

WORK PERFORMANCE and JOB SATISFACTION OF NEWLY-HIRED INSTRUCTORS IN SURIGAO DEL SUR STATE UNIVERSITY (SDSSU)

Gerry B. Estrada^{1*}, Castor V. Balacuit, Jr.²

¹Surigao del Sur State University (SDSSU), Tandag City, Surigao del Sur, Mindanao, Philippines

*For correspondence; Tel. + (63) 9505058796, E-mail: gerrybestrada@yahoo.com

ABSTRACT: *Work Performance is an indicator of employees' job satisfaction. This study aimed to investigate the work performance and job satisfaction of newly-hired instructors in Surigao del Sur State University to identify the university's strengths and weaknesses, assess the administrative aspects that need to improve, enhance, revise, and maintain for the betterment of employees' performance and to achieve the organizational long-term goals. Descriptive-correlation of quantitative research design was utilized to analyze the data where percentage, weighted mean, and Pearson-moment correlation were the statistical tools used to treat the collated responses. The sampling technique used was complete-enumeration of 77 newly-hired instructors at Surigao del Sur State University (SDSSU) from May to July 2017. The findings reveal that the work performance and job satisfaction of newly-hired instructors are satisfactory. Sex and years in previous employment have shown a significant relationship with the work performance of newly-hired instructors. Both work performance and job satisfaction are attributed to various aspects. Based on the findings, we recommend that the top management level shall foresee the professional needs of employees through seminars and training opportunities to upgrade skills relevant to their field, comfort in the workplace, the sufficiency of instructional resources, collegial relationships; and fair promotions, recognitions, and financial rewards as motivation to employees with high productivity and organizational effectiveness.*

Keywords: Work Performance; Job Satisfaction; descriptive-correlation; complete-enumeration; and the Philippines.

1. INTRODUCTION

In an organization, employees play vital roles in achieving structural goals. They are considered an asset to the performance of an organization and institution. A great effort is necessary for the employees to attain high performance in jobs. Employees will work well if they are satisfied of their job, become motivated and willing to put more effort and commitment to their jobs [1]. Such positive attitudes lead to the attainment of the organizational goals. Yvonne *et. al.*, [2] argued that employees' satisfaction plays an important role in the success of an organization, particularly in achieving a higher level of employees' job performance. Studies show that the work performance of employees is attributed to job satisfaction [1]; [4-6]. Hussin [4] proved that there was a positive relationship between job satisfaction (promotion, work, and supervision) and employees' job performance.

Work performance and job satisfaction are influenced by many factors. It is important to identify these elements to systematically propose and strategically offer work improvement. Job satisfaction is the level of pleasure where employees feel happy to do their works [7]. It is a kind of motivation that drives the employees to perform better. Jalagat [8] revealed that higher job satisfaction could lead to better performance. Thus, motivating a worker and providing the needed job satisfaction are extremely important to show the potential and worth of every employee in the organization.

This study tries to evaluate the relationship between the work performance and job satisfaction of newly hired instructors at Surigao del Sur State University (SDSSU) to assess what areas and aspects are needed to pole vault that may greatly affect the quality of work since Pushpakumari [1] confirmed that employees' satisfaction is the gateway to the success of an organization. The satisfaction of the employees can affect their job performance which directly affects to organization's performance [2]. In this manner, this study also examined the factors that influence and affect job satisfaction.

More specifically, this study tried to examine and analyze the profile of the newly-hired instructors in Surigao del Sur State University (SDSSU); their work performance; job satisfaction to their core function as a university instructor; and the correlations between their (a) profiles toward work performance and (b) work performance to their job satisfaction.

Moreover, this study tested the following hypotheses:

- a. There is a significant relationship between the profiles of the newly-hired instructors toward their work performance.
- b. There is a significant relationship between the work performances of the newly-hired instructors in SDSSU towards their job satisfaction.

2. EXPERIMENTAL DETAILS

This study used a descriptive-correlation approach of quantitative design. The descriptive part presented the demographic characteristics of the instructors and their job satisfaction responses on various job aspects. The correlation was utilized to find out the relationship between instructors' work performance and job satisfaction towards their work. Secondary Data Analysis was utilized to obtain the work performance rating of the newly-hired instructors based on the semestral-end evaluation conducted by the Guidance and Counseling staff of the University.

The study used the instructors' rating work performance obtained from the office of HRMO and the researcher-made survey questionnaire. For job satisfaction, a researcher-made survey questionnaire was used. The survey questionnaire consisted of two parts. The first part was the personal information of the respondents. The second part was the job satisfaction of instructors.

The newly-hired instructors of this university are expected to dominate and operate the four-fold functions of the university; instruction, research, extension, and production as stipulated on the job description. Yet, these employees were

not all graduates of education in the profession but came from different societal industries and sectors. The respondents were full-time instructors with at least one-year teaching experience.

| Campus | No. of Newly hired Instructors |
|--------------|--------------------------------|
| Cagwait | 5 |
| Cantilan | 10 |
| Liangá | 10 |
| San Miguel | 3 |
| Tagbina | 6 |
| Tandag | 43 |
| Total | 77 |

We sought authorization and endorsement from the University President of SDSSU prior to the conduct of the study. Likewise, we visited the office of Human Resource Management Officer for the work performance ratings of the Instructors, Academic Year 2017-2018.

Descriptive statistics were utilized, such as group frequency distribution, percentile, and weighted mean to treat the data of responses on the profile of the respondents and their job satisfaction. Person Moment Correlation was also used to determine the relationship between: a. the profiles of the respondents toward their work performance b. and the work performance towards the job satisfaction of the newly-hired instructors in SDSSU.

3. RESULTS AND DISCUSSION

Below are the tables and figures that show the collated data treated with the identified statistical tools to arrive at the exact and accurate results. Discussions and implications are offered after the numerical presentations.

| Indicators | Options | Total | Percentage |
|-----------------------------------|-------------------------|-------|------------|
| Sex | Male | 33 | 42.86 |
| | Female | 44 | 57.14 |
| Age | 20 & below | 1 | 1.30 |
| | 21-25 | 15 | 19.48 |
| | 26-30 | 36 | 46.75 |
| | 31-35 | 8 | 10.39 |
| | 36-40 | 8 | 10.39 |
| | 41 above | 9 | 11.69 |
| Marital Status | Single | 45 | 58.44 |
| | Married | 26 | 33.77 |
| | Widow | 2 | 2.60 |
| | Widower | 3 | 3.90 |
| | Separated | 1 | 1.30 |
| Highest Educational Qualification | with units in Masters | 41 | 53.25 |
| | Master's Degree | 18 | 23.38 |
| | with units in Doctorate | 17 | 22.08 |
| | Full-pledged Doctor | 1 | 1.30 |
| Previous Employment | Government Agency | 48 | 62.34 |
| | Private Institution | 29 | 37.66 |
| Years in Previous Employment | less than 1 year | 17 | 22.08 |
| | 1.0-2.9 | 24 | 31.17 |
| | 3-4.9 | 15 | 19.48 |
| | 5-6.9 | 5 | 6.49 |
| | 7 to 10 | 8 | 10.39 |

| | | |
|-----------------|---|-------|
| 10 years beyond | 8 | 10.39 |
|-----------------|---|-------|

The data showed that in terms of the profile of newly-hired instructors in Surigao del Sur State University (SDSSU), 57.14 % were female; 46.75% of the dominant age-range is from 26-30 years old. There are 58.44% of the newly hired instructors were single clinging to continuing professional education where 53.25% are earning units for Masters's degree and the rest is the full-pledge master while others are enrolled in various doctorate programs from other state universities and colleges in the Philippines. There are 62.34% who were previously employed in government agencies while 37.66% were coming from private institutions. The dominant years in previous employment of the newly hired instructors are 1.0-2.9 years and less than a year.

Figure 1. Work Performance of Newly Hired Instructors in Surigao del Sur State University (SDSSU)

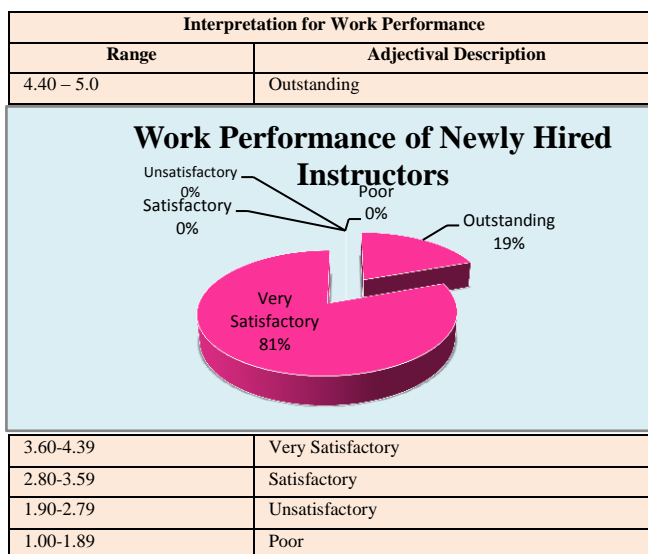


Figure 1 shows the work performance of newly hired instructors. This evaluation includes the rating from immediate superior or dean, peers, and students in various aspects of Commitment, Knowledge of the Subject-Matter, Teaching for Independent Learning, and Management of Learning. It can glean from the chart that 81% are performing very satisfactorily and 19% are outstanding while none are poor, unsatisfactory, and satisfactory. It highly denotes that the newly hired instructors are performing well in their duties and responsibilities as instructors. This result confirms that newly-hired employees are more motivated, self-directed to accomplish given tasks, and compliant to the requirements. Yvonne et.al, [2] agreed that better job performance is the result of employees who exhibit a higher level of satisfaction in their job.

Table 2. Significant Relationship between the Profiles of the newly-hired Instructors toward their work Performance

| Variables Tested | Com puted r | P-value | Conclusion |
|--|-------------|---------|-----------------|
| Sex and Work Performance | 0.988 | 0.000 | Significant |
| Age and Work Performance | -0.025 | 0.963 | Not Significant |
| Marital Status and Work Performance | 0.557 | 0.251 | Not Significant |
| Highest Educational Qualification and Work Performance | 0.364 | 0.478 | Not Significant |
| Previous Employment and Work Performance | 0.587 | 0.220 | Not Significant |
| Years in Previous Employment and Work Performance | 0.850 | 0.032 | Significant |

Table 2 presents the relationship of newly-hired instructors profiles towards their work performance. It revealed that only sex and years from previous employment having a P-value of less than 0.05 which are considered significantly related to the work performance of the newly-hired employees.

INSTRUCTORS' JOB SATISFACTION

The table shows the newly hired instructors' job satisfaction in terms of working conditions, the opportunity for advancement, workload and stress load, respect from co-workers, relationship with supervisors/heads, and recognition and financial rewards.

The working condition, as revealed in the table above, indicator 3 got the highest weighted mean of 4.29 with an adjectival rating of strongly agree. It reveals further that the respondents are comfortable with the geographical location of the campus where they teach. Work environment affects job satisfaction; the organization should provide a conducive workplace to have a positive impact on job satisfaction [9-10]. Meanwhile, indicator 1 got the lowest weighted mean of 3.68 with an adjectival rating of agree. This means that they are already contented with the instructional resources provided in the college, but supplementary movements to offer relevant instructional materials, equipment, and facilities to augment curriculum delivery is also anticipated to sustain its Having a satisfying working condition potentially motivates workers to perform their work responsibilities efficiently. Heartfield [10] added that it is absolutely essential to identify the factors affecting satisfaction to create a satisfying environment for the employees. Consequently, Woods & Weasmer [11] added that when teachers are satisfied, the rate of attrition is reduced; collegiality is enhanced, and job performance improves.

Table 3. INSTRUCTORS' JOB SATISFACTION

Data Interpretation based on a five-point Likert Scale

| Scale | Range | Adjectival Description |
|-------|-----------|------------------------|
| 5 | 4.21-5.00 | Strongly Agree |
| 4 | 3.41-4.20 | Agree |
| 3 | 2.61-3.40 | Undecided |
| 2 | 1.81-2.60 | Disagree |
| 1 | 1.00-1.80 | Strongly Disagree |

| INSTRUCTORS' JOB SATISFACTION | | WAM | ADJECTIVAL RATING |
|--|--|-------------|-----------------------|
| Working Condition | | | |
| 1. | I am contented with the instructional resources provided in the college. | 3.68 | Agree |
| 2. | I enjoy much freedom in my place of work. | 4.09 | Agree |
| 3. | I am comfortable with the geographical location of the campus where I teach. | 4.29 | Strongly Agree |
| 4. | I am satisfied with the university's physical working environment. | 3.75 | Agree |
| 5. | I am satisfied with the regulations and laws that protect me from being fired or dismissed from my job. | 4.19 | Agree |
| Average Weighted Mean | | 4.0 | Agree |
| Opportunity for Advancement | | | |
| 1. | I am satisfied with opportunities to attend seminars within and outside the university. | 4.04 | Agree |
| 2. | I am satisfied with the in-service training opportunities available for me as an instructor. | 4.12 | Agree |
| 3. | I am comfortable with the promotion opportunities available to me as an instructor. | 4.44 | Strongly Agree |
| 4. | I feel satisfied with opportunities for training and professional development available. | 4.05 | Agree |
| 5. | The promotion process and procedure used by SDSSU are fair. | 4.38 | Strongly Agree |
| Average Weighted Mean | | 4.21 | Strongly Agree |
| Work Load and Stress Load | | | |
| 1. | I am satisfied with the autonomy I have in making decisions about my daily tasks. | 4.19 | Agree |
| 2. | I feel satisfied with teaching loads assigned to me. | 4.25 | Strongly Agree |
| 3. | I feel satisfied with my professional ability in doing my job. | 4.43 | Strongly Agree |
| 4. | I feel comfortable with my present level of job responsibility. | 4.38 | Strongly Agree |
| 5. | I received well-compensation according to a load of my teaching job. | 4.31 | Strongly Agree |
| Average Weighted Mean | | 4.31 | Strongly Agree |
| Respect from Co-workers | | | |
| 1. | I am happy with the cooperation I receive from my workmates. | 4.23 | Strongly Agree |
| 2. | My colleagues value my contribution in the university. | 4.18 | Agree |
| 3. | I enjoy collegial relationships with fellow instructors. | 4.23 | Strongly Agree |
| 4. | My colleagues provide me with the opportunity to use all my skills. | 4.31 | Strongly Agree |
| 5. | I am satisfied with the teamwork within the college where I belong. | 4.27 | Strongly Agree |
| Average Weighted Mean | | 4.24 | Strongly Agree |
| Relationship with Supervisors/Heads | | | |
| 1. | I am happy with the cooperation and support received from the university administration/management team. | 4.12 | Agree |
| 2. | I am satisfied with the care I received from my immediate supervisor(s). | 4.30 | Strongly Agree |
| 3. | I am satisfied with the communication and orientation conducted by the Administrators/Heads prior to my actual teaching. | 4.19 | Agree |
| 4. | I feel comfortable with my | 4.36 | Strongly Agree |

| | | | |
|---|--|-------------|-----------------------|
| 5. | present level of job responsibility. There is good communication between me and the supervisor/head without fear and intimidation. | 4.29 | Strongly Agree |
| Average Weighted Mean | | 4.25 | Strongly Agree |
| Recognitions and Financial Rewards | | | |
| 1. | I am happy with the appreciations I get from the employer for the contribution I make in the university. | 4.16 | Agree |
| 2. | I feel happy with my present fringe benefits. | 4.22 | Strongly Agree |
| 3. | The monthly salary is sufficient to meet all the important expenses. | 4.01 | Agree |
| 4. | I feel comfortable with my future incomes. | 4.23 | Strongly Agree |
| 5. | I feel comfortable with the rewards I get for doing a good job in the university. | 4.01 | Agree |
| Average Weighted Mean | | 4.13 | Agree |
| Overall Mean | | 4.19 | Agree |

Legend: SA – Strongly Agree; A – Agree; N – Neutral; D – Disagree; and SD – Strongly Disagree.

In the opportunity for advancement, it is revealed that indicator 3 got the highest weighted mean of 4.44 with an adjectival rating of strongly agree. It means that the newly-hired instructors were comfortable with the promotion opportunities available to them. While indicator 1 got the lowest weighted mean of 4.04 which has an adjectival rating of agree. It means that the respondents were satisfied with the opportunities to attend seminars inside and outside the university. Hence, being open to the opportunities can crucially contribute to attaining professional growth. Accordingly, Noor et al. [12] concluded that job promotion and job advancement have a positive relationship with job satisfaction. In a study conducted by Mokaya et al. [13] revealed that employee satisfaction is enhanced when an organization provides the employees with training and development opportunities, improvement of working conditions, and terms of service. In terms of workload and stress load, as shown in the table, most of the respondents strongly agreed on indicator 3 which has the highest weighted mean of 4.43. This means that they are mostly satisfied with their professional ability in doing their job. Meanwhile, they also strongly agreed on indicator 1 which got the lowest mean of 4.19. This means that the respondents were satisfied with the autonomy they have in making decisions about their daily tasks. From this result, the satisfaction of the respondents in the workload and stress load is higher which clearly indicates that they enjoyed the tasks/jobs assigned to them. As to the study of Hosain [14] indicates that to perform better, workload management should be appropriate and adjusted.

As to the respect from co-workers, it is revealed that indicator 4 has the highest weighted mean of 4.31 which the respondents strongly agreed on it. While indicator 2 got the lowest weighted mean of 4.18 which has an adjectival rating of agree. It can be deduced from this result that the respondents' satisfaction in terms of respect gained from their colleagues is higher. Jalagat [8] strongly adheres that working together is the key to achieve desirable outcomes, employees should be encouraged to work together not in isolation.

With respect to the relationship with supervisors/heads, as disclosed in the table, the respondents strongly agreed on indicator 4 which has the highest weight mean of 4.36. This means that they are mostly satisfied and comfortable with their present level of job responsibility. Meanwhile, indicator 1 has the lowest weighted mean of 4.12 with an adjectival rating of agree. It means further that respondents are happy with the cooperation and support received from the university

administration/management team. This is supported by the study by Sharma & Jyoti [15] that confirmed the relationship between supervisor's support and employee's job satisfaction has a positive relationship which increases the performance of the employee and reduces the turnover in the organization. For the recognition and financial rewards, it is shown in the table that the respondents strongly agreed on indicator 4 which has the highest weighted mean of 4.23. It means that the respondents are comfortable with their future incomes. Whilst indicators 3 and 5 got the same lowest weighted mean of 4.01 which has an adjectival rating of agree. It indicates that the respondents are satisfied and comfortable with their monthly salary and the rewards they received for doing a good job in the university. From these results, it can be deduced that the respondents were highly satisfied with the recognition and financial rewards/benefits they received from the university. Moreover, Jalagat [8] stressed that this kind of monetary consideration emphasized the aspect of addressing the economic needs of every individual which is more important than other motivational strategies. In the study of Heartfield [10], it was found out that praise and recognition have been shown to dramatically increase productivity. Boon et.al, [16] added that rewards and incentives are a strong management tool to extrinsically motivate and attract high-performing individuals to even go beyond excellence for the welfare of the organization's success.

Table 4. Significant Relationship between Work Performance and Job Satisfaction of the Newly-Hired Instructors in SDSSU

| Variables Tested | Computed r | P-value | Conclusion |
|--|------------|---------|-----------------|
| Work Performance and Job Satisfaction of the newly-hired Instructors | -0.333 | 0.519 | Not Significant |

The relationship between job satisfaction and work performance is reciprocally related [2] but in this study, it revealed that the work performance of the newly-hired Instructors of Surigao del Sur State University is not significantly related to their job satisfaction. These two variables are both independent, thus, the work performance of the newly-hired instructors is not affected if their job satisfaction will increase or either decrease. It could be denoted from the work performance result that newly-hired instructors have a burning passion for teaching as their core function and are highly motivated regardless of their job satisfaction.

4. CONCLUSIONS

The newly-hired instructors of Surigao del Sur State University (SDSSU) are eager to pursue continuing professional education and had worked from other government and private agencies prior to hiring. Their work performance during the first evaluation was either outstanding or very satisfactory as assessed by their immediate supervisors, colleagues, and their respective students. This means that the newly-hired instructors are performing well accordingly. Sex and years from previous employment of the newly-hired instructors are significantly related to the result of work performance. It is deemed that more female employees with lengthy years from previous employment have excelled in their performance as a

University instructor. In this context, sex and experiences contributed to work performance.

Generally, the newly-hired instructors were satisfied with their job. They are specifically highly satisfied in terms of work and stress load. The tasks and loads assigned to them were suitable to the level of job responsibilities as defined from the job description. They also received well, just and fair compensation according to their qualifications. The advantage of providing competitive compensation is a kind of tangible incentive to motivate employees of working beyond their limits; sufficient pay shall be offered. Another thing relative to workload, the practice of academic freedom shall be reinforced for satisfaction where every instructor can decide to design his/her daily tasks or educational activities as long as it conforms to the identified competencies.

Another factor that may contribute to work performance is the satisfaction of promotion and opportunities for advancement. Employees must be fairly promoted and encouraged to participate in copious training and seminars with administrative support for their personal and professional benefits. Thus, the true spirit of harmonious relationships in the workplace is when everyone is treated with the utmost respect.

A strong and sound collegial relationship among the employees, administrators, and supervisors greatly contributes to high job satisfaction that yields positive outcomes, maximum achievements, and effective organizations. Not only the strong relationship within an organization that builds a high job satisfaction, but recognition and financial rewards shall be offered too especially to those performing employees. Henceforth, optimum work performance and job satisfaction are attributed to various aspects to be considered.

5. REFERENCES

- [1] Pushpakumari, M., The Impact of Job Satisfaction on Job Performance: *An Empirical Analysis*. 89-105. (2008).
- [2] Yvonne, W., Long, C., Rahman, R., Employee Job Satisfaction and Job Performance: A Case Study in a Franchised Retail-Chain Organization. *Research Journal of Applied Sciences, Engineering and Technology* 8(17). *Maxwell Scientific Publication Corp.* (2014).
- [3] Jinyevu, S. A., Is there a relationship between employees satisfaction and their performance? The case of teachers in Tanzania government owned schools. *Eur. J. Business Management* vol. 5 no. 25. (2003).
- [4] Hussin, A. The Relationship between Job Satisfaction and Job Performance among Employees in Tradewinds Group of Companies. Retrieved on April 6, 2019. Accessed@library.oum.edu.my-relationship.anuar.com (2011).
- [5] Miao, R. T., Perceived organizational support, job satisfaction, task performance and organizational citizenship behaviour in China. *Journal of Behavioural and Applied Management*. (2011).
- [6] Wright, T.A., Cropanzano, R., & Bonett, D.G. The moderating role of employee positive well-being on the relation between job satisfaction and job performance. *Journal of Occupation, Health, and Psychology* vol. 12, no. 2. (2007).
- [7] Chaudhry, N., Jariko, M., Mushtaque, T., Mahesar, H., & Ghani, Z. Impact of Working Environment and Training & Development on Organization Performance through Mediating Role of Employee Engagement and Job Satisfaction. *European Journal of Training and Development Studies*, vol. 4, no. 2. (2017).
- [8] Jalagat, R., Job Performance, Job Satisfaction, and Motivation: A Critical Review of their Relationship. *International Journal of Advances in Management and Economics*, Vol. 5, Issue 6 p. 36-42. (2016).
- [9] Pitaloka, E. & Paramita, I. The Affect of Work Environment, Job Satisfaction, Organization Commitment on OCB of Internal Auditors. *International Journal of Business and Law* (5:2). ISSN 2289-1552. (2014).
- [10] Heartfield, S.M Keys to Employee Satisfaction: What you can do to increase employee satisfaction. (2012)
- [11] Woods, A.M. & Weasmer J. Maintaining Job Satisfaction: Engaging professionals as active participants. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 77:3, 118-121. (2002).
- [12] Noor, Zahid & Khan, Aman & , Imran Naseem. Impact of Job Promotion and Job Advancement on Job Satisfaction in Universities of KPK Province of Pakistan. 27. 1499-1505. (2015).
- [13] Mokaya, S., Musau, J., Wagoki, J., & Karanja, K. Effects of Organizational Work Conditions on Employee Job Satisfaction in the Hotel Industry in Kenya. *International Journal of Arts and Commerce*, vol. 2, no. 2. ISSN 1929-7106. (2013).
- [14] Hosain, Md. (2016). Teaching Workload and Performance: An Empirical Analysis on Some Selected Private Universities of Bangladesh. *International Journal of English and Education* 10.2139/ssrn.2810640. (2012).
- [15] Sharma, R. & Jyoti, J. Job Satisfaction among School Teachers. *IIMB Management Review* (18:4). (2006).
- [16] Boon, L., Fern, Y., Sze, C., & Stanley Factors affecting individual job performance. *International Conference on Management, Economics and Finance (ICMEF 2012) Proceeding*. ISBN: 978-967-5705-09-0. (2012).

*For correspondence; Tel. + (63) 9505058796, E-mail: gerrybestrada@yahoo.com