

ORGANIZATIONAL SATISFACTION AND WORK ENGAGEMENT OF FILIPINO TEACHERS IN AN ASIAN UNIVERSITY

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ABSTRACT

This study explores on the organizational satisfaction and level of work engagement of the teachers which are important aspects to consider in understanding the performance of the organization as well as its people especially the faculty members who are in the forefront of the delivery of quality instruction to the primary customer of the university. Descriptive type of research was utilized in the study. Results showed that the faculty members were normally satisfied in the services provided by the university in terms of learning and development; reward and recognition; leadership; and work environment. Program accreditation also helps improve the educational background of the faculty members through requiring them to finish graduate studies. The faculty development program also provides guidance and clear plan for the career of the teachers in terms of the time frame when to complete their master's and doctorate degrees. Providing the employees with enough services would generate an impact on their behaviour to become more engaged on their work assignments.

Keywords: Organizational Satisfaction, work engagement, Filipino Teachers.

INTRODUCTION

Philippine higher academic institutions are now facing various challenges like K-12, OBE implementation and ASEAN integration. With so many things to accomplish, teachers are being confronted by various regulatory requirements causing them to perform multiple responsibilities aside from their major duty of delivering quality instruction. They are now preparing too many documents and reports for OBE Implementation. Satisfaction of employees and clients is an important element of success for any organization and any sector of the economy. It drives the motivation to continuously improve the process of delivering services to customers and provide the culture of excellence towards the achievement of the organization's vision and mission (Laguador, De Castro & Portugal, 2014).

School officials being at the middle and top management are used to provide quality services not only to students and parents but also to its employees especially the faculty members who are always in the forefront of developing the students as major products of university's intangible services.

Teachers must always be updated of the latest trends and issues concerning their field of specialization to keep their students well informed on the situations of the corporate world. Mote et al. (2014) stated that competent faculty members enriched learning activities using up-to-date reference, practiced innovation towards globalization. Teachers of the future are expected to develop their competencies in delivering up-to-date knowledge to sustain their duties and functions as knowledge providers in a constantly changing and increasingly competitive work environment (Del Mundo & Refozar, 2013). Teachers should continuously

compare, analyze and evaluate the methods being used in order to motivate students and to make the learning as effective as possible (Camello, 2014).

They could acquire information through giving them the equal opportunity to attend in training and seminars as well as through participation in symposium and research conferences. Appropriate learning and development programs of the organization provides holistic, dynamic and satisfied human resource to better serve the academic community. It is the heart of personal and professional growth of individual that make them more effective and efficient teachers. If every part of human resources is not addressed in appropriate manner, employees fail to fully engage themselves in their job in the response to such kind of mismanagement (Markos & Sridevi, 2010).

In today's marketplace, attracting and retaining good employees is a top priority in both large and small organizations (Ilgan & Javier, 2014). Therefore, appreciation of major accomplishment leads of the employees is necessary to build a strong commitment to do more contribution to the achievement of the university's vision and mission. Through proper rewards and recognition system, people may enjoy a life with honor and dignity that transcribes to the image and reputation of the institution.

Through strategic leadership and innovative management, faculty members may be guided accordingly to attain the objectives of the OBE. There are some resistant from the teachers in the implementation of OBE due to various tasks need to accomplish at a time where they find it very toxic. With proper orientation and demonstration of support from the management, organizational satisfaction may be achieved through unity and harmony of goals.

OBJECTIVES

The study aimed to determine the personal profile of the respondents in terms of age, sex, civil status and length of service; to determine the level of respondents' organizational satisfaction in terms of Learning and Development; Reward and Recognition; Leadership; and Work environment; to determine the level of work engagement in terms of vigor, dedication and absorption; to test the differences among the variables of Organizational Satisfaction and Work Engagement; and to test the relationship between Organizational Satisfaction and Work Engagement.

METHODS

Descriptive type of research method will be utilized in the study. The standardized instrument of Utrecht Work Engagement Scale (UWES) was used to measure work engagement. The organizational satisfaction questionnaire was taken from the study of Lu, et al (2007) in identifying the organizational satisfaction of the employees. Some modifications were made in the instrument to make it more suitable to the respondents. The instrument for identifying the satisfaction is composed of 20 questions divided into four (4) variables with 5 statements each. Weighted mean and rank were employed to analyze the level of organizational satisfaction and work engagement. ANOVA was used to test the differences among the work engagement variables and difference among the variables of organizational satisfaction while Pearson-Product moment was used to test the relationship between the respondents' level of organizational satisfaction and work engagement.

RESULTS AND DISCUSSION

Table 1 presents the level of organizational satisfaction in terms of learning and development among faculty members. Faculty members were normally satisfied in the opportunity that the university is providing them to use their abilities and the motivation for professional development as denoted by the computed weighted mean scores of 3.43 and 3.40, respectively.

Table 1: Level of Organizational Satisfaction in terms of Learning and Development

Learning and Development	WM	VI	Rank
1. Motivation for professional development	3.40	NrS	2
2. Privilege for educational opportunities	3.25	NrS	4
3. Amount of responsibility being given based on my capacity	3.36	NrS	3
4. Opportunity to use my abilities	3.43	NrS	1
5. Attention paid to my suggestions for development	3.15	NrS	5
Composite Mean	3.32	NrS	

They were also normally satisfied in the amount of responsibility being given to them based on their capacity and the privilege for educational opportunities as indicated by the computed weighted mean scores of 3.36 and 3.35, respectively. Attention paid to their suggestions for development obtained the least weighted mean score of 3.15. The composite mean score of 3.32 implies that the faculty members were normally satisfied in the learning and development of the university in general. Training and Development is important instrument that greatly contributes to the employee's career development (Quizon, 2014). Most organization applied competency training as a form of reward package particularly to employee's promotion (Macalaguim & Menez, 2014). As an educational institution it has to deliver the products and services necessary to achieve the outcomes it intends to produce (Javier, 2012).

Faculty members are the number one beneficiary of the professional development program of the human resource development and management office through taking advanced studies in the graduate school, sending them in seminars, training and research conferences. They used their abilities to do research and allowed them to present its findings in the local, national and international research forums.

They were also being assigned in the working committee where they can utilize their expertise based on their capacity. They were given individual assignments to accomplish within the semester that would contribute to the attainment of the vision and mission of the university either through instruction, research and community extension. Faculty members were being sent to research conferences to present their research papers not only to disseminate the findings of their studies but to benchmark some best practices of the universities and conference organizers which could possibly be implemented in the University. They also gain networks and linkages with co-presenters and participants from the conference which can also help build strong research collaboration in the future.

Table 2 presents the level of organizational satisfaction in terms of reward and recognition among faculty members. Faculty members were normally satisfied in the level of trust given to them as employee and the praise they received from their superior as denoted by the computed weighted mean scores of 3.45 and 3.32, respectively.

Table 2: Level of Organizational Satisfaction in terms of Reward and Recognition

Rewards and Recognition	WM	VI	Rank
1. Fairness of LPU policies regarding promotions	3.03	NrS	5
2. The appreciation I received for my good work	3.14	NrS	3
3. Recognition I get for exceptional work	3.05	NrS	4
4. The praise I received from my superior	3.32	NrS	2
5. The level of trust given to me as employee	3.45	NrS	1
Composite Mean	3.20	NrS	

They were also normally satisfied in the appreciation they received for their good work and recognition they get for exceptional work as indicated by the computed weighted mean scores of 3.14 and 3.05, respectively.

Fairness of LPU policies regarding promotions obtained the least normally satisfied weighted mean score of 3.03. The composite mean score of 3.20 implies that the faculty members were normally satisfied in the rewards and recognition.

They were given the academic freedom to deliver classroom instruction in various strategies they consider appropriate for a certain topic or lesson. They have the full trust of the college deans to provide quality services based on the objectives of the outcomes-based education. Awards and convocation is being held annually to recognize the outstanding performance of faculty in instruction, research and community extension. Top faculty performers were chosen based on the upper 25 percent for 4 consecutive semesters. They were also given research awards for a good number of completed researches by an individual faculty member, research presentation and publication in national and international conferences and journals, respectively.

Recognition is an important part of extrinsic motivation among the employees to boost their interest and enthusiasm to continue their outstanding performance. Their satisfaction through appreciation of their performance from the initiative of the superiors would lead to various positive effects in the work environment. Harmonious relationship would be experienced among faculty members and sharing of good practices in teaching would also be exercised.

Table 3 presents the level of organizational satisfaction in terms of leadership among faculty members.

Table 3: Level of Organizational Satisfaction in terms of Leadership

Leadership	WM	VI	Rank
1. Superior's leadership style	3.32	NrS	1
2. Management of the organization	3.26	NrS	2
3. Support from the management to school activities	3.23	NrS	3.5
4. The way employees are treated	3.23	NrS	3.5
5. Management of conflicts	3.01	NrS	5
Composite Mean	3.21	NrS	

Faculty members were normally satisfied in their superior's leadership style and management of the organization as denoted by the computed weighted mean scores of 3.32 and 3.26, respectively. They were also normally satisfied in the support from the management to school activities and the way employees are treated as indicated by the computed weighted mean score of 3.23. Management of conflicts obtained the least normally satisfied weighted mean

score of 3.01. The composite mean score of 3.21 implies that the faculty members were normally satisfied in the leadership of the school officials.

Lyceum of the Philippines University (LPU) – Batangas as an institution of higher learning is now making its highest peak to be one of the nation's prime leaders in providing equally productive and globally competitive graduates to the international community by pushing its image judiciously in the frontier of world-class universities (Laguador, Villas & Delgado, 2014). The profound mission of living the future with excellence would generate higher academic objectives and global standards. It would uplift the confidence and trust of people to a university whose quest is leading to internationalization (Dotong, 2014).

Leaders employ various approaches that are appropriate to the kind of people they have based on individual differences. They try to manage people with fairness, deep appreciation to the contribution of each member and they demonstrate camaraderie and support to the all school activities. Management experts continue to trumpet the idea that human resources are the most important asset of the organization. They make a difference in the success and failure of the organization (Magbojos, 2012).

Table 4: Level of Organizational Satisfaction in terms of Work Environment

Work Environment	WM	VI	Rank
1. The volume of work assigned to me	3.13	NrS	5
2. Interpersonal relations among fellow workers	3.38	NrS	1
3. The physical conditions of the office where I work	3.18	NrS	4
4. Relations between management and staff	3.29	NrS	2
5. Working conditions	3.24	NrS	3
Composite Mean	3.25	NrS	

Table 4 presents the level of organizational satisfaction in terms of work environment among faculty members. Faculty members were normally satisfied in the interpersonal relations among fellow workers and relations between management and staff as denoted by the computed weighted mean scores of 3.38 and 3.29, respectively. They were also normally satisfied in their working conditions and the physical conditions of the office where they work as indicated by the computed weighted mean scores of 3.24 and 3.18, respectively. The volume of work assigned to them obtained the least normally satisfied weighted mean score of 3.13. The composite mean score of 3.25 implies that the faculty members were normally satisfied in their respective work environment. Responding to the demands and inquiries of the clients immediately is a form of providing quality service with an end result of achieving the goal of making the customers really satisfied at the end of the process (Laguador, 2013).

Achievements are recognized through the following modes of communication: one-on-one meeting with employee, congratulatory memos to achieving employees and departments, during awards convocations, and other means of motivating employees that maintain the culture of excellence in the work environment. These approaches do not only optimize the core competencies of the institution and the employees, but also allow them to exceed beyond from the expected performance.

Universities and colleges in the Philippines are now starting to implement and transform its environment towards outcomes-based education (OBE) as part of the educational reform to meet the challenges of ASEAN integration. Several accrediting bodies for quality assurance in education are now revising their instrument to measure the capability of the academic

institutions in OBE (Laguador, 2014). Several factors honed the ideals of the university in pursuit of transforming the perspective of the society towards one direction of living excellence (Laguador, Dotong & De Castro, 2014) and having an environment that would create a healthy atmosphere of practicing the core values of the LPU-B: God Centeredness, leadership, integrity and nationalism.

Table 5 reveals the comparison of composite means of the organizational satisfaction. Based on the result of multiple comparisons of four cited variables in organizational satisfaction, results revealed that rewards and recognition obtained a significantly lower composite mean score compared to learning and development as well as work environment. Meanwhile, work environment obtained significantly higher mean compared to rewards and recognition and leadership. The university has conducive work environment and familial culture that strengthen the camaraderie and support for one another and keep on solving conflicts on their level.

Table 5: Comparison of Composite Means of the Organizational Satisfaction

Organizational Satisfaction	CM		Sum of Squares	df	Mean Square	F	p-value
1. Learning & Development	3.32	Between Groups	3.846	3	1.282	4.188	.006**
2. Rewards & recognition	3.20	Within Groups	246.158	804	.306		
3. Leadership	3.21	Total	250.005	807			
4. Work Environment	3.25						

** Significant at 0.01

LPU implements the Investors in People standards which mandate continuous learning and development among its employees to hone their skills, knowledge and values. Competitive benefits are given to employees. Teaching personnel regardless of the employment status sign employment contract every semester to ensure continuity of service and benefits. To address the strategic challenges and action plans, there is a periodic monitoring of employees' performance as well as the work units' performance through the quality internal audit being conducted by the assigned internal auditors. The results of the audit serve as guide for the corrective and preventive action plans.

Table 6: Level of work engagement of the respondents in terms of Vigor, Dedication and Absorption

Vigor	WM	VI	Rank
1. At my work, I feel bursting with energy	3.96	VO	5.5
2. At my job, I feel strong and vigorous	4.20	VO	2
3. When I get up in the morning, I feel like going to work	4.13	VO	3
4. I can continue working for very long periods at a time	4.08	VO	4
5. At my job, I am very resilient, mentally	3.96	VO	5.5
6. At my work I always persevere, even when things do not go well	4.33	VO	1
Composite Mean	4.11	VO	
Dedication	WM	VI	Rank
1. I find the work that I do full of meaning and purpose	4.36	VO	2
2. I am enthusiastic about my job	4.28	VO	4
3. My job inspires me	4.34	VO	3
4. I am proud on the work that I do	4.65	A	1
5. To me, my job is challenging	4.22	VO	5

Composite Mean	4.37	VO	
Absorption	WM	VI	Rank
1. Time flies when I'm working	4.33	VO	2
2. When I am working, I forget everything else around me	3.66	VO	6
3. I feel happy when I am working intensely	4.24	VO	3
4. I am immersed in my work	4.34	VO	1
5. I get carried away when I'm working	3.83	VO	4
6. It is difficult to detach myself from my job	3.78	VO	5
Composite Mean	4.03	VO	

Table 6 presents the level of work engagement in terms of vigor among faculty members. It is very often that the faculty members at their work, they always persevere, even things do not go well especially at times that the students misbehaved during class discussions and obtained failing grades in major examinations. They tried to keep on making things right through doing interventions and counselling the students. At their job, they very often feel strong and vigorous to show their interest to teaching and let the students feel their energy to catch the attention of the learners. When they get up in the morning, they very often feel like going to work and they can continue very often working for every long period at a time. They handle courses with long periods especially laboratory classes. They have straight schedule with very short breaks in between.

However, they feel very often bursting with energy and very resilient, mentally which obtained the least weighted mean score. They learn how to adjust to the schedule of the students and try to recharge their energy through looking forward to the next class with positive attitude. The composite mean score of 4.11 implies that the faculty members have high work engagement in terms of vigour.

In terms of dedication, faculty members were always proud on the work that they do. They very often find the work full of meaning and purpose and their job really inspires them. However, they also find their job as challenging which obtained the least weighted mean score. The composite mean score of 4.37 implies that the faculty members have high work engagement in terms of dedication. The family culture and high level of work engagement of employees are optimized through participative approach to management where teachers are given opportunities to participate in decision making through periodic meetings. Dedication is already part of the characteristics of faculty members towards teaching profession. They commit themselves to share their utmost knowledge for the benefit of the students and welfare of the university. They always look forward to the transformation of attitude and behaviour of the learners through their unwavering effort of giving motivation and encouragement to pursue higher goals and objectives.

In terms of absorption, faculty members were very often immersed in their work and they feel very often that time flies when they are working. They feel happy when they are working intensely and they very often get carried away when they are working. However, they also very often feel difficult to detach themselves from their work and when they are working, they forget everything else around them which obtained the least weighted mean scores. The composite mean score of 4.03 implies that the faculty members have high work engagement in terms of absorption.

Table 7: Comparison of Work Engagement Variables

Work Engagement	CM		Sum of Squares	df	Mean Square	F	Sig.
Vigor	4.11	Between Groups	13.658	2	6.829	14.102**	.000
Dedication	4.37	Within Groups	292.007	603	.484		
Absorption	4.03	Total	305.665	605			

** Significant at 0.01

Table 7 shows the comparison of work engagement variables. Results showed that faculty members have significantly higher level of work engagement in terms of dedication compared to vigor and absorption as denoted by the computed p-value of 0.000 which is less than the 0.01 level of significance. Therefore, the null hypothesis is rejected. They demonstrate higher devotion or attachment to work than being energetic and attentive. Higher level of work engagement brings people to become more productive, vigorous, dedicated and enthusiastic to perform duties and responsibilities as part of the dynamic educational institution (Deligero & Laguador, 2014). Dedicated faculty members assume leadership roles in the university. They keep themselves busy and pre-occupied with the responsibilities that would contribute to the attainment of certain goals. Their passion to share their knowledge and wisdom to learners is a form of dedication that holds them as significant part of the society.

Table 8: Relationship of Organizational Satisfaction and Work Engagement

	Vigor		Dedication		Absorption	
	r-value	p-value	r-value	p-value	r-value	p-value
Leadership & Development	.551(**)	.000	.542(**)	.000	.563(**)	.000
Reward & Recognition	.445(**)	.000	.494(**)	.000	.454(**)	.000
Leadership	.331(**)	.001	.371(**)	.000	.391(**)	.000
Work Environment	.241(*)	.021	.307(**)	.003	.280(**)	.007

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

There is highly significant relationship between organizational satisfaction and work engagement among the employees of the university as denoted by the computed p-values which are less than the 0.01 level of significance, except for work environment and vigor that obtained a computed p-value of .021 which is less than the 0.05 level of significance, therefore, the null hypothesis is rejected. This implies that the higher the organizational satisfaction of the employees, there is a possibility of obtaining higher work engagement level. Providing the employees with enough services would generate an impact on their behaviour to become more engage on their work assignments. Manalo (2014) emphasized that quality through performance should set in as the organization's way of life in order to attain its developmental outlook and to fully integrate value driven-customer service. Quality can also be measured through the kind of employees who worked in the company.

CONCLUSION

Faculty Members were normally satisfied in the services provided by the university in terms of learning and development; reward and recognition; leadership; and work environment. The

university provides opportunity for the faculty members to improve their personal and professional experience through continuing education. Program accreditation also helps improve the educational background of the faculty members through requiring them to finish graduate studies. The faculty development program also provides guidance and clear plan for the career of the teachers in terms of the time frame when to complete their master's and doctorate degrees. There are corresponding points in the classification of faculty members in every degree program completed which is reflected in the fairness of LPU policies regarding promotions. It is already considered rewarding for faculty members to be assigned or entrusted to become part of the committees in recognition and acknowledgement of their talents and potential that they can be of help to accomplish specific goal and activity of the university.

Awards Convocation is the event during Foundation Anniversary of the university where the exceptional and remarkable contributions of the employees are being recognized. During the meeting of the academic council and department heads or in any occasion most appropriate, acknowledgement of the accomplishment of every work unit is being done through providing certificate of recognition and simple token of appreciation. With this, everyone is being motivated to do their best effort to carry out certain task with excellence. The support of management to the individual activities of the college is manifested through providing financial assistance and being treated with great importance. There is also satisfaction on the work environment where interpersonal relation among fellow workers is being enhanced through university activities like benchmarking visits, attending seminars/conferences and teambuilding.

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