

## Relationship between Job Satisfaction and Participation Empowerment of Faculty in Higher Education Institutions in Capiz

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### Abstract

This descriptive correlational research was conducted to ascertain the relationship of job satisfaction and participation empowerment of faculty in higher education institutions in the province of Capiz. Respondents of the study were the permanent faculty of HEIs in the province of Capiz. The questionnaire was the major instrument used in gathering data. Data were analyzed using Statistical Package for Social Sciences (SPSS) software and results were interpreted at 0.05 level of significance. Results of the study revealed that teachers had a generally “high” level of job satisfaction and a “high” level of participation empowerment. No significant difference in the job satisfaction and participation empowerment of faculty when grouped according to their age, education, academic rank and length of service. However, job satisfaction was found to be highly and positively correlated to their participation empowerment. This suggests that respondents’ empowerment is affected by their level of job satisfaction. A high level of job satisfaction results in a high level of school participation empowerment.

**Keywords:** Higher education institutions; job satisfaction; school participation empowerment

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## **Introduction**

In Higher Education Institutions (HEIs), the most significant foundation for the determination of educational development is the source of the workforce. If the workforce is dedicated, emotionally involved, and has identification with their organization, then they are more likely to continue with the organization (Khan, Nawaz & Yar, 2013). The level of happiness an individual has with their job has many implications for the success of an organization. The happier a person with his job, the more satisfaction he experiences with it (Ramirez, 2012).

Addressing employee's concerns over empowerment, professionalism, participation, and conflict benefits the employee, organization, and society as a whole (Mowday, Steers & Porter, 1979). However, in reality, it is sad to note that not all teachers are given empowerment chance in schools.

Some of the persistent gaps needing improvements are the job satisfaction and participation empowerment of faculty. According to Kelly (2012), if teachers feel empowered by having control over an integral part of their job, being actively involved in decision-making, believing that they are able to differentiate for all students, being well-respected by their peers and the community they serve, being allowed to grow professionally, and believing that they have influence over the work environment, they will be more effective and satisfied with their jobs.

The researcher observed that if a faculty is satisfied with his job, he becomes more participative in achieving the goals and objectives of the university. To find out whether job satisfaction and participation empowerment of HEI faculty significantly relate to each other, this study was addressed.

## **Methodology**

The respondents of the study were the 236 permanent faculty in the six higher education institutions in the province of Capiz. The questionnaire was the major instrument used in gathering data and was also subjected to reliability testing among 30 college faculty of a higher education institution. The result yielded a 0.87 alpha coefficient indicating that the instrument is reliable. Data were analyzed using Statistical Package for Social Sciences (SPSS) software and results were interpreted at 0.05 level of significance.

## **Results and Discussion**

### **Respondents' Level of Job Satisfaction**

The job satisfaction of the faculty in HEIs ranged from a "very high" to a "high" level. Generally, it indicates that the faculty in HEIs are highly satisfied with their jobs.

Table 1. Respondents' level of job satisfaction

Job Satisfaction	Frequency	Percent
Very Highly Satisfied	110	46.61
Highly Satisfied	112	47.46
Moderately Satisfied	14	5.93
Total	236	100.00
Mean = 4.13 (Highly Satisfied)		

### Respondents' Level of Participation Empowerment

The respondents' level of participation empowerment in HEIs proved to be "high". A mean of 4.15 indicates that teachers' had a high level of school participation empowerment

Table 2. Respondents' level of school participation empowerment.

School Empowerment	Frequency	Percent
Very High Empowerment	116	49.15
High Empowerment	109	46.19
Moderate Empowerment	11	4.66
Total	236	100.00
Mean = 4.15 (High Empowerment)		

### Differences in Teachers' Job Satisfaction when Grouped According to Personal and Professional Related Factors

Table 3. Differences in job satisfaction when the respondents are classified according to personal and professional-related variables.

Variable	F	SIG
Age	1.292 <sup>ns</sup>	0.274
Educational Qualification	1.928 <sup>ns</sup>	0.148
Academic Rank	1.241 <sup>ns</sup>	0.296
Years in service	0.527 <sup>ns</sup>	0.664

ns - Not significant

Results reveal that there are no significant differences in the job satisfaction level of the respondents when grouped according to age ( $F=1.292$ ,  $p > 0.05$ ); educational qualification ( $F=1.928$ ,  $p > 0.05$ ); academic rank ( $F=1.241$ ,  $p > 0.05$ ) and years in service ( $F=0.527$ ,  $p > 0.05$ ). This implies that regardless of the personal and professional characteristics included in the study, respondents have a comparable level of job satisfaction.

### Differences in the School Participation Empowerment of Respondents Grouped According to Personal and Professional-Related Factors

When respondents were grouped according to personal and professional related factors, their participation empowerment did not significantly differ. That no significant differences existed in the respondents school participation empowerment is revealed in the ANOVA results of the following variables: age ( $F=2.020$ ,  $p > 0.05$ ), educational qualification ( $F=2.870$ ,  $p > 0.05$ ), academic rank ( $F=1.379$ ,  $p > 0.05$ ) and years in service ( $F=0.390$ ,  $p > 0.05$ ). Thus, it could be inferred that regardless of the personal and professional factors considered in the study, respondents' school participation empowerment was the same.

Table 4. Differences in participation empowerment when the respondents are classified according to personal and professional-related variables.

Variable	F	SIG
Age	2.020 <sup>ns</sup>	0.092
Educational Qualification	2.870 <sup>ns</sup>	0.059
Academic Rank	1.379 <sup>ns</sup>	0.250
Years in Service	0.390 <sup>ns</sup>	0.760

ns-Not significant

### Relationship of Job Satisfaction, and Participation Empowerment of Respondents

Table 5. Relationship of job satisfaction and participation empowerment.

Variable	R	r prob
Job Satisfaction and School Participation Empowerment	0.475**	0.000

\*\* - Highly significant

Job satisfaction and school participation empowerment of respondents were highly significantly associated as reflected by the Pearson  $r$  of 0.475 with 0.000 probability value lower than 0.05 alpha. This can be inferred that teachers empowerment in school participation was very highly affected by their satisfaction with the job. This further suggests that when teacher's organizational commitment is high, their school participation empowerment tends to be high and the lower the level of their job satisfaction, their school participation empowerment is also low.

## **Conclusions**

Respondents' school participation empowerment is affected by their level of job satisfaction. When the respondents' level of job satisfaction is high, their school participation will likely be high.

## **Recommendations**

Teachers may be encouraged to doubly embrace school participation. Administrations may device new ways that will empower teachers and help them in achieving job satisfaction effectively. Further research along this area is recommended to validate the findings of this study or give emphasis on other probable factors that might significantly influence school participation empowerment.

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