

Organizational Satisfaction, Meaningfulness and Work Engagement among Educators of Quezon City Polytechnic University

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ABSTRACT

This study aims to explore the relationship among the organizational satisfaction, work engagement and work meaning of forty six (n=46) educators from Quezon City Polytechnic University. Quantitative research method which is descriptive correlation type and Qualitative approach were utilized in the study. Results showed that the faculty members were normally satisfied in the organizational satisfaction components provided by the university. In general, respondents are dedicated at work and viewed a positive meaning for work engagement. Results suggest that it is necessary to address organizational satisfaction, work engagement and work meaning to achieved a positive organizational outcomes.

Moreover, participants confirmed that organizational satisfaction, work engagement and work meaning are equally important toward positive organizational outcomes.

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INTRODUCTION

Educators, like the majority of employed people, spend a large amount of their time at work. Presently, the Philippine higher educational institutions are facing challenges brought about by K-12 transition, the Outcomes-based Education implementation and the ASEAN Integration. Confronted with these challenges, satisfaction, work meaning and engagement are elements that need to be address and prioritize by school administrators and officials in order to continuously motivate the educators contribute to the process of delivering quality services and provide the culture of excellence towards the achievement of university-wide strategic objectives and effective organization outcomes.

Like any other educational institutions, the Quezon City Polytechnic University is also confronted with the same challenges facing by most, if not all institutions within the academic sector. Several studies conducted were focused on the relationship of two or more variables like, work role-fit, meaningfulness and work engagement by Rothmann in 2010, employee engagement and satisfaction conducted by Helena College in 2015, Calling and work-fit and psychological meaningfulness by Lukondo in 2013 and organizational satisfaction and work engagement by Amelia Bay, et al in 2014.

The researcher found out that, in reference to the present studies cited, there is also a need to conduct a

research exploring the relationship of the three variables mentioned in this present study; satisfaction, meaningfulness and the work engagement. It is in within this context that the researcher intended to work on this study.

Research Objectives:

The study aims to describe the personal profile of the respondents in terms of age, gender, civil status, employment status, salary range and length of service; to determine the respondents' satisfaction in terms of University's learning development, rewards and recognition, leadership and Work environment; to assess the work meaningfulness, as well as, the engagement in terms of vigour, dedication and absorption.

Moreover, this study also tests the relationship between Organizational Satisfaction, Meaningfulness and Work engagement towards organizational outcomes.

Research Questions:

1. How do the respondents describe their level of organizational satisfaction, work engagement and work meaning?
2. Is there a significant relationship between organizational satisfaction, the work engagement and work meaning?

3. How the participants value the organizational satisfaction, the work engagement and work meaning toward their personal growth and professional development?

Significance of the Study

As for the purpose and importance, the results of the study will hopefully contribute to the improvement of the QCPU's policies and programs for the faculty. This may also lead to crafting of programs and action plans that encourage the culture of quality education and excellence, as organization outcomes resulted from collaboration of faculty and administrators.

Literature Review

Every organization should develop strategies that strengthen the work environment and increase the employee morale and employee satisfaction which may lead to productivity and positive employee work engagement (Sageer, et al, 2013).

Satisfaction refers to the level of fulfilment of one's need, wants and desires. *Employee Satisfaction* is one of the indicators of how happy workers are with their jobs and working environment. Organization must provide the working environment that leads to employees' satisfaction. There is no shortage of information on how organization's will motivate employees to feel satisfied, these could be in terms of good working conditions, job security, fairness in policies and benefits, open line of communications, able leadership, harmonious relationship with colleagues, trainings and programs for professional development and other benefits that may increase employee satisfaction. Hence, employee satisfaction may be regarded as how pleased an employee is, in his or her present position considering the present situation and resources of the organization.

Meaningfulness consists of the meaning of work and psychological meaningfulness. It is define as the general level of importance an individual attaches to the subjective experience of work at a given time (Rothmann, et al, 2010). The meaning of work is clearly visible in organization, where social system, interaction, collaboration and influence take place. In the study conducted by Lukondo and Sebastiann (2013), it is viewed that teachers perceived their work as an opportunity to express their true selves in their work which result in psychological meaningfulness. With sense of meaning, an individual feels useful and valuable while performing his/her duties in the organization.

Work engagement has been defined as a fulfilling, positive, work-related state of the mind that is characterized by dedication, absorption and vigour (Schaufeli & Bakker, 2004). Work engagement is an extension of individuals' selves to a work role whereby they employ and express themselves physically, cognitively and emotionally during role performance (Rothmann, et al, 2010). Theoretically, engagement is grounded in desire theory (Griffen, 1986). This focuses on gratification by means of engaging in activities that can be the source of worthwhile experience. Simply put, work engagement is an individual's attachment to one's work role. Engaged employees according to Bakker (2009) are energetic and have positive work attitudes.

Providing the employees with enough services would generate an impact on their behaviour to become more engage on their work assignment (Bay, and Laguardor, 2014).

Based on the objectives of this study and literature review, the following hypotheses are formulated:

1. Satisfaction, meaningfulness and work engagement have positive relationship towards organizational outcomes.
2. Satisfaction is positively related to work engagement and work meaning.

Null hypothesis: There is no significant relationship between organizational satisfaction, work engagement and work meaning.

Assumption: The participants value the organizational satisfaction, work engagement and work meaning toward their personal growth and professional development.

Methods

Research Design

Descriptive correlation research and quantitative approach is utilized in this study. Qualitative research is also utilized to further confirm how the participants value the organizational satisfaction, work engagement and work meaning.

Participants

There are 303 educators in QCPU under the 3 Programs; Entrepreneurship, Engineering and Information Technology. This population also covers the Senior High school and general education faculty. However, due to time constraints, sampled respondents were taken from Entrepreneurship, Engineering and Information Technology programs only. A total of Forty six (46) out of fifty (50) participated in the survey. Also, six (6) participants representing the three programs were asked for an interview to further substantiate the result of the study.

Instruments

The primary data were obtained through a survey. The survey instrument have 4 parts; part 1 for respondent profile, part 2 for organizational satisfaction, part 3 for work engagement and part 4 for work and meaning inventory. Three standardized instruments were used. These are; Organizational Satisfaction Instrument by Amelia Bay (2104) to measure Organizational Satisfaction, The Work as Meaning Inventory (WAMI) developed by Michael Steger in 2011, to assess meaningfulness and the Utrecht Work Engagement Scale (UWES) developed by Schaufeli and Bakker in 2003 to measure work engagement. The organizational satisfaction survey instrument was taken from the study of Bay, et al (2014). This instrument is composed of 20 questions divided into 4 variables with 5 statements each. The WAMI has 10 statements and UWES has 17 statements divided into three categories.

Procedures and Ethical Considerations

In conducting the study, the request letter to conduct the survey is given for approval of the Vice President for Academic Affairs. After the approval, survey instrument shall be handed personally to the respondents and retrieval immediately followed. Assistance from the Acting Program Heads is also solicited for prompt accomplishment and retrieval of the instruments. Interviews were done at participants' most convenient time.

Results

From the fifty (50) survey instruments given to the respondents, only forty six (46) were retrieved. After the tabulation using SPSS 20, the following are the results of the study.

Profile of the respondents are; male-56.5%, female – 43.5%, with the age ranges from 26-35 years old at 43.5%, married at 53.2%, majority is under contract of service- 27%, with an average salary of mostly Php15,001 to P20,000, at 28%, and lastly, in terms of faculty longevity, 23% are already

connected at the university for 1- 5 years, followed by 6-10years at 19%.

Results of the Respondents Organizational Satisfaction level, work engagement and work meaningfulness are showed in the following tables.

Table 1: Organizational Satisfaction Level in terms of Learning and Development

Learning and Development	WM VI	Rank
Motivation for Professional Development	3.56*S	3
Privilege for educational opportunities	3.39 S	5
Amount of responsibility being given based on my capacity	3.91 S	2
Opportunity to use my abilities	3.97 S	1
Attention paid to my suggestions for development	3.45 S	4
Composite Mean	3.66 S	

*Satisfied

Table 2: Organizational Satisfaction Level in terms of Rewards and Recognition

Rewards and Recognition	WM VI	Rank
Fairness of university policies and promotions	3.15 S	5
The appreciation I received for my good work	3.34 S	4
Recognition I get for exceptional work	3.36 S	3
The praise I received from my superior	3.58 S	2
The level of trust given to me as employee	3.76 S	1
Composite Mean	3.44 S	

Table 3: Organizational Satisfaction Level in terms of Leadership

Leadership	WM VI	Rank
Superior’s leadership style	3.65 S	1
Management of the organization	3.41 S	2
Support from the management to school activities	3.28 S	4
The way employees are treated	3.36 S	3
Management of Conflict	3.23 S	5
Composite Mean	3.39 S	

Table 4: Organizational Satisfaction Level in terms of Work Environment

Work Environment	WM VI	Rank
The volume of work assigned to me	3.80 S	2
Interpersonal relations among fellow workers	3.97 S	1
The physical conditions of the office where I work	3.21 S	5
Relations between management and staff	3.60 S	3
Working conditions	3.47 S	4
Composite Mean	3.61 S	

Tables 1 to 4 showed that in terms of respondents’ organizational satisfaction, it is the learning and development (CM=3.66) followed by work environment (CM=3.61) were rank highest among the organizational satisfaction components. For all the items under organizational satisfaction, the respondents viewed these components as “Satisfied”.

Table 5: Work Engagement in terms of Vigor

Vigor	WM	VI
At my work, I feel bursting with energy	4.48	**VO
At my job, I feel strong and vigorous	5.00	VO
When I get up in the morning, I feel like going to work	5.00	VO
I can continue working for very long periods at a time	4.98	VO
At my job, I am very resilient, mentally.	4.87	VO
At my work I always persevere, even when things do not go well.	4.85	VO
Composite Mean	4.86	VO

**Very Often

Table 6: Work Engagement in terms of Dedication

Dedication	WM	VI
I find the work that I do full of meaning and purpose	5.07	Always
I am enthusiastic about my job	5.11	VO
My job inspires me	5.17	Always
I am proud on the work that I do	5.48	Always
To me, my job is challenging	5.28	Always
Composite Mean	5.22	Always

Table 7: Work Engagement in terms of Absorption

Absorption	WM	VI
Time flies when I'm working.	5.00	Always
When I am working, I forget everything else around me	4.17	VO
I feel happy when I am working intensely	4.93	VO
I am immersed in my work	5.00	VO
I get carried away when I'm working	4.37	VO
It is difficult to detach myself from my job.	4.44	VO
Composite Mean	4.65	VO

Table 5, 6 and 7 showed that in reference to respondents work engagement, the aggregated result falls into dedication which the respondents viewed and feel as "Always".

Table 8: Respondents Work as Meaning Inventory

Subscale	Item	Mean
Positive Meaning (M=4.56)	1. I have found a meaningful career	4.54
	4. I understand how my work contributes to my life's meaning.	4.54
	5. I have a good sense of what makes my job meaningful.	4.59
	8. I have discovered work that has a satisfying purpose.	4.58
Meaning Making through work (M=4.52)	2. I view my work as contributing to my personal growth.	4.57
	7. My work helps me better understand myself.	4.50
	9. My work helps me make sense of the world around me.	4.48
Greater Good Motivations (M=4.10)	3. My work literally makes no difference to the world.	2.98
	6. I know my work makes a positive difference in the world.	4.74
	10. The work I do serves a greater purpose.	4.57

In terms of respondents work meaning inventory, table 8 presented that respondents viewed their work as with "Positive Meaning" to them, with the highest mean of 4.56.

Table 9: Relationships of Organizational Satisfaction, Work Engagement and Work Meaning

Meaning	1-Satisfaction		2-Engagement		3-Work	
	r-value	p-value	r-value	p-value	r-value	p-value
Organizational Satisfaction			.535**	.000	.393**	.007
Engagement	.535**	.000			.445**	.002
Meaning	.393**	.007	.445**	.002		

**Correlation is significant at the 0.01 level(2-tailed)

Table 9 shows that there is a relationship between organizational satisfaction and work engagement(p-value=.000<0.01);organizational satisfaction and work meaning, (p-value=.007<0.01)andwork engagement and meaning(p-value=.002<.01). The computed r-values denote a moderate to high correlation interpretation. Therefore, the three variables correlate and have significant relationships since the computed p values are lesser than the 0.01 level of significance. This also denotes to reject the null hypotheses.

Table 10: Results of Participants' Interview

Participant	Question 1	Question2	Question3	Analysis
1	Good organizational structure Improve personal Skills Motivation Harmonious relationship	Lacking faculty development program	Love and passion in Job Positive outlook Part of success	For Question No. 1, participants view organizational satisfaction, work engagement and work meaning important to achieve organizational outcomes. These can be the source of their pride. Motivation and self-fulfilment.
2 Continuation	Motivated Employee Working as a Team Self fulfillment Table 10	Has shown support for faculty development Only to selected few More support from management	Happy Way of Paying back	
3	Important to personal growth and professional development Take pride being part of culture for excellence	Faculty development program is critical factor and strong foundation for quality education More programs for faculty development	Part of/Helping the university to achieve goals Hard work, dedication	For Question No. 2, participants found lacking faculty development support and only chosen few were given the chance to participate. Support from administration is likewise requested.
4	All three is important Supporting employees improve performance Passion and Commitment are important work ethics	Faculty development Program still needs further research and planning Administration and Academic should work together Sharing of perspectives	Passion strongly affects organizational outcomes	

5	All three is important for personal growth and professional development	There are valuable faculty development programs	Dedication is important for organizational outcome along with knowledge and capabilities	For Question No. 3, participants believed that their dedication lead to positive organizational outcomes.
6	Socially responsible in the organization Value time management Specialization is put into good use	Lack of financial support for faculty development Selected faculty only	Dedication contributes to positive organizational outcomes Be an asset/contributor for achievement of university's vision and mission.	

Discussions

Results of this present study is aligned to the findings of the previous studies conducted by Bay (2014), Rothmann (2010), Helena College (2015) and Lukondo (2013).

Faculty members were satisfied in the services provided by the university in terms of learning and development, work environment, rewards and recognition and leadership. However, university administration must consider improvement in terms of leadership particularly on giving support to the faculty development and university activities.

In terms of faculty engagement at work, results showed that faculty members were dedicated and always proud on the work they do. Since dedication is already part of the characteristics of faculty towards teaching profession, they commit themselves in sharing knowledge to their students and work hand in hand with the university administration towards the development of the students.

A high score in the Work and Meaning Inventory, reflects a "Positive Meaning" wherein faculty members find their work to hold personal meaning, significance or purpose. It is therefore necessary for the administrators to provide support in maintaining faculty members who view their work with full of enthusiasm and meaning.

Since, there is a moderate to high relationship between organizational satisfaction, work engagement and work meaning, university administrators must improve on the present faculty development programs, where support for career and professional growth is the main priority. Presently, faculty members are de-motivated to continue their graduate and post graduate studies due to lack of management support and in the absence of clear policies for promotion. Moreover, recognition and awards convocation must be initiated by the university where the exceptional and remarkable contributions of the faculty are being recognized. With this, everyone is being motivated to do their best effort to carry out certain task with dedication and vigor. A positive organizational outcomes brought about by the management support to faculty is indeed beneficial to the overall success of the university.

Result from the qualitative method suggested that organizational satisfaction, work engagement and work meaning are equally important in achieving positive organizational outcomes. Moreover, there is a need to improve faculty development programs of the university involving not just only few or selected faculty members all of

them. Faculty dedication is also tantamount to the success of the university, without dedicated faculty, organizational success is compromised.

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