

Job Satisfaction And Administrative Capabilities Among Employees In Higher Education Institutions In Sulu

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Abstract

The study is a descriptive research which looked into the profile of employees in Higher Education Institutions in Sulu in terms of age, school, educational attainment length of Service, field of specialization, more important, this research undertaking identified the various level of job satisfaction and administrative capabilities of the employees on administrator's administrative capabilities in Higher Education Institutions in Sulu.

The study was conducted in Jolo, Sulu using selected employees of Higher Education Institutions such as: Sulu State College (SSC), Notre Dame of Jolo College (NDJC), Hadji Butu School of Arts and Trade (HBSAT), and Sulu College of Technology (SCT).

A checklist questionnaire was used in gathering the data patterned from the study of John Thomas Husman (2007). There are three sets of questions: the first set will inquire the profile of the respondents; the second set will inquire the employees' job satisfaction as influenced by the administrative capabilities of the school administrator. The third will inquire the administrative capabilities of school administrators based on the perception of employees in Higher Education Institutions.

The issue of validity and reliability of the instruments was accounted to the work of John Thomas Husman (2007). Initially, the reliability of the questionnaire was found at Cronbach's Alpha for overall scales are .862 (very high) and correlation coefficients at .782 (highly correlated) for overall subscales.

The following are findings of this study:

1). On demographic profile of employees-respondents.

Out of the 200 employees-respondents, majority are within 30-49 years old, are female employees, are married, have 15 years & below of length of service, have regular-permanent status of appointment, and have 39,999 & below of salary rate.

2). On the extent of the job satisfaction and administrative capabilities on the Employees.

Sub-categories subsumed under the job satisfaction and administrative capabilities among Employees in Higher Education in Sulu as Promotion, Work Environment, Incentives, Loyalty, Reduced Conflict, and Improved Fellowship are all rated as “Strongly Agree” which means that have high impact on employee’s job satisfaction.

3). On differences in extent of the job satisfaction and administrative capabilities on the Employees.

Except by gender, there is a significant difference in extent of the job satisfaction and administrative capabilities among employees in Higher Education in Sulu when data are grouped according to gender. Employees who are 50 years old & above, who are married, with 11 years & above of years in service, with regular/permanent status of appointment, and with salary of 35,000 & above are better perceivers of the extent of the job satisfaction and administrative capabilities among employees.

4)On correlation among the sub-categories subsumed under the extent of the job satisfaction and administrative capabilities on the Employees.

Generally, there was a high positive correlation among the sub-categories subsumed under the extent of the job satisfaction and administrative capabilities among employees in Higher Education in Sulu. Respondents who generally perceived the job satisfaction and administrative capabilities among Employees in Higher Education in Sulu in terms of Promotion as “Strongly Agree” are most probably the same group of respondents who perceived the Work Environment, Incentives, Loyalty, Reduced Conflict, and Improved Fellowship as “Strongly Agree”, respectively.

Keywords- Employees' job satisfaction, Employees' performance, Higher Education, School administration.

I. INTRODUCTION

In the educational dynamism, many factors have come into play, but most analysts agree that the human resource component is the major determinant for coping with this ever-evolving educational trend (Telef, 2011; Aydin, 2010; Aydin, Sarier, & Uysal, 2013)

Higher education is the indispensable means towards individual and communities' socio-economic transformation. Universities around the world are perceived as homes of intellectuality and the only gastronomies for sharpening the minds of intellectuals ready to serve their communities and nations. In Tanzania, higher education institutions, both public and private are entrusted with the responsibility of teaching, conducting research, and providing consultancy services to the community as among their core functions (URT, 1999). Thus, it has been maintained that the quality of any university depends to a large extent on the degree

to which it attains these core functions (UNESCO, 1991; URT, 2005). Due to the greater importance attached to higher education around the world, Tanzania has been investing much in higher education (Nguni et al., 2006). It is now obvious: higher education is only gateway and ladder to community transformation in most developing countries.

Higher education has become a vital instrument used by national initiatives to bolster innovation and performance across academic sectors (Bloom, Canning, & Chan, 2006, p. 1). Providing quality education in teaching and learning has become a critical role of higher education institutions.

Administrative capabilities of the school leaders are central to educational quality. Leadership is the ability to develop a vision for change, which leads to improvements in outcomes for learners and is based on shared values and robust evaluation of evidence of current practice and outcomes. It mobilizes, enable and support others to develop and follow through on strategies for achieving that change.

School heads administrative capabilities triggered the management activities of the school from its smallest component of student activities, teachers teaching activities, school curriculum, budgetary sustenance and other components that support to make the school performance viable to school community development which create vision to the success of the school goals and objectives. School heads can provide plan of activities to establish overall effective strategies supporting development to enhance achievement of the schools' vision, mission, and goals. The school heads usually involved in the

management and supervision strategies to provide the faculty, staff and other employees' essential duties and responsibilities to enhance the success of the school.

The individuals charged with the leadership of institutions of higher education all seek ways to succeed and provide educational opportunities in new and different ways to help to differentiate their institutions from their peers (Agesto, 2011). Facing strong competition for quality students, these educational leaders are challenged to find new ways to attract attention, market the quality of their educational experience, and be certain that student return on investment is high. In addition to these challenges, leaders in higher education face hurdles associated with decreased state and federal funding (McLendon, Hearn, & Mokher, 2009; Tandberg, 2010) and increased accountability from accrediting agencies, students and families, and the federal government (Cowan, 2013).

The school administrators entirely commissioned for effective management through useful capabilities based on knowledge, skills, and strategic experiences to develop the job satisfaction of the employees. No matter what the school administrators' essential qualities are to improve the school culture, the employee's job satisfaction may contribute greatly to the success of attaining the school goals. The employees' motivation to generate job satisfaction which contributes to the innovative processes that school administrators desires to develop school performance.

STATEMENT OF THE PROBLEM

This study ascertained the Job Satisfaction and Administrative Capabilities among Employees in Higher Education Institution's in Sulu School Year 2021-2022. Specifically, it seeks to answer the following queries upon its very completion:

1. What is the demographic profile of the employees-respondents at Higher Education Institution's in Sulu in terms of: Age; Gender; Educational Attainment; Status of Appointment; Length of service; and Salary?
2. What is the extent of the effect of administrative capabilities on Employee's performance at Higher Education Institution's in Sulu in the context of; Promotion; Work Environment; Incentives; Loyalty; Reduce conflict; and Improve fellowship?
3. Is there a significant difference on the extent of the Job Satisfaction and Administrative Capabilities among Employees

in Higher Education Institution`s in Sulu when data are grouped according to their demographic profile in terms of; Age; Gender; Educational Attainment; Status of Appointment; Length of service; and Salary?

4. Is there a significant correlation among the sub-categories subsumed under the Job Satisfaction and Administrative Capabilities among Employees in Higher Education Institution`s in Sulu.

OBJECTIVES OF THE STUDY

1. To determine the demographic profile of the employee-respondents at Higher Education Institutions in Sulu in terms of: Age; Gender; Educational Attainment; Status of Appointment; Length of Service; and Salary.
2. To determine the extent of the effect of job satisfaction and administrative capabilities among employees in Higher Education Institutions in Sulu in the context of: Promotion, Job Satisfaction, Work Environment, Incentives, Loyalty, Reduce Conflict, and Improve Fellowship.
3. To determine whether the significant difference exist on the effect of job satisfaction and administrative capabilities among employees in Higher Education Institutions in Sulu when data are group according to their demographic profile in terms of: Age; Gender; Educational Attainment; Status of Appointment; Length of Service; and Salary; and
4. To determine whether the significant correlation among the sub-categories subsumed under the job satisfaction and administrative capabilities among employees in Higher Education Institutions in Sulu.

CONCEPTUAL FRAMEWORK

This study was concerned with the relationship between the administrator`s management strategies and the satisfaction of teachers. The teachers have contributed to developing a positive school climate and supporting the school culture, provided they are satisfied in their job. Hence, this study conceptualized as follows: The contexts of promotion, work environment, incentives, loyalty, reduce conflict, and improve fellowship will be treated as the Dependent Variable. Meanwhile, age, gender, educational attainment, status of appointment, length of service, and salary will be treated as the Independent Variable. The interplay of these variables can be illustrated in Figure 1 below.

Independent variable

Dependent variable

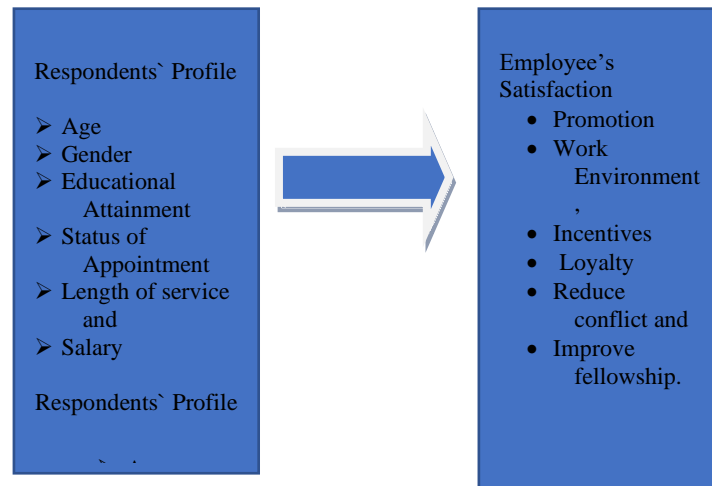


FIGURE 1 CONCEPTUAL PARADIGM OF THE STUDY

Significance of the Study

The result of this study was very significant for the school administrator, faculty, students, and other stakeholders. The school administrator can use the impact of this study to prepare programs for employees' development to improve employees' satisfaction. The faculty can utilize the impact of this study to enhance the employees' job satisfaction concerning the administrative capabilities of school administrators. The student can use the impact of this study to facilitate the job satisfaction of employees towards strong motivation of employees to achieve the goal of the school. Other stakeholders such as the community and parents can use the result of this study to facilitate the achievements of their sons and daughters by establishing a close relationship with the school administrators and the school employees.

Hypotheses of the Study

This study was anchored on the following research null hypotheses.

1. There is no significant difference between the levels of job satisfaction of the employees in Higher Education Institutions when the responses are categorized according to the profile of the employees.
2. There is no significant difference between the employees' perceptions on the administrative capabilities of the school administrators of Higher Education Institutions when the data are grouped according to the employees' profiles.

3. There is no significant relationship between the levels of administrative capabilities of the school administrators of Higher Education Institutions and the levels of organizational capabilities as perceived by the employees.

RESEARCH METHODOLOGY

Research Design

The researcher was used a Descriptive survey in this study.

Research Locale

This study was conducted in Jolo, Sulu using selected employees of Higher Education Institutions such as: Sulu State College (SSC), Notre Dame of Jolo College (NDJC), Hadji Butu School of Arts and Trade (HBSAT), and Sulu College of Technology (SCT).

Respondents of the stud

Selected employees of Higher Education Institutions were used as the respondents in this study.

Figure 1 below shows the distribution of respondents to the study.

Distribution of Respondents According to School

HIGHER EDUCATION INSTITUTIONS	Number of Employee-Respondents
1. Sulu State College (SSC)	50
2. Notre Dame of Jolo College (NDJC)	50
3. Hadji Butu School of Arts and Trade (HBSAT)	50
4. Sulu College of Technology (SCT)	50
TOTAL	200

Sampling Design

Since the study concerns the administrator's administrative capabilities of Sulu State College and the employees' job satisfaction of its employees, this study will utilize a purposive sampling design to select the respondents. Selected employees of Higher Education Institutions were used in the study.

Research Instrument

This study used a checklist questionnaire patterned from the study of John Thomas Husman (2007). There are three sets of questions: the first set inquired about the profile of the respondents; the second set was inquired about the employees' job satisfaction as influenced by the administrative capabilities of the school administrator. The third was inquired about the organizational powers of school administrators based on the perception of employees in Higher Education Institutions.

Statistical Treatment of Data

The questionnaires were analyzed descriptively and inferentially by using SPSS version 20 for computation of the raw data to answer the research questions.

SUMMARY OF THE RESULTS AND DISCUSSION

This chapter presents the summary of findings, conclusions and recommendations based on the data collected that were properly tabulated, computed and analyzed for this study.

Summary of Findings

The following are findings of this study:

1) On demographic profile of employees-respondents.

Out of the 200 employees-respondents, majority are within 30-49 years old, are female employees, are married, have 15 years & below of length of service, have regular-permanent status of appointment, and have 39,999 & below of salary rate.

On the extent of the job satisfaction and administrative capabilities on the Employees.

2) Sub-categories subsumed under the job satisfaction and administrative capabilities among Employees in Higher Education in Sulu as Promotion, Work Environment, Incentives, Loyalty, Reduced Conflict, and Improved Fellowship are all rated as "Strongly Agree" which means that have high impact on employee's job satisfaction.

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4. On correlation among the sub-categories subsumed under the extent of the job satisfaction and administrative capabilities on the Employees.

Generally, there is a high positive correlation among the sub-categories subsumed under the extent of the job satisfaction and administrative capabilities among employees in Higher Education in Sulu. Respondents who generally perceived the job

satisfaction and administrative capabilities among Employees in Higher Education in Sulu in terms of Promotion as “Strongly Agree” are most probably the same group of respondents who perceived the Work Environment, Incentives, Loyalty, Reduced Conflict, and Improved Fellowship as “Strongly Agree”, respectively.

This study concludes the following:

1) In this study, employee-respondents are adequately represented in terms of age, gender, civil status, status of appointment, length of service, and salary.

2) Generally, employee-respondents affirmed that factors such as Promotion, Work Environment, Incentives, Loyalty, Reduced Conflict, and Improved Fellowship have high impact on job satisfaction and administrative capabilities among employees in Higher Education in Sulu.

3) Generally, profile variables such as age, civil status, status of appointment, length of service, and salary indeed intervene in ways how employee-respondents assess the extent of the job satisfaction and administrative capabilities among employees in Higher Education in Sulu.

4) Employees-respondents who generally perceived the job satisfaction and administrative capabilities among Employees in Higher Education in Sulu in terms of Promotion as “Strongly Agree” are most probably the same group of respondents who perceived the extent on Work Environment, Incentives, Loyalty, Reduced Conflict, and Improved Fellowship as “Strongly Agree”, respectively.

5) This study tends to support Abraham Maslow (1954) theory of motivation as expounded by Victor H. Vroom (1960) in his expectancy theory of motivation which assumes that motivation is high when workers believe that high level of effort lead to high performance and high-performance leads to the attainment of desired outcomes.

Recommendations

Based on the findings of the study and the conclusions arrived at, the following recommendations are hereby forwarded to improve educational output specifically on teaching performance, secondary school teachers need to keep pace with the educational advancement through continuous training.

1) To ensure efficient delivery of employee performance, academic leaders of Higher Education should sustain the establishment of programs and policies that cater to the professional development of employees in terms of the fair implementation of the motivational factors as such as Promotion,

Work Environment, Incentives, Loyalty, Reduced Conflict, and Improved Fellowship.

2) College instructors/employees should be continuously provided with updated training programs on pedagogical knowledge and skills.

3). College instructors/employees should be encouraged to continue upgrading their educational qualification by pursuing graduate studies in their field of specialization.

4). The school administrators should maximize their efforts to improve teachers working conditions and ensure that teaching load and assignments are distributed equitably.

5). To ensure the smooth operation of the school specifically on dealing with conflict, the school administrators should improve their problem solving and decision-making skills.

6). Moreover, student-researchers in the field of educational administration and supervision are encouraged to conduct study like this one but to include other variables such as work environment, employee strategies, employees' work attitudes, and employees' morale in some other settings.

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