

Commitment, Loyalty and Satisfaction of Faculty of the College of Engineering and Architecture at Don Honorio Ventura State University (DHVSU)

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Abstract: - The purpose of this study was to examine the level of job satisfaction, organizational commitment and loyalty among the Faculty of College of Engineering and Architecture at Don Honorio Ventura State University in Bacolor, Pampanga. A descriptive-correlational research design using survey questionnaires to collect data was conducted among 48 faculty members employed in three (3) departments of the College of the Engineering and Architecture. The average job satisfaction score was 4.31. For Table 1 relating to job satisfaction, faculty members scored highest in colleagues and supervisory relationship (4.64) and lowest in promotion system (3.93). Also, the average faculty organizational commitment and loyalty was 3.91. Faculty members scored highest in (4.89) and lowest in no extra take home pay (3.18).

Key Words— *Job Satisfaction, Organizational Commitment, Loyalty, Higher Education Institutions.*

I. INTRODUCTION

Job satisfaction of faculty of higher education institutions is an essential motivation for the advancement of the educational systems of these institutions towards achieving efficiency and effectiveness in the processes of learning and education. It also reinforces psychological stability for employees, which in turn reflect positively on the efficiency in completing the work and the achievement of psychological, social and professional poise when faculty members do their various roles in academic institutions.

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The faculty, at the universities, must feel high level of job satisfaction as they are the most significant pillars of these educational institutions for efficiently and effectively providing students with theoretical and practical experience in various fields of knowledge. Lack of job satisfaction causes professional backward of institutions and employees, where a lot of studies indicated that job satisfaction positively affects the achievement of psychological adjustment, reduces the psychological distress and also fully increases practical and professional outcomes among faculty.^[1]

Teachers have high competency in social regard for learning, diversity of learners, curriculum, planning, assessing, and reporting, community linkages, and personal growth, and professional development. Teachers consider themselves to possess the strength to be successful educators. Most of them have completed already the training and development needs. It can be concluded that most teachers plan and carry out competency-based education in mind and practice. They approach instruction and assessment from the perspective that places primary emphasis on identifying and measuring specific learning outcomes or competencies.^[2]

Loyalty is reflected in an employee's willingness to support the organization and disseminating positive information even during challenging times. This includes not being a mere observer when things are going wrong. It is employees whose organizational commitment is grounded in the vision, mission, core values and goals who are more likely to be loyal to the organization. A commitment that is based on factors other than the ones highlighted usually results in employees who are both committed and loyal to their managers or supervisors to the exclusion of the organization. An organization, therefore, needs employees to be first and foremost, committed to the organization to ensure that their loyalties are in the right place.^[3]

Commitment and loyalty are words we often associate with relationships and love, rightfully so, but commitment in the workplace is also something to take note of. True job commitment is a quality that most employers appreciate and reward. It's no secret that true commitment is key, in order to experience any form of success. (Katie Dressler Nehl, CUDE, 2016).^[4]

II. SHORT REVIEW OF LITERATURE

The goal of this section is to present related studies gathered from the literature that have a relationship with the present study. Discussions of these have been important in supporting and strengthening the study in all its aspects. Various research findings in the past have shown that there is a significant relationship between job satisfaction, organizational commitment, and loyalty.

2.1 Job Satisfaction in Higher Education

Job satisfaction is an effective response to specific aspects of a job such as: challenge, interest and level of difficulty. These aspects of the job situations have been found to play a major role in determining the overall level of people's job satisfaction. When a person is satisfied with his job it means he or she is happy with the current status and is prepared to remain there and contribute his/her maximum quota towards the success of the organization. Job satisfaction is a primary requisite for any success in the learning process. It is a complex phenomenon involving various personal, institution and social aspects. If the teachers attain adequate job satisfaction, they will be in position to fulfill the educational objectives and national goals. (Kumari, 2008).^[5]

Various researchers have identified factors that affect job satisfaction in higher education. Tack and Patitu (2017) have

identified salary, tenure, faculty rank, supervision, interpersonal relationships, working conditions, policies and administration, the person-environment fit, and collective bargaining as significant factors. They assumed that the effect that salary has on job satisfaction is debatable but consider that salary can be a great source of dissatisfaction.

Further stated that tenure, or job security, impacts job satisfaction as does faculty rank. However, they also found supervision and leadership style to be extremely important determiners of job satisfaction. Contended that supervisors that are employee-centered and that take an interest in every employee contribute to job satisfaction (Tack & Patitu, 2017).

Rewards, whether material or cash, play an important role in job satisfaction. Many researchers have found that there is a significant relationship between salary and job satisfaction. Increasing one thing must raise the other. Souza-Poza (2015) distinguished that salary is a predictor of job satisfaction. According to Miller (2017) employees with higher salary show greater job satisfaction).^[6]

2.2 Organization Commitment, Loyalty, and Demographic Variables

Tella et al. (2007) defined organizational commitment as "a strong desire to remain a member of a particular organization; a willingness to exert high levels of efforts on behalf of the organization and a defined belief in and acceptability of the values and goals of the organization (p. 6)".^[7]

Mowday et al. (1982) and Tett and Meyer (1993) defined commitment as the relative strength of an individual's identification with and involvement in a particular organization. Ciriello (1987) found that commitment is a binding force for one's loyalty, identification, and involvement with an educational institution.

Personal demographics play a role in organizational commitment (Oberholster & Taylor, 1999). Age and length of service appear to have a positive relationship with organizational commitment (Rivers, 1994; Salancik, 1977). Although findings are at times inconsistent in the literature, it appears that there are significant relationships between organizational commitment and educational level achieved, as well as with employment status (Mottaz, 1986; Salancik, 1977). Steers (1977) concluded that it might be more difficult for an organization to provide sufficient rewards to retain higher-educated employees. More highly educated people were expected to be less committed to an organization and more committed to a profession or trade.^[8]

2.3 Organizational Commitment in Education Sector

Employees’ organizational commitment becomes a fascinating and demanding topic for intellectual discourse; thus, several studies were conducted. Hanaysha (2016), examined the effects of employee empowerment, teamwork, and employee training on organizational commitment. It was found out that the three variables mentioned have a significant positive impact to organizational commitment. On the other hand, Hulpia, Devos, &Keer (2011) also examined the relationship between school leadership and teachers’ organizational commitment. Findings showed Teachers’ organizational commitment is mainly related to the quality of the supportive leadership, cooperation within the leadership team, and participative decision-making. Additionally, Hulpia &Devos (2010) studied how distributed leadership can make a difference in teachers’ organizational commitment.^[9]

Teaching is more than the presentation of facts, it integrates new ideas into their own practice, as well as having an important influence on students’ achievements. The level of teachers’ commitment is considered to be a key factor in the success of any educational undertaking as it heavily influences teachers’ willingness to engage in cooperative and critical practice. It appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection, teachers face the constant danger of burn-out in an increasingly intensified work environment. Without well qualified, caring and committed teachers, neither improved curricula and assessments, nor safe schools – not even the highest standards in the world – will ensure that our children are prepared for the challenges and opportunities.^[10]

2.4 Objectives of the Study

The general objective of this study was to determine the overall job satisfaction, commitment, and loyalty among faculty members from College of Engineering and Architecture mainly from Department of Mechanical Engineering, Electrical Engineering and Electronics and Communications Engineering at Don Honorio Ventura State University (DHVSU) Bacolor, Pampanga. Specifically, the study aimed to answer the following objectives:

- Determine the faculty job satisfaction as to work itself, supervision, colleagues, administration, pay, responsibility, professional growth, working environment, and recognition.
- Determine faculty organizational commitment and loyalty as to overtime work, pay, institution involvement and colleagues’ camaraderie.

2.5 Limitations of the Study

The study is limited to the faculty of the College of Engineering and Architecture generally from Department of Mechanical Engineering, Electrical Engineering and Electronics and Communications Engineering in Don Honorio Ventura State University, Bacolor, Pampanga. The researcher used descriptive statistic tools such as mean and standard deviation in the collection of data.

III. METHODOLOGY

3.1. Research Design

The study utilized descriptive-correlational research design to describe job satisfaction, organizational commitment, and loyalty of College of Engineering and Architecture Faculty Members in Don Honorio Ventura State University (DHVSU) Bacolor, Pampanga. The descriptive part presented the demographic characteristics of the faculties included were age, sex, civil status, education, rank, tenure, appointment status and years of employment. The correlation was used to find out faculty level of perception to their job satisfaction, organizational commitment, and loyalty.

3.2. Locale of the Study

The study was conducted from three (3) Departments of the College of Engineering and Architecture in Don Honorio Ventura State University (DHVSU) Bacolor Pampanga.

3.3. Respondents and Sampling Procedure

The respondents of the study were forty-eight (48) faculty of the College of Engineering and Architecture specifically from Department of Mechanical Engineering, Electrical Engineering and Electronics and Communications Engineering in Don Honorio Ventura State University, Bacolor, Pampanga. Below is a list of respondents.

Name of the Department	Number of Faculties each Department
Mechanical Engineering	16
Electrical Engineering	17
Electronics & Communications Engineering	15
Total	48

3.4. Data Collection Instruments

The survey questionnaire was used in the study. The researchers disseminated, collected, and summarized the questionnaires using Google Form. There were two different sets of two-part questions. The first portion of the study looks at the degree of satisfaction among faculty members, including how they feel about their jobs, coworkers, supervisors, the university administration, workloads, the workplace, and rewards and incentives. The instrument's second component is a degree of commitment and loyalty questionnaire that evaluates faculty career paths, overtime work, salary, and consideration of outside opportunities. The following continuum was used;

Table 1. Job Satisfaction Continuum

Mean Score	Interpretation	Statement Description	Score
1.0 – 1.49	Very Poor Satisfaction	Strongly Disagree	1
1.50 – 2.49	Poor Satisfaction	Disagree	2
2.50 – 3.49	Average Satisfaction	Undecided	3
3.50 – 4.49	High Satisfaction	Agree	4
4.50 – 5.00	Very High Satisfaction	Strongly Agree	5

Table 2. Organizational Commitment and Loyalty Continuum

Mean Score	Interpretation	Statement Description	Score
1.0 – 1.49	Very Poor Commitment/ Loyalty	Strongly Disagree	1
1.50 – 2.49	Poor Commitment /Loyalty	Disagree	2
2.50 – 3.49	Average Commitment/ Loyalty	Undecided	3
3.50 – 4.49	High Commitment/ Loyalty	Agree	4
4.50 – 5.00	Very High Commitment/ Loyalty	Strongly Agree	5

The researcher personally did the actual data gathering. The data gathered were tallied, organized, treated statistically, interpreted, and analyzed.

3.5. Ethical Considerations

The following ethical guidelines were followed by the researchers to ensure the validity of the study: 1) a request letter had been forwarded and approved to the Dean of the College of Engineering and Architecture before the actual survey; 2) members of the sample group had not been subjected to coercion in any way; 3) privacy of the study respondents had been ensured, so that no personal information was collected from the respondents; and 4) works that do not betray the authorship of the author were not used in the study.

3.6. Data Analysis

With the use of Roasoft Calculator, sample size of 45 out of 48 Faculty Members were extracted from the College of Engineering and Architecture mainly Department of Mechanical Engineering, Department of Electronics and Communications Engineering and Department of Architecture. That is 4% Margin of error and 95% level of confidence which attained a reliable result. Mean and Standard Deviation Statistical tools were used in determining the faculties level of job satisfaction, organizational commitment, and loyalty.

IV. RESULTS AND DISCUSSION

4.1 Demographic Variables

The demographic information of the 45 faculty members who responded—out of a total of 48—in the three chosen engineering programs at the College of Engineering and Architecture at Don Honorio Ventura State University is shown in Table.3.

The findings show that 73.3% are male. As to the age bracket, there were 40% under 21–30 years old. Then came 24.4% of people between the ages of 31 and 40. The age group 51 and older comprises only 13.3% of the respondents.

In terms of civil status, 60% are married. The educational attainment of the respondents was categorized into four categories: bachelor's degree, units in a master's degree, master's degree, units in a doctorate degree, and doctorate degree. It can be deduced from the table that 26.7% were bachelor's degree holders, 28.9% earned units in a master's degree, 33.3% were master's degree holders, 4.4% earned units in a doctorate degree, and 6.7% were doctorate degree holders.

The collected information also included the academic rank: 82.2 % are Instructors, 6.7% are Assistant Professors, and 11.1% are Associate Professors.

The information also suggests that the majority of the faculty respondents are employed on a contract-of-service basis, which is 57.8%. Most of the respondents served the organization for 1–5 years, which is 55.6%. Only one respondent has more than 26 years of experience.

Table.3. Faculty Responses to Demographic Profiles Survey

Variable	Attributes	Frequency	Percentage
Gender	Male	33	73.3%
	Female	12	26.7%
Age	21 – 30	18	40%
	31 – 40	11	24.4%
	41 – 50	10	22.2%
	51 and above	6	13.3%
Civil Status	Single	18	40%
	Married	27	60%
Highest Educational Attainment	Bachelor's Degree	12	26.7%
	Units in Master's Degree	13	28.9%
	Master's Degree	15	33.3%
	Units in Doctorate Degree	2	4.4%
	Doctorate Degree	3	6.7%
Academic Rank	Instructor	37	82.2%
	Assistant Professor	3	6.7%
	Associate Professor	5	11.1%
	Professor	0	0%
Appointment Status	Permanent	17	37.8%
	Temporary	2	4.4%
	Contract of Service	26	57.8%
Length of Service	1 – 5	25	55.6%
	6 – 10	9	20%
	11 – 15	3	6.7%
	16 – 20	4	8.9%
	21 – 25	3	6.7%
	26 and above	1	2.2%

4.2 Overall Job Satisfaction

Faculty from the three Departments were highly satisfied with their job with an average mean score of 4.31 (See table.4.). Faculty are Very Highly Satisfied (VHS) from their work itself with a mean score of 4.60, the kind of relationship having in the office of scored 4.64 with Very Highly Satisfaction (VHS) rating, and immediate supervisor satisfaction reveals a mean score of 4.64. This suggests that faculty members loved their employment because of positive relationships they have with their coworkers and supervisors.

Table.4. Mean Rating of Faculty Responses to Job Satisfaction Survey

Item Statement	Mean	Standard Deviation	Interpretation
a) I am satisfied with my job as a faculty member in this College / University.	4.60	0.50	VHS
b) I am satisfied with my co-workers in this College / University.	4.64	0.48	VHS
c) I am satisfied with my immediate dean and supervisor in this College / University.	4.64	0.53	VHS
d) I am satisfied with the administration of this College / University compared to other organizations.	4.40	0.58	HS
e) I am satisfied with the process of determining my salary increase in this College / University.	4.11	0.80	HS
f) I am satisfied with the loading system of the College / University.	4.24	0.83	HS
g) I am satisfied with the process of the College / University in giving me opportunity for advancements.	4.24	0.77	HS
h) I am satisfied with the physical working environment of the College / University.	4.04	0.88	HS
i) I am satisfied with the system of the College / University in giving me a promotion.	3.93	0.99	HS
j) I am satisfied with the amount of performance-based bonus I received from the College / University.	4.24	0.77	HS
General Mean	4.31	0.71	HS

Note: Scale: 4.50 - 5.0 (Very Highly Satisfaction); 3.50 - 4.49 (Highly satisfaction); 2.50 - 3.49 (Average Satisfaction); 1.50 - 2.49 (Poor Satisfaction); 1.0 - 1.49 (Very Poor Satisfaction)

4.3 Overall Job Commitment and Loyalty

Most of the faculty members of the three departments in College of Engineering and Architecture in Don Honorio Ventura State University shows that they are highly committed and loyal to the organization with Mean Score of 4.22 (See table .5.). The data exhibits shows that most of the faculty members has a sentimental value to the university resulting to a mean score of 4.40 equivalent to Highly Committed/Loyalty. The respondents revealed they feel a sense of belongingness to their respective department with a mean score of 4.24. Most of the faculty would be willing to spend the rest of their career in the College/University with a mean score of 4.22.

Table.5. Mean Rating of Faculty Responses to Job Satisfaction Survey

Item Statement	Mean	Standard Deviation	Descriptive Meaning
a) I would be willing to spend the rest of my career as faculty member of this College/University.	4.22	0.82	HCL
b) I am willing to work after office hour even if without pay.	3.36	1.11	ACL
c) I do feel like 'part of family' of this College/University	4.24	0.80	HCL
d) This College/University has a 'sentimental value' to me.	4.40	0.62	HCL
e) I do feel 'emotionally attached' to this College/University.	4.13	0.73	HCL
f) I was taught to believe in the value of remaining loyal to this College/University.	4.09	0.73	HCL
g) It would be very hard for me to leave this College/University, even if I wanted to.	3.96	0.88	HCL
h) I never thought to leaving this College/University even the condition of this is not stable for this moment.	3.91	0.95	HCL
i) If I don't get any increase in my take home pay, it's alright for me.	3.18	1.17	ACL
j) If I get another offer for a better job elsewhere, I would not feel it was right to leave this College/University.	3.62	1.07	HCL
General Mean	3.91	0.89	HCL

Note: Scale: 4.50 - 5.0 (Very Highly Commitment/Loyalty); 3.50 - 4.49 (Highly Commitment/Loyalty); 2.50 - 3.49 (Average Commitment/Loyalty); 1.50 - 2.49 (Poor Commitment/Loyalty); 1.0 - 1.49 (Very Poor Commitment/Loyalty).

V. CONCLUSION

The results of this study show that the factors significantly associated with faculty job satisfaction are the sense of belongingness of each faculty member to their college and the treatment their supervisors are giving them. One that the College/University should focus on strengthening is its promotion system since it got the lowest mean score from the Job Satisfaction Survey. As to the organizational commitment and loyalty, it shows that the respondents were attached to the organization they were working at with high rating to "Highly Commitment/Loyalty." Faculty respondents were emotionally attached to their organization despite the pandemic that happened two-years ago.

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