



PERCEIVED JOB SATISFACTION AND WORK ENGAGEMENT AMONG NON-TEACHING EMPLOYEES AT SOUTHERN PHILIPPINES COLLEGE

Lelanie M. San Juan, Erlinda A. Quirap

Lelanie m. San Juan is a candidate for Master of Arts in Education major in Educational Management Degree at Southern de Oro Philippines College, Cagayan de Oro City, Philippines

Erlinda A. Quirap is the thesis adviser of Lelanie M. San Juan at Southern de Oro Philippines College, Cagayan de Oro City, Philippines

KeyWords

job satisfaction, work engagement, pay, promotion, vigor, dedication, absorption

ABSTRACT

This study was conducted to determine the relationship between job satisfaction and work engagement among the non-teaching employees of Southern Philippines College, School Year 2021-2022. Specifically, it sought to: identify the level of job satisfaction in terms of pay, promotion, and benefits; determine the level of work engagement in terms of vigor, dedication and absorption and find the significant relationship in the respondents' level of job satisfaction when grouped according to work engagement dimensions. The respondents were the non-teaching employees ($n=50$) of Southern Philippines College. The questionnaires were patterned from the studies of Saliring (2022) and Torillo (2022). The data were analyzed using descriptive statistics like frequency, mean, percentage, standard deviation, and Pearson Product-Moment Correlation Coefficient. The study shows that job satisfaction of the respondents on pay, promotion, and rewards was Fairly Satisfactory while work engagements, namely: vigor, dedication, and absorption, were at Most of the Time. Moreover, the data revealed a significant relationship between job satisfaction and work engagement; thus, the null hypothesis is rejected. It is recommended that employees be sent to seminars and trainings for professional advancement. In addition, work breaks be given to sustain work energy and mental resilience to persist when faced with work-related challenges. Thus a balanced level of job satisfaction and work engagement ensures better performance among non-teaching employees.

INTRODUCTION

Employee satisfaction is a valuable factor in the success of any organization. One way to determine whether employees are happy and contented in fulfilling their work is through employee job satisfaction measurement. In addition, it is essential to quality work performance, which is identified as a factor determining the turnover rate, organizational commitment, and work productivity.

Job satisfaction refers to people's attitudes and feelings about their work. A favorable attitude towards the job indicates job satisfaction, and unfavorable attitudes toward the job indicate job dissatisfaction. In other words, job satisfaction can be defined as the extent to which the individual's needs are satisfied and to the extent to which the individual perceives that satisfaction stems from his entire work situation. Unfortunately, some definitions of job satisfaction by researchers fail to understand and explain the main factor which is more necessary before employees could be satisfied with their job. That factor or element is no one but employee pay and benefit. Still, instead, they based their definition on feelings, perceptions, and so on. Thus, the employees could be satisfied with their jobs when their rewards are commensurate with their contribution to the organization (Saliso, 2015).

Job Satisfaction is also defined as the amount of pleasure or contentment associated with a job. Workers will have high job satisfaction when they have positive attitudes towards the job, such as the work itself, recognition, and opportunity for advancement (Dubrin as cited by Romeo, 2018). It also refers to the set of favorable or unfavorable feelings employees view their work. Further, it is where an individual is evaluated from his point of view on feelings and emotions about his job and work experience (Cotiangco, 2018). With its simplest definition, job satisfaction is the designation of a worker's happiness with his job.

Various studies have widely discussed the relationship of job satisfaction to pay, promotion, work benefits, nature of work, co-worker factor, and efficient communication in the workplace. For example, Shahzad et al. (2017) show that salary satisfaction is positively related to job satisfaction. Furthermore, in their analysis, Razak et al. (2018) state that the promotion of a dominant position affects the employees' teaching condition and job satisfaction. Furthermore, the top three drivers of job satisfaction are the respectful treatment of employees, compensation, and benefits.

On the other hand, work engagement is a factor that has gained broad interest among organizational leaders and academicians. Such is rightly so, for the number of effort employees gives to their job determines their level of work productivity. If leaders desire to meet their work objectives, they must tap full engagement in all activities. Having employees with high levels of work engagement is crucial as this increases productivity and the attainment of organizational goals (Nayak, 2016). Organizational commitment is the employee involvement and loyalty to an organization, and it is gaining more importance in today's changing business environment (Abu Shamaa et al., 2015).

In Southern de Oro Philippines College, there might be factors related to the job satisfaction of employees mentioned in this study. Thus, the researcher is interested in finding the relationship between the non-teaching employees' job satisfaction and their work engagement.

Theoretical and Conceptual Framework

This study was anchored on Abraham Maslow's Need Hierarchy Theory, as cited by Oco (2022). Maslow proposed his Hierarchical Theory of five basic needs. He postulated that a person would be motivated when his needs are fulfilled, such as physiological (Fringe benefits and compensation), Safety (school facilities and work conditions), Social and Self-Esteem, and Self-Actualization, which rewards, can be achieved by this.

Vigor is an affective dimension of work engagement characterized by high energy and mental resilience as individuals perform their work. It indicates the level of willingness. Individuals must invest their effort in what they do, and their persistence amidst work challenges to achieve their goals in the workplace. Individuals with vigor are assessed to have high levels of stamina and resilience, are highly willing to put much effort, do not quickly get fatigued, and persevere when faced with work-related difficulties.

On the other hand, Dedication pertains to individuals' substantial involvement in their work caused by having a sense of meaning or significance, inspiration, pride, challenge, and enthusiasm. Individuals who are dedicated to their work perceive their work to be significant, are highly enthusiastic and proud and get inspired and challenged by their work.

The third dimension is Absorption. It pertains to individuals' high levels of concentration on what they do in their work. Such extent indicates how engrossed individuals are in their work, so they forget about the passing time and find it hard to detach themselves from their work. Individuals who are highly absorbed in their work are happily immersed in their work that they tend to forget about time and everything that surrounds them.

Methodology

The study used a descriptive survey technique of research, in which a survey was used to collect data on the non-teaching employees' perception of job satisfaction and work engagement. This study needed data collection, tabulation, and computation, the interpretation of results, and the drawing of conclusions, implications, and insights.

It can be utilized in response to relational questions of variables. It begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis. The results from quantitative research can be predictive, explanatory, and confirming.

The complete enumeration method was used in gathering the data. Therefore, this study focused on determining the level of non-teaching employees' job satisfaction and work engagement.

Southern de Oro Philippine College is located at Julio Pacana Street, Cagayan de Oro City. The school was founded in 1981, upon the proposal of Engr. Apolinar Y. Garcia and Atty. Claudio M. Aguilar. Their idea was to develop the real conjugal properties of the late Don Benito R. Garcia and Dona Raymunda Yabut Garcia and wish to contribute toward the welfare and benefit of the youth through education. The school's founders began planning in August 1981, with the goal of turning Don Benito R. Garcia and Dona Raymunda Yabut Garcia's lands into an educational institution that would grow youth into worldwide professionals. On October 1, 1981, the Southern Philippines Academy was formally formed.

The school's mission is to commit itself to develop global professionals through lifelong knowledge, skills, and attitude, together with its vision, as a Center of Excellence in producing global professionals who are deeply rooted in faith, nationalism, and humanitarianism. The school consists of seven departments: the College of Education, the College of Information Technology, the College of Criminology, the College of Hospitality and Tourism Management, the College of Business Administration, the College of Arts and Sciences, and the Maritime Education. It also offers Graduate Studies, Short Courses, Basic Education, and Senior High School.

The researcher sought approval from the Dean of the Graduate School of Southern de Oro Philippines College (SPC). With the approval of the Dean, permission was sought from the head of the offices to conduct the study. Finally, the consent form and a brief background of the research purpose were presented.

The consent form provided permission to the researcher that the participants agreed to participate in the study and that any result would be published in any form. The consent form also respected the right of the participant to withdraw such participation during the study. The identity of the respondents of this study remained confidential. After administering the instrument, the researcher guaranteed that the necessary health protocols were strictly followed and observed.

Moreover, the researcher ensured the questionnaires distributed that day were retrieved by the researcher on the same day. Considering the present pandemic, the researcher also opted to use Google forms as an online software to gather respondents' responses about the present study. It was user-friendly, easy to administer, and surely helped save paper and time in administering the study questionnaires.

Table A
Sample respondents

School Offices	Number of Respondents
Registrar's Office	10
Cashier's Office	10
Property Custodian	10
Criminology	10
BSBA	10
Total	50

The validity ensures that the questions found in the questionnaire utilized in this study were fitted to the set of targeted respondents. However, this study was fully patterned from the studies of Saliring(2022), Torillo (2022), and Oco (2022). Thus, validity and reliability tests were no longer needed.

The data gathering instruments that were used in this study were patterned from Salering (2022), Tornillo (2022), and Oco (2022) to suit the need of the study. It composes seven (7) statements on each of the variables on pay, promotion, and rewards under job satisfaction, while work engagement questions have ten (10) declarative statements, which comprise vigor, dedication, and absorption, respectively.

The descriptive data of this study were analyzed and interpreted using descriptive statistics such as frequency, percentage, mean, and standard deviation.

Moreover, the research null hypotheses for Problem 3 was tested using inferential statistics. Specifically, the Pearson Product Moment Correlation Coefficient was used for the hypothesis of no significant relationship between the respondents' levels of job satisfaction and work engagement.

Results and Discussions

Problem 1. What is the respondents' level of job satisfaction considering the following: Pay; Promotion; Rewards?

Table 1

Job Satisfaction in Terms of Pay

Indicators	Mean	SD	Interpretation
1. <i>The amount of pay for the work I do is enough.</i>	2.18	1.14	Fairly Satisfied
2. <i>The salary that I receive is sufficient to provide for my family's needs.</i>	2.04	1.05	Fairly Satisfied
3. <i>Pay structure is fair and just.</i>	2.14	1.13	Fairly Satisfied
4. <i>The increase in salary every year is promising.</i>	2.06	1.10	Fairly Satisfied
5. <i>The amount of pay is enough to provide for my children/future children's education.</i>	2.12	0.96	Fairly Satisfied
6. <i>The amount of pay is enough to provide for myself in pursuing higher education.</i>	1.94	1.00	Fairly Satisfied
7. <i>I can save much from the salary that I received.</i>	2.04	1.05`	Fairly Satisfied
Overall Mean	2.07	1.06	Fairly Satisfied

Note : 3.51 – 4.00 Extremely Satisfied 2.51 – 3.50 Very Satisfied 1.51 – 2.50 Fairly Satisfied 1.00 – 1.50 Not Satisfied

Table 1 shows the respondents' level of job satisfaction in terms of Pay. Overall, the respondents got the Mean of 2.07 (SD=1.06), described as Fairly Satisfied. This means that the non-teaching employees relatively found their pay a bit sufficient to support their needs. However, this implies that the respondents' take-home pay is barely enough to support the needs of the family. Knowing that prices in all commodities go up these days, they need to budget their pay to survive their day-to-day expenses.

In terms of salary or pay, Tasnim (2016) pointed out that all teachers perceived that a good salary brings job satisfaction. Salary must be consistent with the present socio-economic condition. It means one must cope with society with one's salary. At least living costs will be covered by that salary. A range of salaries must have the capability to meet up one's basic needs in life. When one's salary cannot meet that, they must look for other earning sources. They set examples that when their salary fails to afford their family expenditures, they must look for private teaching and do not get total effort to teaching in class. Shahzad et al. (2017) study show that salary satisfaction is positively related to job satisfaction.

Sometimes employees get more money from part-time jobs. As a result, their sincerity decreases in their job, and they also become irresponsible in their main job. Thus, a salary plays a vital role in creating job satisfaction. Herzberg, as quoted by Tasnim (2016), identified the factor cluster that motivates the employees. Salary is in the hygiene cluster, which causes dissatisfaction. A low salary is dissatisfactory, and satisfaction is found in a higher salary. From the frustration of a very poor salary, workers explain job satisfaction as getting a good salary.

Moreover, the study of Angeles et al., (2016) revealed that providing compensation and fringe benefits are important factors in employees' job satisfaction. Employees may become happier with their jobs if the rewards are improved, particularly with respect to wages and benefits as extrinsic rewards, given that an organization's rewards system significantly impacts job satisfaction. In addition to the possibility of raising job satisfaction, granting benefits that generate a varying degree of improvement can be a motivation for an employee to perform better. Having opportunities for working in-group rather than alone and being accepted and recognized by the group can enhance job satisfaction involving belonging and social needs.

The indicator "*The amount of pay for the work I do is enough.*" got the highest Mean rating of 2.18 (SD=1.14), described as Fairly Satisfied. This means that the monthly salary they receive is just for their expenses. This might mean that the primary needs can be answered with the salary they receive. Further, they might also answer that the pay received does not include expenses or budget, such as hospitalization and other needs (Ali & Ahmad, 2017).

Because of this, employees are more outspoken in that, despite their appreciation of non-financial factors, they view financial perks as a requirement rather than an option. In other words, workers are more concerned with addressing their financial necessities. In response, companies spend a large portion of their budget on salaries and wages, striking a balance between their outlays and their investment's return (Jalagat, 2016).

On the other hand, the indicator, "*The amount of pay is enough to provide myself in pursuing higher education*" got the lowest with the Mean of 1.94 (SD=1.00) described as Fairly Satisfied. This means that pursuing a study is not a priority of the respondents. This suggests that they might want to proceed their studies, but due to financial reasons, they opted to budget their money on primary needs.

Howes, as cited by Bona (2020), stated that money is the major extrinsic reward. If the policies are perceived as just and fair, there will likely be greater job satisfaction. Bozkurt, quoted by Cotiangco (2018), found out that educators reach the highest job satisfaction level by their job's content and the lowest job satisfaction level by their salaries. However, Abellanos (2018) found that there

is a high relation between task performance and work engagement.

Furthermore, Tasnim (2016) pointed out that a good salary brings job satisfaction. However, the salary must be consistent with the present socio-economic condition. It means one must cope with society with one's salary. At least living costs will be covered by that salary. A range of salaries must have the capability to meet up one's basic needs in life. When one's salary cannot meet that, they must look for other earning sources. Shahzad et al. (2017) study show that salary satisfaction is positively related to job satisfaction.

Thus, a salary plays a vital role in creating job satisfaction. As quoted by Tasnim (2016), Herzberg identified the factor cluster that motivates the employees. Salary is in the hygiene cluster, which causes dissatisfaction. Therefore, a low salary is dissatisfactory, and satisfaction is found in a higher salary.

Table 2

Job Satisfaction in Terms of Promotion

Indicator	Mean	SD	Interpretation
1. There are a lot of seminars and trainings that will help you to be promoted.	1.94	1.06	Fairly Satisfied
2. The institution provides enough items for reclassification every year.	2.06	0.89	Fairly Satisfied
3. Promotion requirements can be easily obtained.	1.96	1.07	Fairly Satisfied
4. The institution provides enough programs for promotion.	2.10	1.02	Fairly Satisfied
5. Promotion structure is fair and just.	2.18	1.00	Fairly Satisfied
6. Promotion offers a promising increase of pay.	2.06	0.93	Fairly Satisfied
7. Promotion elevates social personal status.	1.98	0.96	Fairly Satisfied
Overall Mean	2.04	0.99	Fairly Satisfied

Note: 3.51 – 4.00 Extremely Satisfied 2.51 – 3.50 Very Satisfied 1.51 – 2.50 Fairly Satisfied 1.00 – 1.50 Not Satisfied

Table 2 presents the respondents' level of job satisfaction in terms of Promotion. Overall, the respondents got the Mean of 2.04 (SD=0.99), described as Fairly Satisfied. This means that the non-teaching employees are fairly satisfied in terms of the promotion at their workplace. This implies that the respondents' promotion seems to be at a low level. Knowing that these days prices in all commodities went up, a promotion can provide them an additional budget to support their needs.

Promotion is the act of moving from one designation to a higher one, or, to put it another way, promotion is the act of moving up the corporate ladder. It is the secret to job contentment for some people. They believe their standing has changed, giving them authority and fulfillment. Unless there is evidence that promotions would truly address issues related to job happiness, it can be challenging to promote employees in order to increase job satisfaction. Each employee has a different motivation for wanting a promotion. Some want promotion because they are bored with their current position and believe that their skills are not being used effectively. Others seek promotion because they may not have a good working relationship with their supervisor (Ali & Ahmad, 2017).

Razak et al. (2018) state that the promotion of a dominant position affects the employees' condition and job satisfaction. Furthermore, the top three drivers of job satisfaction are the respectful treatment of employees, compensation, and benefits. Same with Saguig (2020), who further stressed that promotion could be very competitive if the availability of positions for promotion is minimal in slots or not offered on usual occasions. However, it can provide high satisfaction as it involves higher earnings and benefits that will greatly impact one's budget and expenditures. This was further solidified with the same findings in Nor (2020) and Oco et al. (2022) studies.

On the other hand, the indicator "Promotion structure is fair and just." got the highest Mean rating of 2.18 (SD=1.00), described as Fairly Satisfied. This means that the respondents observed that although the promotion is sometimes slow, they observed that fairness and just were observed, making them realize that to get ahead in pursuit of promotion, one must adhere to the necessary requirements and standards. This implies that to get promoted, an employee must not only work hard but also improve their overall portfolio so that by the time a job promotion is available, anyone can qualify for it.

On the same table, the indicator, "There are a lot of seminars and training that will help you to be promoted," got the lowest with the Mean of 1.94 (SD=1.06) described as Fairly Satisfied. This means that the respondents knew that there are many pieces of training and seminars given by the institution, but sometimes scheduling does not complement work schedules. Moreover, respondents need to attend seminars and trainings outside the institution that is aligned with their work schedules. This suggests that they might want to proceed with acquiring knowledge and skills, but due to financial reasons and time constraints, they opted to budget their money on primary needs.

In addition to the given studies, Saguig (2020) further stressed that promotion could be very competitive if the availability of positions for promotion is minimal in slots or not offered on usual occasions. However, it can provide high satisfaction as it involves higher earnings and benefits that will greatly impact one's budget and expenditures. This was further solidified with the same findings in Nor (2020) and Oco et al. (2022) studies.

On the same vein, Gopinath (2020) asserted that promotion is an upward advancement in one's current position that results in more duties, a higher social status, and a higher wage. Depending on the company's needs, it could be either temporary or permanent. The only way for an employee's career to advance is through fulfilling this final ambition for the service he has provided to the organization. It is the ultimate motivator for any employee because it advances the worker up the organizational structure and adds more responsibilities, more esteem, and honor along with an increase in grade pay and benefits.

Table 3
Job Satisfaction in Terms of Rewards

Indicator	Mean	SD	Interpretation
1. All my efforts are awarded the way it should be.	2.24	1.06	Fairly Satisfied
2. Rewarding structure is motivating.	2.14	1.03	Fairly Satisfied
3. The rewards are distributed rightfully.	2.00	0.95	Fairly Satisfied
4. The rewards are enough.	1.98	0.91	Fairly Satisfied
5. The rewards have positive effect on my work ethics.	2.20	0.97	Fairly Satisfied
6. The rewards create healthy working environment in school.	2.30	0.97	Fairly Satisfied
7. The rewards promote healthy competition in the workplace.	2.46	1.59	Fairly Satisfied
Overall Mean	2.19	1.07	Fairly Satisfied

Note: 3.51 – 4.00 Extremely Satisfied 2.51 – 3.50 Very Satisfied 1.51 – 2.50 Fairly Satisfied 1.00 – 1.50 Not Satisfied

Table 3 displays the respondents' level of job satisfaction in terms of rewards. Overall, the respondents got the Mean of 2.19 (SD=1.07), described as Fairly Satisfied. This means that the non-teaching employees are fairly satisfied with rewards at their workplace. With regards to the rewards system, Romeo (2018) stressed that in the workplace, rewards were a positive factor in having high job satisfaction. It provides unexpected pay that can be added to one's budget or savings. He also added that rewards could give an additional source of motivation to better one's performance.

The indicator "*The rewards promote healthy competition in the workplace.*" got the highest Mean rating of 2.46 (SD=1.59), described as Fairly Satisfied. This means that the respondents understand the purpose of providing rewards in the workplace is for healthy competition and inspiration to perform at one's best. This means that to get rewards, an employee must not just perform his best but also aim to the standards and guidelines set by the institution receiving or claiming a certain reward.

Also, Oco (2022) revealed that pay and rewards are the highest indicators of the teachers' job satisfaction for the reasons that they can provide security in terms of earnings and additional income that can be utilized for unexpected spending or in saving for future plans and excursions. Thus, rewards are also a good factor in measuring job satisfaction.

Verbal praise for an individual's efforts, such as saying "good work" or "well done," or patting someone on the back, can be considered rewards. When an employee receives praise for their efforts, it increases their level of zeal and satisfaction and gives them the impression that they and their work are valuable. Additionally, this will boost their output levels. In other words, rewards contribute to raising employee morale. It conveys to employees the organization's value and the extent it depends on them. Lack of recognition might not be a significant problem that causes dissatisfaction unless someone is exceptionally talented (Ali & Ahmad, 2017).

However, the indicator, "The rewards are enough," got the lowest with the Mean of 1.98 (SD=0.91). The respondents need to attend seminars and pieces of training outside the institution that is aligned with their work schedules. This suggests that they might want to proceed with acquiring knowledge and skills, but due to financial reasons and time constraints, they opted to budget their money on primary needs. Thus, rewards can be a great and welcome opportunity.

Romeo (2018) stressed that rewards were a positive factor in having high job satisfaction in the workplace. It provides unexpected pay that can be added to one's budget or savings. He also added that rewards could give additional sources of motivation to better one's performance.

In the same vein as Oco (2022), pay and rewards are the highest indicators of the teachers' job satisfaction because they can provide security in terms of earnings and additional income that can be utilized for unexpected spending or in saving for the future plans and excursions. Thus, rewards are also a good factor in measuring job satisfaction.

Table 4
Summary of Job Satisfaction

Job Satisfaction Variables	Mean	SD	Interpretation
Pay	2.07	1.06	Fairly Satisfied
Promotion	2.04	0.99	Fairly Satisfied
Rewards	2.19	1.07	Fairly Satisfied
Overall Mean	2.10	1.04	Fairly Satisfied

Note: 3.51 – 4.00 Extremely Satisfied 2.51 – 3.50 Very Satisfied 1.51 – 2.50 Fairly Satisfied 1.00 – 1.50 Not Satisfied

Table 4 shows the summary of the respondents' level of job satisfaction. Overall, the respondents got the Mean of 2.10 (SD=1.04), described as Fairly Satisfied. Furthermore, all three job satisfaction variables, namely: Pay with a Mean of 2.07 (SD=1.06), Promotion with a Mean of 2.04 (SD=0.99), and Rewards with a Mean of 2.19 (SD=1.07), were Fairly Satisfied. This means that the non-teaching employees have satisfaction fairly in terms of Pay, Promotion, and Rewards at their workplace. Thus, the management can look into ways and means to improve teachers' job satisfaction.

The study of Nigama (2018) revealed that to maintain high employee job satisfaction, all aspects of work must be maintained at a good level. The needs of employees must be addressed accordingly. This was further confirmed by Tein (2018), who revealed the same results and findings.

Furthermore, it has generally been assumed that a person who is satisfied with his job will perform better. For example, Cotiangco (2018) quoted that a person will experience satisfaction if his job allows accomplishing goals at the same time while being well compensated in terms of pay, the opportunity for promotion, and in giving rewards. This was further solidified by the findings of Ozcan (2021), stating that extrinsic rewards are a key contributor to employees' satisfaction.

Problem 2. What is the respondents' level of work engagement as measured with the following dimensions: Vigor, Dedication, and Absorption?

Table 5
Work Engagement in terms of Vigor

Indicators	Mean	SD	Description	Interpretation
1. I feel bursting with energy like I'm always on full power.	2.20	1.12	Sometimes	Low
2. I work with intensity on my job as I feel strong and vigorous.	2.24	1.02	Sometimes	Low
3. When I get up in the morning, I feel like going to work.	2.22	1.07	Sometimes	Low
4. I can continue working for very long periods of time.	2.16	1.04	Sometimes	Low
5. I am resilient mentally and think of solutions that arise in my job.	2.16	1.04	Sometimes	Low
6. I persevere in my work even when things do not go well.	2.18	0.96	Sometimes	Low
7. I deal with unpredictable or changing work situations by viewing things as opportunities to succeed.	2.34	0.96	Sometimes	Low
8. I am quick in adapting to challenging and difficult situations.	2.32	1.02	Sometimes	Low
9. I devote a lot of energy to perform well on my job.	2.30	1.05	Sometimes	Low
10. I exert my full effort to accomplish my work goals.	2.18	1.12	Sometimes	Low
Overall Mean	2.23	1.05	Sometimes	Low

Note: 3.25 – 4.00 At All Times, 2.50 – 3.24 Most of the Time, 1.75 – 2.49 Sometimes, 1.00 – 1.74 Never

Table 5 presents the respondents' level of work engagement in terms of vigor. Overall, the respondents got a mean of 2.23 (SD=1.05), described as Sometimes. All ten (10) indicators were also rated with sometimes level. This means that the non-teaching employees sometimes have or low level in terms of vigor in their work engagement. This means that the respondents' rewards seem to be at a low level. This implies that the employees are working to comply with their individual tasks; however, they do not have enthusiasm for work.

According to the study by Jaya and Ariyanto (2021), vigor is a series of interrelated affective states experienced by employees where they work, referring to an employee's feelings related to physical strength, emotional energy, and cognition. It is one aspect of employee engagement that implies high employee energy at work, mental resilience and investment in actual work, and a high level of persistence even when facing difficulties. Characteristics of vigor in the form of energy levels and mental resilience at work are shown in effort and perseverance, even in difficulties. It can spur employee performance to be more optimal and based on organizational expectations. Someone will tend to do valuable things for the organization on their awareness and will be driven towards positive tendencies behavior. The study concluded that vigor has a positive influence on employee performance.

The indicator "I am quick in adapting to challenging and difficult situations." got the highest mean rating of 2.32 (SD=1.02), described as Fairly Satisfied. This means that the respondents can be resilient to cope with the challenges at work and provide better performance despite challenges. On the other hand, this implies that the employees sustain adversities in the performance of their duties.

Apparently, employee engagement arises for employees who have high morale. Besides the vigor aspect, other aspects such as dedication to the company and processes in the company can relate to the organization. Therefore, employees involved in

organizations have a sense of energy and effective relationships with their work activities. However, employees can handle the work they face well (Andrianto & Alsada,2021).

However, the indicator “I am resilient mentally and think of solutions that arise in my job.” and “I can continue working for very long periods” got the lowest with a Mean of 2.16 (SD=1.04). This means that the respondents keep on motivating themselves to accept and in facing challenges at work despite low vigor in terms of work engagement. Moreover, it implies that the respondents find ways to look for positive reasons like engagement with co-employees to continue their passion for work.

According to Ivancevich, as quoted by Cotiangco (2018), social support may take the form of emotional support (expressing concern, indicating trust, boosting esteem, listening), appraisal support (providing feedback affirmation), or absorption support (giving advice, making suggestions, providing direction). People who can serve as sources of social support at work include supervisors, co-workers, subordinates, customers, or other non - organizational members with whom an employee might have contact. For many employees, the opportunity for social interaction with friendly co-workers and supervisors significantly adds to satisfaction in work engagements.

Conversely, the employees can manifest the energy of being active, mentally tough, and able to persevere when challenges emerge at work. This is a reference to one's own willingness to work, ability to cope with challenges, and physical and mental stamina. A person with high vigor is, therefore, highly driven even in the face of frustrating circumstances and difficulties at work (Kartal,2018).

Table 6

Work Engagement in terms of Dedication

Indicators	Mean	SD	Description	Interpretation
1. I find my work full of meaning and purpose such that I am willing to work late and spend my evenings and weekends at home working.	2.24	0.98	Sometimes	Low
2. I am enthusiastic about my job so I would accept almost any type of job assignment that challenge my skills and abilities.	2.24	1.02	Sometimes	Low
3. I am proud on the work that I do that I fulfill all the assigned responsibilities and duties given to me.	2.48	1.01	Sometimes	Low
4. My job inspires me to multitask in order to accomplish many worthwhile things at once.	2.30	0.97	Sometimes	Low
5. I feel I'm positively influencing other people's lives through my work such that I try my hardest to perform well.	2.36	0.94	Sometimes	Low
6. I speak highly of my job so I perform beyond expectations.	2.22	0.97	Sometimes	Low
7 I show a great deal of passion and excitement while performing task.	2.42	0.88	Sometimes	Low
8. I feel inspired in my teaching job that I commit to work closely with my learners to attend their holistic need.	2.36	1.05	Sometimes	Low
9. I understand the importance of how my role relates to the departments goals and objectives that I am willing to give my best work.	2.54	1.01	Most of the time	High
10. I am eager to work such that expanding the scope of my work is not a big deal.	2.34	1.02	Sometimes	Low
Overall Mean	2.35	0.99	Sometimes	Low

Note: 3.25 – 4.00 At All Times, 2.50 – 3.24 Most of the Time, 1.75 – 2.49 Sometimes, 1.00 – 1.74 Never

Table 6 discloses the respondents' level of work engagement in terms of dedication. Overall, the respondents got the Mean of 2.35 (SD=0.99), described as Sometimes. Nine out of ten (10) indicators were also rated with Sometimes level, while one (1) out of ten (10) were rated at Most of the Time level. This means that the non-teaching employees sometimes have a low level of dedication in their work engagement. This implies that the employees may have been working. However, they do not emulate the passion for performing their responsibilities. On the other hand, an employee manifests dedication to one's work example do, perform the job an extra mile or perhaps performing one responsibility even without supervision.

According to Schaufeli et al.,(2017), dedication is a strong involvement in one's work with feelings of significance, challenge, pride, enthusiasm, and inspiration (Misu, 2020). It is the ability to devote oneself to a task and feels a sense of significance, confidence,

motivation, pride, and challenges (Schaufeli et al., 2017). This is the part of employee engagement that requires commitment.

Similarly, an employee wants to do more because it is passionate about the organization, its mission, and his ability to contribute to the team in the bigger picture (Robinson, 2015). According to Lesonsky (2017), employees are more likely to put in extra effort, perform at greater levels, and less likely to abandon their professions when they experience the following five feelings: Belonging, Achievement, Purpose, and Happiness.

On the same line, strong interest in one's work, passion, pleasure in one's accomplishments, and a sense of challenge are all signs of dedication. In relation to one's work, it has to do with feelings of significance, inspiration, honor, and excitement. The idea of dedication is quite similar to the idea of job involvement, which is defined as the identification and attachment to one's work(Kartal, 2018).

The indicator "I understand the importance of how my role relates to the departments' goals and objectives that I am willing to give my best work." got the highest Mean rating of 2.54 (SD=1.01), described as Most of the Time. This means that the respondents understand their duties and responsibilities and their impact on achieving goals and plans at the workplace. This implies that the employees commit themselves to their respective work assignments. There is a need for a strong interest in one's work, passion, pleasure in one's accomplishments, and a sense of challenge. In relation to one's work, it has to do with feelings of significance, inspiration, honor, and excitement. The idea of dedication is quite similar to job involvement, which is defined as the identification and attachment to one's work(Kartal, 2018).

However, the indicator, "I speak highly of my job, so I perform beyond expectations." got the lowest Mean of 2.22 (SD=0.97) described a Sometimes. This means that the respondents keep motivating themselves to accept and face challenges at work despite low vigor in terms of work engagement. Moreover, respondents find ways to look for positive reasons to continue their passion for work, especially since they know their work is part of building a better future for the next generations.

According to Howes, as cited by Magomnay (2016), working engagement demographics like vigor, dedication and absorption are all important contributors to job satisfaction. Tasnim (2016) concluded that more employees are dissatisfied with their job if the work environment and engagement is not favorable. Therefore, low satisfaction in this area must be given attention and importance

Table 7

Work Engagement in terms of Absorption

Indicator	Mean	SD	Interpretation
1. Time flies when I'm working, hours go by like minutes.	2.50	1.31	At all times
2. When I am working, I forget everything else around me.	2.36	1.14	Most of the time
3. I feel happy and fulfilled when I am working intensely.	2.38	1.16	Most of the time
4. I am immersed in my work.	2.24	0.98	Most of the time
5. I get carried away by what I'm working on.	2.40	1.03	Most of the time
6. It is difficult to detach myself from my job.	2.42	1.05	Most of the time
7. I am not easily distracted even when there is an interruption in the middle of my work.	2.40	1.07	Most of the time
8. I spend a lot of time mentally planning and thinking about my work projects.	2.40	1.07	Most of the time
9. I find myself thinking about work, even when I want to get away from it for a while.	2.44	1.11	Most of the time
10. It takes me a long time to finish my work because it must be perfect.	2.40	1.11	Most of the time
Overall Mean	2.39	1.10	Most of the time

Note: 3.51 – 4.00 At all Times 2.51 – 3.5 Most of the Time 1.51 – 2.50 Sometimes 1.00 – 1.50 Never

Table 7 presents the respondents' work engagement level in Absorption. Overall, the respondents got the Mean of 2.39 (SD=1.10), described as Most of the Time interpreted as Low. Ten out of ten (10) indicators were also rated with the Most of the Time level. This means that the non-teaching employees have a high level of satisfaction in terms of Absorption in their work engagement. This suggests that the employees have a work focus on their responsibilities.

Moreover, absorption represents when an employee is characterized by being fully concentrated and happy about their work and with difficulty detaching from their duties (Misu, 2020). It is characterized by total concentration and happiness doing the work. Employees are engaged to have an energetic and effective relationship with their work activities, and they see themselves able to deal well with the demands of their work (Schaufeli et al., 2017). Someone who is engrossed in their work is engaged. Engagement adds a new focus to the activity, fueled by intrinsic motivation or a natural desire to complete it. The goal is to do the work as best as possible, not to complete it as quickly as possible (Robinson, 2016). When a worker is wholly absorbed in their task, they need to be reminded to take a break, eat, or that it is time to leave. Truly absorbed persons are almost certainly making full use of their unique set of innate talents and abilities (Gaither, 2016).

Observation results show that most employees enjoy and feel happy and engrossed when working. Feelings of pleasure and fun at work moderate relationship with adaptive performance. On the other hand, working accurately has a very weak association with counterproductive work behavior (Jaya & Ariyanto, 2021).

The indicator "Time flies when I'm working, hours go by like minutes." got the highest Mean rating of 2.50 (SD=1.31), described as Most of the Time. This means that the respondents understand their duties and responsibilities and their impact on achieving goals and plans at the workplace. That is why they seem to lose track of time in accomplishing their duties and responsibilities. This implies the employees work without counting the hours of job performance.

In this case, full concentration on the job and the sensation of being happily immersed in one's work are two ways to define absorption. It shows that the employee is fully engaged in his work despite rapid time and challenges that may drive him to move away from his work. People who are extremely involved in their work can be so immersed that they lose all sense of time and have difficulty detaching (Kartal, 2018). In other words, someone who is engrossed in their work is engaged. Engagement adds a new focus to the activity, fueled by intrinsic motivation or a natural desire to complete it. The goal is to do the work as best as possible, not to complete it as quickly as possible (Robinson, 2016). When a worker is wholly absorbed in their task, they may need to be reminded to take a break, eat, or that it is time to leave. On the other hand, a truly absorbed person is almost certainly making full use of their unique set of innate talents and abilities (Gaither, 2016).

The indicator, "I am immersed in my work." got the lowest with the Mean of 2.24 (SD=0.98). This means that the respondents still have hesitations at work despite very high absorption in work engagement. Nevertheless, respondents find ways to look for positive reasons to continue their passion for work and set aside issues and concerns.

Moreover, Absorption is when an employee is characterized by being fully concentrated and happy about their work and with difficulty detaching from their duties (Misu, 2020). Absorption is characterized by total concentration and happiness doing the work. Employees are engaged to have an energetic and effective relationship with their work activities, and they see themselves able to deal well with the demands of their work (Schaufeli et al., 2017).

Table 8

Summary of Work Engagement

Indicator	Mean	SD	Interpretation
Vigor	2.23	1.05	Most of the time
Dedication	2.35	0.99	Most of the time
Absorption	2.39	1.10	Most of the time
Overall Mean	2.32	1.04	Most of the time

Note: 3.51 – 4.00 At all Times 2.51 – 3.5 Most of the Time 1.51 – 2.50 Sometimes 1.00 – 1.50 Never

Table 8 reflects the summary of the respondents' level of work engagement. Overall, the respondents got the Mean of 2.32 (SD=1.04), described Most of the Time. All three work engagement variables, namely: Vigor with a Mean of 2.23 (SD=1.05), Dedication with a Mean of 2.35 (SD=0.99), and Absorption with a Mean of 2.39 (SD=1.10), were at most of the time level. This means that the non-teaching employees have Most of the Time level in terms of Vigor, Dedication, and Absorption at their workplace. Oco et al. (2022) stressed that strong satisfaction in work engagement could lead to better performance and job satisfaction as a whole since a favorable environment can inspire and motivate teachers to perform their tasks despite minor challenges being observed knowing that they are working together as a team. This was further confirmed by the study by Vacalares (2022), which yielded the same results.

In real life, work engagement refers to the involvement, agreement, enthusiasm, desire, concentration, effort, and energy focus. According to academic studies, it consists of energetic behavior (vigor), emotional (dedication), and cognitive (absorption) components. Utilizing the workforce's hands, thoughts, and hearts in unison drives it (Kartal, 2018).

Hence, employee happiness and engagement are crucial components of productivity that influence faculty performance and organizational success, according to a study by Briones et al. (2020). As a result, as they are the best indicators of their performance, the faculty can profit from their level of job happiness and engagement. Therefore, an increase in employee happiness and work engagement is anticipated to improve employee performance. In contrast, a decline in job satisfaction and work engagement also indicates a decrease in employee productivity, but the latter is not always brought on by the former.

Problem 3. Is there a significant relationship in the respondents' level of job satisfaction when grouped according to work engagement dimensions: Vigor, Dedication, Absorption?

Table 9

Test of Relationship on employees' job satisfaction and work engagement

Variables	Mean	SD	Critical r	Computed r	P-value	Decision	Interpretation
Job Satisfaction	2.10	1.04	0.250	0.784	0.002	Reject H ₀	Significant
Work Engagement	2.32	1.04					

Note: Alpha at 0.05 level of Significance

'Table 9 presents the test significance on teachers' job satisfaction and work engagement. The data revealed a significant relationship between job satisfaction with an Overall Mean of 2.10 (SD=1.04) and work engagement with an Overall Mean of 2.32 (SD=1.04) with the computed r-value of 0.784 (P-value=0.002) at 0.05 level of significance. Thus, the null hypothesis is rejected. This data implies that job satisfaction is correlated to work engagement. Therefore, both aspects must be satisfied as they can affect each other positively or negatively, which will ultimately affect teachers' productivity and performance in the long run.

The study by Virgana (2021) revealed a significant relationship between perceived work environment, engagement, and job satisfaction. Meanwhile, Sah (2021) stressed that employees with high job satisfaction and self-efficacy perform better at work and in performing their duties and responsibilities. Abellanos's (2019) findings stated a high relation between task satisfaction, work environment, and engagement. Moreover, Troeger (2021) stressed that social relationships and the work environment greatly contribute to job satisfaction.

Conclusions

Based on the findings, the following conclusions were obtained:

1. As to Job Satisfaction of the respondents, Rewards got the highest mean among the three variables, namely Pay, Promotion and Rewards. When an employee receives praise for their efforts, it increases their level of zeal and satisfaction and gives them the impression that they and their work are valuable. Additionally, this will boost their output levels. In other words, rewards contribute to raising employee morale. Hence, lack of recognition might not be a major problem that causes dissatisfaction.
2. Absorption got the highest Mean which is interpreted as Most of the Time among the Work Engagement dimensions responses of the respondents, namely: Vigor, Dedication, and Absorption. This is because when employees are fully concentrated and happy about their work, they have difficulty detaching from their duties. This is because they have full concentration, happiness doing the work, engaged, energetic, and effective towards the demands of their work.
3. Thus, the null hypothesis is rejected. This data implies that job satisfaction is correlated to work engagement. Therefore, both aspects must be satisfied as they can affect each other positively or negatively, ultimately affecting employees' productivity and performance in the long run.

Recommendations

From the findings and conclusions obtained in the study, the following recommendations are suggested:

1. Employees must be sent to seminars and training for the advancement of an employee's rank or position in a hierarchical structure from one position to another, which can uplift job performance. Also, the employees can enhance professional advancement by enrolling in courses to uplift performance.
2. The employees must be given enough work breaks to sustain work energy, be mentally resilient, persist when faced with work-related challenges, and be willing to put forth effort in what they do as employees.
3. The institution shall make sure that a balanced level of job satisfaction and level of work engagement is practiced to ensure better performance.

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