic requirements of the Civil Service Commission and that most of them are permanent (86.92%) and with security of tenure in the College or University where they are in. Bicol SUC faculty members are highly satisfied with their job with the average weighted mean of 3.91. Among the indicators of job satisfaction, the satisfaction of the respondents with their position and job as a faculty member ranks 1st with the highest weighted mean of 4.36 while the amount of the performance-based bonus has a diminishing effect on the overall job satisfaction of SUC faculty members.

This also concluded that the extent of overall job satisfaction of the faculty members in Bicol SUCs does not differ with respect to their demographic profile. However, this specifically identified that there is significant difference in the satisfaction of the faculty members with respect to the following: the loading system when grouped according to their age and length or service; in the process of determining the salary increase when grouped based on their age, status of appointment, educational attainment and length of service; the their satisfaction as a faculty member if grouped based on status of appointment; the amount of the PBB received with regards to their status of appointment and educational attainment ; and opportunity for advancements if grouped based on their educational attainment.

Consequently, this paper modestly recommends that SUCs may consider improvement on the performance-based bonus to make it more instrumental in enhancing the job satisfaction of the faculty members. If warrants, SUCs may formulate more equitable policies of giving salary increase and in giving promotions so that faculty members would enjoy the same benefits in order to avoid being dependent on the salary standardization of the government. Besides, necessary revisions on the existing loading system may be considered by SUCs to make it more flexible in such a way that all faculty members would feel the same satisfaction on it. Finally, future researches about job satis-

faction of the faculty members and other government employees should be conducted to further seek information that would strengthen the results of this study and for future references and bases of the government in formulating policies that would continuously enhance the satisfaction of faculty members and other government employees with their job and assigned tasks.

References

- Abugre, S. S. (2013). The Influence of Rewards and Job Satisfaction on Employees in the Service Industry. *The Business & Management Review*,30.
- Civil Service Commission. (2016, October 28). <http://www.csc.gov.ph>. Retrieved from www.google.com.
- Creative Research System Survey Software. (2016, October 11). <https://www.surveysystem.com.htm>. Retrieved from www.google.com.
- Ismail, N. (2012). Organizational commitment and job satisfaction among staff of higher learning education institutions in kelantan. Sage Publications, 13-14.
- Kodwani, Y. K. (2012). A Study of Job Satisfaction, Organizational Commitment and Turnover Intent among the IT and ITES Sector Employees. Sage Publications , 28.
- Montana, P. J. (2008). Management-4th Edition. Barron's Educational Series, Inc.
- Naz, G. et. al. (2016). Farmers' Satisfaction on National Irrigation Administration (Nia) Services in Sorsogon. Unpublished Research, Sorsogon State College, 7.
- Osa, I. G. (2014). Monetary Incentives Motivates Employee's on Organizational Performance. *Global Journal of Arts Humanities and Social Sciences*, 63.
- Osa,I. (2014, September 23). http://www.yourcoach.be/en/employee-motivation-theories/vroom-expectancy-motivation_theory.php. Retrieved from www.google.com.
- Sevilla, C.G et.al. (2004). Research Methods. Manila, Philippines: Rex Book Store, Inc.
- Walpole, R. E. (2002). Introduction to Statistics. Singapore: Pearson Education, Asia Pte Ltd.