

## ASSESSMENT OF JOB SATISFACTION

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### Abstract

*The research focused on assessing job satisfaction among contractual faculty members in higher education institutions, utilizing Herzberg's Two-Factor Theory as a framework. Contractual faculty members often hired temporarily, face unique challenges and conditions that can significantly impact their job satisfaction and overall engagement. Herzberg's theory distinguishes between motivators, intrinsic factors related to the job itself, and hygiene factors, which are irrelevant conditions surrounding the job. This study explores both factors to assess their effects on the job satisfaction of contractual faculty members. Quantitative approach is applied to capture relevant results of contractual faculty members' job satisfaction. The survey measured various motivators, including intrinsic and extrinsic factors. Findings indicate that while improvements in hygiene factors like salary and job security are essential for reducing dissatisfaction, they alone are insufficient to foster high levels of job satisfaction. Motivators, such as opportunities for meaningful work and professional development, are crucial in enhancing overall job satisfaction. This research provides valuable insights for higher education administrators and policymakers aiming to improve contractual faculty members' working conditions and experiences. By addressing motivators and hygiene factors, institutions can establish a more motivating and supportive work environment, ultimately benefiting faculty and students.*

**Keywords:** Motivators, Hygiene Factors, Job Satisfaction, Contractual, Faculty Members, Assessment

### Introduction

Faculty members are crucial in delivering quality education and supporting institutional goals; they often face various job satisfaction challenges. Many educational institutions rely heavily on contractual faculty members rather than holding permanent positions. Contractual faculty frequently deals with issues such as job insecurity, limited benefits, and minimal support from their institutions. These factors can make their work experience different from that of tenured or permanent faculty members. Understanding how these conditions impact their job satisfaction is vital for creating a more supportive and effective academic environment.

As defined by Locke (1970), job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. The personal evaluation or consequences of the job conditions may emerge as satisfaction or dissatisfaction. Moreover, Job satisfaction can be influenced by a variety of factors, such as the quality of the academics' relationships with their supervisors, the quality of the physical environment in which they work, and the degree of fulfillment in their work (Lambert et al., 2008).

Many studies have been conducted about job satisfaction. Others were motivated to study job satisfaction out of a desire to improve productivity and organizational functioning by improving the quality of employees' work experiences. While these concerns have their biases in different perspectives, they share the recognition of the job's importance in the individual's total life experience and the desirability of a positive work experience.

This research explores motivational and hygiene factors in relation to job satisfaction of contractual faculty members. It aims to highlight key factors that influence the overall satisfaction of contractual faculty members by investigating their roles, responsibilities and positive work aspects. The goal is to offer insights that could help institutions improve working conditions for contractual faculty, ultimately benefiting both the individuals involved and the broader academic community. Addressing these issues is increasingly important as the higher education sector evolves and adapts to new challenges.

### Theoretical Framework

Understanding and applying Herzberg's theory can help institutions identify both the motivators and hygiene factors that affect their contractual faculty members, leading to more effective strategies for improving overall job satisfaction and engagement. When assessing job satisfaction among contractual faculty members, Herzberg's theory can be particularly useful. Herzberg's Two-Factor Theory, also known as Herzberg's Motivation-Hygiene Theory, provides a framework for understanding what drives job satisfaction and

dissatisfaction. Developed by psychologist Frederick Herzberg in the 1950s, this theory posits that there are two distinct sets of factors that influence employees' attitudes toward their jobs: motivators and hygiene factors.

The first set is called Motivators which are factors that contribute to job satisfaction and are related to the content of the job itself. These factors are intrinsic to the job and lead to higher levels of motivation and engagement. Key motivators include achievement, recognition, work itself, responsibility, advancement and personal growth. When these factors are present and managed well, they lead to high job satisfaction and motivation. However, their absence doesn't necessarily lead to dissatisfaction but rather to a lack of motivation.

The second set is the Hygiene factors are extrinsic to the job and related to the work environment. They do not lead to higher levels of motivation or satisfaction when present but can cause dissatisfaction if they are inadequate or missing. Key hygiene factors include company policies, supervision, work conditions, salary, interpersonal relations and job security. While improving hygiene factors can reduce job dissatisfaction, it does not necessarily increase job satisfaction or motivation. According to Herzberg, both motivators and hygiene factors must be addressed to ensure a positive and productive work environment.

### Methods

The research used descriptive method. It is a fact-finding study with adequate interpretation of findings that involves the description, recording, analysis, and interpretation of data gathered. As to the location of the study, it took place at Mindanao State University, Marawi City, Lanao del Sur, Philippines. As envisioned, the University has transformed into a veritable social laboratory where students, faculty members, and administrative personnel of diverse backgrounds and ethnicities learn to appreciate each other's culture. Hence, it becomes the forefront of promoting cultural integration and forging national solidarity. To realize Mindanao State University's vision, it is crucial to ensure that all constituents, especially faculty members, are satisfied. Hence, the research was limited to job satisfaction among the selected contractual faculty members of Mindanao State University. A total of 102 contractual faculty members were considered as respondents. They came from different colleges at the university. A structured questionnaire was used to gather data and information needed. Before the final data gathering, pilot testing was conducted to test the structured questionnaire. Respondents were assured that their responses were secured to encourage honest and accurate feedback. Data gathered were tabulated, statistically analyzed, and interpreted. For the interpretation and analysis of the demographic background of the respondents, the researcher used frequency and percentage distribution. While for the second part of the questionnaire each question was based on the Likert scale. Percentage,  $P=(f/n) \times 100$ , was used to determine the proportion of specific response to the total responses. While, weighted mean,  $Wm=\sum(fx)/n$ , was used to determine the rank of the reasons for the choice made by the respondents.

### Results

**Table 1 Respondents' Sex**

Sex	Frequency	Percentage
Female	64	62.74
Male	38	37.26

Regarding sex, 64 or 62.74% of the respondents are female, while 38 or 37.26%. This implies that women's population is more significant than men's, so it is unsurprising that most faculty members are females. The data implies that even academic institutions are dominated by female employees, a common observation among the schools in this country. This also affirms the results of some studies like Kelleher (2011) in which females outnumbered males in terms of the teaching profession since female individuals are more motivated to be part of an academic institution than males who prefer a more rigorous profession. Moreover, studies by Alonso (2008) and Ghazi and Maringe (2011) point out that female employee seem more satisfied with their work than men.

**Table 2 Respondents' Age**

Age	Frequency	Percentage
22-30 years old	58	56.86
31-40 years old	36	35.29
40 years and above	8	7.84

The age classification of respondents is based on the psychological development of human beings as mentioned by American Psychologist Gould (1972) and Sears and Feldman (1973). As shown in the said table, many of them (58 or 56.86%) were within the age bracket of 22- 30 years old followed by 31-40 years old (36 or 35.29%) while the rest of the respondents were 40 years old and above (8 or 7.84%). The findings above imply that most of the respondents are in the maturity age range from early adulthood to middle age, which is

expected to provide better judgment and understanding of the understudied topic. Moreover, the data implies that all of the faculty members are in the ideal working age, so they were in the best position to assess their job satisfaction.

**Table 3 Respondents' Civil Status**

Civil Status	Frequency	Percentage
Single	72	70.59
Married	30	29.41

Regarding civil status, 72 or 70.59% of the respondents were single, while 30 or 29.41% were married. This implies that even though the respondents had finished studying, they prioritized their work and family instead of getting married. The findings above indicate that single faculty members are most likely responsive, participative, and cooperative during the study. Furthermore, it implies that single individuals are the ones who are available, have ample time to socialize with co-employees, and have total energy in doing their respective workloads. Thus, they have more vigor in answering the questionnaires administered.

**Table 4 Assessment on Job Satisfaction among Faculty Members in terms of Motivators (Intrinsic Motivators)**

Motivators	Distribution								Weighted Mean	Verbal Interpretation
	Strongly Agree		Agree		Disagree		Strongly Disagree			
	f	%	f	%	f	%	f	%		
1. My job allows me to learn new skills for career advancement.	54	52.92	47	46.1	1	0.98	-	-	3.52	SA
2. My job allows me to improve my skills, performance, and overall experience.	60	58.84	40	39.2	2	1.96	-	-	3.57	SA
3. My job is challenging and exciting.	61	59.8	39	38.24	2	1.96	-	-	3.7	SA
4. I feel satisfied with my job because it gives me a feeling of accomplishment.	45	44.1	53	51.96	4	3.94	-	-	3.40	SA
5. I feel appreciated when I achieve or complete a task.	40	39.2	43	42.17	19	18.63	-	-	3.21	A
Overall									3.48	SA

Table 4 Shows on the first statement 54 or 52.92% answered *strongly agree*, 47 or 46.1% answered *agree*, 1 or 0.98% answered *disagree* and none answered *strongly disagree*. This implies that the University supports continuous learning and development. Also, this might indicate that the University values employee growth and is willing to invest in their development. The second statement exhibits 60 or 58.84% answered *strongly agree*, 40 or 39.2% answered *agree*, 2 or 1.96% answered *disagree* and none answered *strongly disagree*. This implies that the job provides opportunities to enhance their existing skills and acquire new ones. The work environment likely encourages growth and supports their professional development. The third statement shows 61 or 59.8% answered *strongly agree*, 39 or 38.24% answered *agree*, 2 or 1.96% answered *disagree* and none answered *strongly disagree*. This implies that they assess their job as challenging and exciting, which highlights that they find their work stimulating and rewarding, which is often indicative of a high level of engagement and satisfaction in your role. On the fourth statement 45 or 44.1% answered *strongly agree*, 53 or 51.96% answered *agree*, 4 or 3.94% answered *disagree* and none answered *strongly disagree*. This implies that they feel satisfied with their job because it gives them a sense of accomplishment and indicates that their work provides them with meaningful and rewarding experiences, contributing to their overall job satisfaction and motivation. Lastly, on the fifth statement 40 or 39.2% answered *strongly agree*, 43 or 42.17% answered *agree*, 19 or 18.63% answered *disagree* and none answered *strongly disagree*. This implies that feeling appreciated when they achieve or complete a task indicates that recognition and positive feedback are essential to them, contributing to their motivation, satisfaction, and overall positive experience in their job.

**Table 5 Assessment on Job Satisfaction among Faculty Members in terms of Hygiene Factors (Extrinsic Motivators)**

Hygiene Factors	Distribution								Weighted Mean	Verbal Interpretation
	Strongly Agree		Agree		Disagree		Strongly Disagree			
	f	%	f	%	f	%	f	%		
1. My boss makes sure that I am safe in my workplace.	25	24.51	55	53.92	15	14.71	7	6.86	2.96	A
2. I am encouraged to work harder because of my salary.	18	17.65	50	49.02	22	21.57	12	11.76	2.73	A
3. It is easy to get along with my co-employees.	40	39.2	60	58.84	2	1.96	-	-	3.37	SA
4. I am doing my job based on sound and adequate policies and rules.	38	36.26	47	46.1	16	15.68	2	1.96	3.20	A
5. I have pleasant working conditions.	29	28.43	70	68.63	2	1.96	1	0.98	3.25	SA
Over-all									3.10	A

Table 5 Shows on the first statement 25 or 24.51% answered *strongly agree*, 55 or 53.92% answered *agree*, 15 or 14.71% answered *disagree* and 7 or 6.86% answered *strongly disagree*. This implies that work culture is reflected where safety is taken seriously, and leadership is dedicated to ensuring that employees are protected, which can greatly contribute to a secure and supportive work atmosphere. The second statement exhibits 18 or 17.65% answered *strongly agree*, 50 or 49.02% answered *agree*, 22 or 21.57% answered *disagree* and 12 or 11.76% answered *strongly disagree*. This implies that they are encouraged by their salary to work harder which highlights financial compensation as a powerful motivator for them, contributing to their overall job satisfaction and performance. The third statement shows 40 or 39.2% answered *strongly agree*, 60 or 58.84% answered *agree*, 2 or 1.96% answered *disagree* and none answered *strongly disagree*. This implies that finding it easy to get along with their co-employees reflects a healthy and positive work environment that supports effective collaboration and contributes to a fulfilling work experience. On the fourth statement 38 or 36.26% answered *strongly agree*, 47 or 46.1% answered *agree*, 16 or 15.68% answered *disagree* and 2 or 1.96% answered *strongly disagree*. This implies that operating under sound and adequate policies and rules indicates that they are in a structured and well-regulated environment, which supports effective and consistent performance while promoting fairness and compliance. On the fifth statement 29 or 28.43% answered *strongly agree*, 70 or 68.63% answered *agree*, 2 or 1.96% answered *disagree* and 1 or 0.98% answered *strongly disagree*. This implies that having pleasant working conditions indicates that their work environment supports their well-being, productivity, and job satisfaction, contributing to a more enjoyable and effective work experience.

### Conclusion

The results reveal the general assessment of satisfaction among faculty members, indicating whether they are content with their roles, responsibilities, and working conditions. It has been found that all contractual faculty members are satisfied with all motivators factors while the majority are on hygiene factors. Motivator factors influence job satisfaction, and to improve these factors, the contractual faculty members' job satisfaction must be increased. The result of the research showed that the respondents believed that motivation is one factor for job satisfaction among contractual faculty members. The job must be challenging and exciting for achievement to be a motivation factor. For the individual to experience achievement, they must be able to succeed, have abilities to solve job-related problems and perform effectively. On the other hand, job dissatisfaction is influenced by hygiene factors; hence, to decrease job dissatisfaction among contractual faculty members, hygiene factors must be improved. If contractual faculty members believe they are not compensated well and there is no rapport environment in the workplace, then they will be unhappy and dissatisfied. Overall, contractual faculty members must describe their job and work environment favorably. The motivators and hygiene factors indicate a healthy and fulfilling work experience that supports professional development and personal well-being.

### Recommendations

Given the results of the study, several recommendations were suggested. Firstly, university administrators must promote work-life balance to manage the workforce effectively. Setting boundaries to avoid burnout and make time for activities help faculty members to relax and recharge. Secondly, the University administrators should regularly seek feedback from the Dean and faculty members to ensure

alignment with expectations and identify further development areas. Constructive feedback can help refine faculty members' skills and performance. Thirdly, the university administrators should pay more attention to motivating and maintaining its human resources to make them more content and maximize their efforts by ensuring the overall excellence of the organization. The Dean of the college must assess the annual needs of their faculty members. Supervisory support and assessment of faculty needs must be considered for job satisfaction. Improve pleasant working conditions should be provided so faculty members can function effectively and efficiently. Also, the proper salaries and benefits should be given on time to the employees, especially those in contractual status. Fourthly, the University administrators should implement activities and programs to strengthen faculty members' relationships. Fifthly, the University administrators should continue providing additional learning opportunities to take advantage of opportunities for skill development. Consider pursuing advanced training, certifications, or professional development courses to stay current in your assigned field and advance your career. Sixth, the University administrators should continue implementing programs that recognize the achievements and excellence of faculty members, which motivates them to strive hard. Seventh, university administrators should strictly implement policies and regulations that improve job performance. Eighth, the University administrators should strengthen security around the vicinity for the safety and welfare of its constituents, especially the faculty members. Lastly, the University administrators should support faculty members in exploring Leadership roles or additional responsibilities to advance their careers. This can help them develop new skills and demonstrate readiness for promotion.

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