



**TAGOLOAN COMMUNITY COLLEGE – COLLEGE OF EDUCATION
TEACHING PERSONNEL JOB SATISFACTION INDEX
[JSI] IN THE WORKPLACE, SY 2021-2022**

by:

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Abstract

The Office of the Dean of the College of Education attempted to find out the Employee Job Satisfaction Index (JSI) in the workplace of Tagoloan Community College [TCC] College of Education [COED] on the last quarter, School Year, 2021-2022. The study used the qualitative method on the descriptive approach. The Turner and Lawrence (2022); Hackman and Lawler (2022) questionnaire were adopted to facilitate a high validity and reliability instrument administered. The 22 full-time & 38 part-time teaching personnel were involved in the study and directly participated. The very satisfied decision was made by the early 30s and 40s age-group. Likewise, these were dominant female in their masteral and doctoral educational attainment. Moreover, they were married and working in Tagoloan Community College – College of Education within the span of three [3] to ten [10] years. And, have the rank/position as Assistant Professor IV. They were contented and very satisfied with their job/work as counter-checked to the influence on the school policies, supervision, working condition, salary, responsibility and opportunities for promotion and professional growth. Although physical facilities are the unmet prevalent issues that the administration must proactively work.

Key Words: TCC_COED_Job_Satisfaction_Index

Introduction

The team of research enthusiast in the College of Education conducted a survey study on the working environment and its Support Services of the College to the objectives in identifying the Job Satisfaction Index and using age, gender, educational attainment, length of service, marital status, position or rank influenced the Level of Job Satisfaction Index (JSI) in the workplace.

Job Satisfaction Index [JSI] relates very significantly to the age, gender, educational attainment, length of service, marital status, position or rank and span of an hour served by worker [Turner and Lawrence, 2022]. Thus, security of service and benefits that an employee received became also the motivational factor to become strongly satisfied in their work [Hackman and Lawler, 2022]. As most likely on their attendance, participation and membership of the professional organization correlates to the rank/position/years of experience and significantly relates to the job/work services rendered by an employee that tend him/her becomes productive worker [Maher, 2022].

Moreover, the study on the “Level of Job Satisfaction” correlates the independent and dependent variables driven by an individual worker in the workplace [Van Maanen & Katz, 2022]. Thus, job satisfaction and performance all together go hand – in – hand [Abuhashesh, et al, 2019]. And, this satisfaction becomes an outcome on the motivational index driver by an employer [Attar, 2021]. It will completely mechanize the machinery on productivity in the workplace [Borah, 2019]. And the Job Satisfaction Index would probably become very satisfied, moderately satisfied, less satisfied, fairly satisfied and poorly satisfied depending on the policy and supervision made by an organization.

When the vision and mission of an institution really directed towards the attainment of the community needs and the employee will have that direction towards their working attitude it will end-up highly significant to the community counterpart [Bruns, et al, 2021]. Thus, the policy must be in conformity to the recipient partner [Burić et al, 2021]. And the working condition must be humane and its salary is compensating [Capone, et al, 2020]. With that, the very satisfied working condition in the workplace really creating an atmosphere of life [Crisci, 2019). And, this would invite an opportunity to professional growth and living life to the fullest.

Job Satisfaction Index are drivers that motivates employee in the workplace. Particular to this study is the educational institution. If employee in this workplace and its working condition is highly professionalizing, then the likelihood is very high [Zhang et al, 2020]. Therefore, the very satisfied decision of the general clientele is expected [Hackman, et al, 2021). Thus, this employee Satisfaction Index will start to profile on age, gender, educational attainment, length of service, marital status, position or rank because this matters in Job Satisfaction [Turner and Lawrence, 2022]. Likewise, policy, working condition, salary, responsibility, opportunity and its effect to be known in order to make a decision right on the significant Job Satisfaction Index [JSI] to oil the machinery of the organization to become a proactive counterpart partner in the community [Sorensen et al, 2020]. Thus, identifying the JSI is one way of pivoting the effectiveness and efficiency on the workforce delivery.

Methods

The study employed the qualitative method and descriptive in approach. It is utilized in order to describe the quantitative data pooled during the collection and gathering procedure. The data taken from the questionnaire developed by Turner and Lawrence (2022); Hackman and Lawler (2022) were adopted to facilitate a high validity and reliability on the instrument administered. The 22 full-time and 38 part-time TCC-COED teaching personnel were involved in the study who directly participated irregardless of their tenure whether permanent, casual or job order were considered in this study as part of the Job Description Index (JDI). They were gathered during the teaching and non-teaching monthly meeting and at the end of the meeting they were inform to answer the questionnaire before they left the venue.

The TL-HL Questionnaire is given only 35 minutes to blacken or shade the corresponding independent and dependent variables were averagely consumed by the 60 TCC-COED teaching personnel. Tally and frequency counting were done and preceded to get the mean, variance and the standard deviation on the pooled data during the study. Then; lastly, determining their qualitative description whether they are very satisfied, moderately satisfied, less satisfied, fairly satisfied and poorly satisfied. Likewise, it was also counter-checked to the ethnographic notes collated during the data gathering and collecting and revalidating again the statement being said by the sixty [60] TCC-COED teaching personnel.

Results and Discussions

In the Annual Assessment Survey on the Job Satisfaction Index (QAS-JSI) year 2021-2022 made by the TCC-College of Education Research Enthusiast [TCC-COED-RE] found out that the sixty [60] teaching personnel of the Tagoloan Community College – College of Education decided *avery satisfied decision and these were in the early 30st and 40st age-group*. Likewise, *they were dominantly female in their masteral and doctoral educational attainment. Moreover, they were married and working in Tagoloan Community College – College of Education within the span of three [3] to ten [10] years. And, have the rank/position as Assistant Professor IV. They were contented and very satisfied with their job/work as counter-checked to the influence on the school policies, supervision, working condition, salary, responsibility and opportunities for promotion and professional growth.*

This implies that the Tagoloan Community College – College of Education teaching personnel was able to hire a “fit and meritorious” teaching personnel for the School Year 2021-2022. Therefore, “the teaching learning and work processing make more efficient and effective in the delivery of their work services to the students, parents and the community counterpart to produce highly significant competitive learning and work environment” (Hackman & Oldman, 2021). So, Tagoloan Community College build an image to the community as reflected in their vision and mission.

School Policies

This is a set of ideas or a plan of what to do in particular situations that has been agreed to officially done by a group of people, an organization and a government [Won et al, 2019]. The pooled out data from the research revealed that on the five items of school policies, item No. 5 got the highest mean

(3.57) interpreted as *very satisfied*. This referred to: *obey the school policies*. It means that the teacher respondents are contented with the school policies that are implemented in Tagoloan Community College – College of Education. It is being said that, “the policy of the College of Education is generally accepted principles/policy aligned to the National Policy of the Department of Education. It would mean farther that the College of Education adopts the generally accepted principles and policy of the National Government.

Thus, the highest favorably commented is the adoption on the COED Manual on Operation; COED Code of Academic Integrity; COED Institutional Policy; COED Admission and Retention Policy; COED Confidentiality Manual; and the Adoption of the IRDC Manual. However, the descriptive value on *poorly satisfied* points out on the utilization of the following: 1] Audio Visual Room; 2] Covered Court; 3] Dance Room; 4] Fitness, Health and Wellness Room; 5] Track and Field; 6] Swimming Pool; and 7] Safety and Security measures.

These would mean that the above mentioned facilities are not available to be utilize during the needed “time and space” for the implementation of the curriculum. Instead, that the professor will demonstrate theory into practice, no equipment and facilities can be made available. Likewise, security guard has received a descended comment on the general protocol is not being observed like: 1] Log-booking on the utilization of physical facilities; 2] Log-booking on the IN and OUT of the vehicles; 3] Log-booking on the barrowed keys for amenities; 4] Only one stationed security guard to secure the safety of the enrolled studentry. 5] No issuances on the Visitors ID; 6] No enforcement on the NO ID - NO ENTRY; 7] there is a CCTV but no one is responsible on the monitoring; 8] there is a covered court but not standardized and not bleacherized and lastly, 9] no amenities for the curriculum to be implemented.

As the study gleaned about a set of ideas or a plan of what to do in particular situations that has been agreed to officially done by a group of people, an organization and even to a government sectors the TCC—College of Education administration must do a step to bring these matter to the Board of Trustees for social legislation purposes.

Instructional Supervision

Item No. 4. “*Of working conditions*” got the highest mean of (3.45) interpreted as *very satisfied*, which referred to: *Trust the Dean/Chairperson and the Administrator*. This implies that teaching personnel of Tagoloan Community College – College of Education were *very satisfied* with their schools Administrators in terms of *trust and confidentiality*. They are confident that their Administrators do their job at the best of their knowledge and capability. This would mean farther that teaching personnel has entrusted their Dean/Chairperson in terms of their work performance, status and working relationship which made them comfortable in their working environment.

As the research gleaned about the profile of the COED teaching personnel there *were early 30st and 40st age-group, dominant female, masteral and doctoral educational attainment, married, working in Tagoloan Community College – College of Education within the span of three [3] to ten [10] years. And, have the rank/position as Assistant Professor IV. The 32 part-time teaching personnel are already in their administrative work at the Department of Education practicing their profession in the Tagoloan Community College – College of Education to share their knowledge on the state – of – the art in teaching learning. And therefore, administration and supervision is not an issue only as a practitioner amenities are needed for the translation of their know-how.*

Lastly, physical facilities dictate the kind/type of teaching learning environment that the school have. Instructional supervision becomes super-special when no physical facilities are available and yet the professor was able to manifest theory into practice. The outnumbered space to those enrolled in the classroom would be something on the issue of ventilation, accommodation, illumination, noise issues and harassment [Torres, 2019]. Furthermore, to resolve this issue google classroom and other multimedia infrastructure cannot provide in Tagoloan Community College – College of Education on the ground of the connectivity issue. Otherwise, one unto another will kept blaming for reasons. This is an issue on the negative feedback in the part of the professor and to the student visa-a-visa.

Working Condition

Item No. 4 on working conditions got the highest mean of (3.45) interpreted as *very satisfied*, which referred to: “*it involved the stake holders in the school activities.*” This indicates that the teaching respondents *find satisfaction with their job when the stake holders more involve in school activities.* This would only mean that high likelihood on the involvement of the laboratory school made by the Tagoloan Community College –

College of Education as a feeder school within the geographic area of TCC. Item No. 3 of working conditions, got the lowest mean of (3.13) interpreted as *somewhat satisfied*. This referred to: “Provide adequate facilities.” This implies that having adequate facilities for teaching to be use in teaching service processing is one way to increase job satisfaction. This finding corroborate to the previous findings on “school policies.” Therefore, the “*somewhat satisfied*” rating from the participant teachers in Tagoloan Community College – College of Education, “physical facilities’ are needed to make the teaching learning environment proactive, conducive, critical and reflective.

Thus, this working condition is non-hazardous do it demand just and humane working environment physical facilities are made indispensable to have a critical and reflective teaching learning environment in a school as an institution [Tang, 2020]. In the school as a teaching learning institution the provisions in the National Building Code of the Philippines [NBCoP] and the Commission on Higher Education [CHED] Program Standard and Guidelines [PSG].

Salary/Pay

This variable connotes that the money that someone is paid each month by their employer, especially when they are in a profession such as teaching, law, or medicine demands equity to their qualification [Tickle, 2021]. It does not infringe the right of the worker to received what is due from the work rendered [Silva et al., 2021]. This money cannot be use nor utilize by the employer to buy the necessary goods and services needed by the employer prejudicing the payment of labor due to the rendered work and services made by the employee.

Thus, data revealed that among the challenging variable is the Pay/Salary have the lowest mean in all its items. This indicates that TCC-COED teaching personnel felt that their salaries cannot make it, or at par with the present economic condition and the exactness period on the paying time (Labadia, 2021). Thus, salaries could make them more satisfied with their job/work though the pay/salary is low but when released or given early during the pay/salary day would mean something to the employees.

Looking closely, item No. 8 on “pay/salary” had gotten the mean value of 2.34 interpreted as *somewhat dissatisfied*. This referred to: “Affords to buy wants and materials needed aside on the needs.” This pointed out those TCC-COED teaching personnel strongly disagree that their salaries could affords employee wants. Meaning, the Socioeconomic Status of the Municipality of Tagoloan is very high much more to Cagayan de Oro City which is a highly urbanize city and therefore, the salary would be receiving by an individual teacher will be enough only for the family consumption.

Likewise, item No. 5 got the highest mean of (3.52) interpreted as *very satisfied*, which referred to: “Participate and cooperate in school activities.” This would mean that the curricular, co-curricular and extracurricular activities gotten the highest supports from the College. And therefore it demanded personal services that are taken from the budgeted salary. While, item No. 1 got the lowest mean (3.12) interpreted as *moderately satisfied*, which refer to: “Know other colleague fairly well” (Klassen, 2021). This rating implied that TCC-COED teaching personnel have no room for socialization to be able to know each other to make each teaching personnel (employee) satisfied with their job/work with interpersonal and intrapersonal relationship [Wang et al., 2020].

It would farther mean that though they are doing their curricular, co-curricular and extracurricular activities they don’t have “time and space” to socialize among themselves. This would mean that the hectic schedule and even accepting overloads and other extra-services for fee are being rendered by an individual TCC-COED teaching personnel would only mean that the salary received by an individual professor are no enough to meet their needs and even to the extend to buy the secondary consumption.

The *very satisfied* judgment on *participating school activities* demand an amount of money for other miscellaneous expenses. Though it is a calling for the work being done but it is already outside the official hours. So, there must be something to be uncover why the *very satisfied* judgment was given by the TCC-COED teaching personnel. Thus, the *moderately satisfied* judgment was given for the *knowing of the colleague* because they need to render more services for compensation purposes. Therefore, listening their anecdotal comment during the research TCC-COED teaching personnel *need to participate and cooperate in all school activities* because they are afraid to be deducted from salary. Therefore, it corroborated the findings on the *moderately satisfied* on the *knowing of the colleague*. Meaning it has something to do on the “salary.”

Responsibility

Among the three [3] items of responsibility, item No. 1 got the highest mean (3.52) interpreted as *very satisfied*, which referred to: “*Responsible enough to do the task.*” It implies that the profile speaks about this category. Thus, the opportunity or ability to act independently and make decisions without authorization got the lowest mean (3.36) interpreted as *moderately satisfied*. This referred to: “*gave sufficient freedom and authority.*” This implies that when TCC-COED teaching personnel have *freedom and authority* on their job/work, they feel more satisfied as they feel pride and proprietary (David & Taylor, 2021). So, individual independence is resilience to an employee by training them to become more independent and responsible.

In responsibility an individual has the “ability” to “response” on the needed accountability. Thus, TCC-COED teaching personnel is matured enough to face the challenge and situation for work/job in the workplace. The profile of the TCC-COED teaching personnel is really matured enough to decide intelligently considering the nature of their educational attainment, years of experience, their position or rank acquired and the age-group they belong is on the summit of productive life.

Opportunities for Promotion/Professional Growth

Among the six (6) items of these variables, item No.5 got the highest mean (3.24) interpreted as *moderately satisfied*. This referred to: *Up to date to new trends or innovations*. This finding implies that when TCC-COED teaching personnel up to date with new trends and innovations, it contributed to their job/work satisfaction [Small, 2020]. Thus, these teaching personnel (employee) are willing to adopt such new trends and innovations in education, in order to improve the existing education methods and approaches in the most challenged generation.

Thus, item No. 8 of opportunities for promotion or professional growth, got the lowest mean (2.78) interpreted as *moderately satisfied*. This referred to: “*has sufficient reading materials, journals, and other instructional materials for teaching personnel.*” Thus, this finding implies that sufficient reading materials and journals for teaching personnel to be used in teaching and working servicing processing could contribute for high job satisfaction (Bruns et al, 2021). So, the learning environment contributed very much for the job satisfaction of an employee if the needed materials are present. Therefore, having limited instructional materials increases the parameter of the magnitude level of the WIFI Zone in the campus to make the superhighway link of the multimedia infrastructure to open-up the linkages and networking capability of Tagoloan Community College – College of Education.

Employee Job Satisfaction Index & its effect

Job satisfaction causes a series of influences on various aspects of organizational life. Some of them such as the influence of job satisfaction on employee productivity, loyalty and absenteeism [Lopes, 2020]. The preponderance of research evidence indicates that there is no strong linkage between satisfaction and productivity. For example, a comprehensive meta-analysis of the research literature finds only best estimate correlation between job satisfaction and productivity. Satisfied workers will not necessarily be the highest producers. There are many possible moderating variables, the most important of which seems to be rewards [Madigan, 2021]. If people receive rewards they feel are equitable, they will be satisfying and this is likely to result in greater performance effort [Yoon et al, 2022]. Also, recent research evidence indicates that satisfaction may not necessarily lead to individual performance improvement but does lead to departmental and organizational level improvements.

Finally, there is still considerable debate whether satisfaction leads to performance or performance leads to satisfaction (Guarino, 2021). Employee loyalty is one of the most significant factors that human resource in particular must have in mind. Usually, three types of employee *loyalty* are considered: *affective* loyalty, *normative* loyalty and *continuity* loyalty. Affective loyalty has done with the cases when an employee *feels an emotional connection* to the school, normative loyalty is a sort of loyalty that appears in cases when the *employee feels like he owes something* to the school and continuity loyalty comes as a result of the fact that the employee *does not have an opportunity to find a job somewhere* else. These are the worst scenario that the shifting paradigm of an employee Job Satisfaction Index to an employer must consider; an employee feels an emotional connection; employee feels like he owes something; and an employee feels not have an opportunity to find a job somewhere.

The strong relations between job satisfaction and employee loyalty. Their research proved that the higher the degree of job satisfaction the higher is the level of employee loyalty [McJames, 2022]. Employee absenteeism causes serious additional costs for the school, therefore administration in

permanent pursue of ways how to decrease and reduce it to its minimum. Probably, the best way of reduce an employee absenteeism would be through an increase in the level of employee satisfaction [Parveen, 2019]. The main idea behind this approach is that the higher the degree of job satisfaction is the lower employee absenteeism should be. Even though the effects are modest the fact that job satisfaction contributes to decreasing the level of employee absenteeism remain [Shrestha, 2019].

So, satisfaction is worth paying attention to, especially since it is potentially under control – unlike some of the other causes of absenteeism (e.g. illness, accidents). But as we said circumstances can alter this equation. As a Dean could be implicitly encouraging absenteeism by enforcing school policies [Reeves, 2022]. If people are paid for sick days, and if they must be “used or lost” this is pretty strong encouragement for employees to be absent. In other words, you’ve helped create a culture of absenteeism that can overcome the “satisfaction” effect. [OECD, 2019]. When satisfaction is high, absenteeism tends to be low; when satisfaction is low, absenteeism tends to be high. However as with the other relationships with satisfaction, there are moderating variables such as the degree to which people feel their jobs are important.

Additionally, it is important to remember that while high job satisfaction will not necessarily result in low absenteeism, low job satisfaction is likely to bring about high absenteeism. As in the case of the TCC-COED teaching personnel the Job Satisfaction Index [JSI] points out on the salary and compensation. They were contented and *very satisfied* with their job/work as counter-checked to the influence on the school policies, supervision, working condition, salary, responsibility and opportunities for promotion and professional growth. Although physical facilities are the unmet prevalent issues that the administration must proactively work.

Conclusions

The high level of performance related to the independent and dependent variables significantly relates the working condition of the TCC-COED teaching personnel. Thus, the contentment with their job/work implies satisfaction that will oil the productive machinery of the working environment. Furthermore, if the teaching personnel contented with their job/work, they will develop and maintain high morale and level of performance. They will become competitive in the globalize world of work in the market of job in the midst of globalization. And, therefore Tagoloan Community College – College of Education can compete in the mainstream of their community counterpart partner colleges and universities.

Job satisfaction represents one of the most complex areas facing today’s that the schools when it comes to administering management and supervision to their employees [Wolniak et al, 2019]. Although thousands of papers and research have been conducted on job satisfaction all over the world, in the Republic of the Philippines this is one of the less studied research fields. Many studies have demonstrated an unusually large impact on the job satisfaction on the motivation of workers, while the level of motivation has an impact on productivity, and hence also on performance of the school as an organization [Toropova et al, 2021]. There is a considerable impact of the employee responses for the nature of work and the level of overall job satisfaction. Salary and financial compensation has a great impact on the overall job satisfaction of an employee.

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